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(Ugjgly; fs; kl; Lk;)

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ehymbahu; fy; tp> fy; yhik (20 ghly; fs;)

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ghu; it E} y; fs;:

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1. IFRC 11 French I

Objective:

To develop the communicative skills of learners in French language through lessons of conversations (mini-dialogues)

Unit I

Aborder quelqu’un; Dire son nom
Identifier une langue, la nationalité et le nombre.
Identifier les choses et les personnes

Unit II

Remplir une fiche de renseignements.
Découvrir la carte postale, un message sur internet et le blog très simples.
Les pays francophones ; Les lieux de la ville
Dire si on comprend ; Saluer ; Prendre congé
Dire s’excuser ; Affirmer et nier ; Epeler son nom

Unit III

L’espace francophone ;Découvrir la France et les pays francophones
Exprimer ses gouts ; Identifier les professions
Demander quelque chose à quelqu’un

Unit IV

Comprendre un article de presse sur un portrait d’une personne.
Première approche de la société française (noms, âges, origines, lieux d’habitation)
Parler des loisirs ; Faire un projet

Unit V

Proposer-accepter ou refuser une proposition
Demander une explication
Ecrire les cartes et messages d’invitation, d’acceptation ou de refus.
Découvrir la carte de France et les connaissances.

Text Book:

Objective:

To develop the communicative competence of learners in the English Language through training them in the skills of listening, speaking, reading and writing.

Unit I

Bonnie Chamberlain
“The Face of Judas Iscariot”
Swami Vivekananda
“Speech at World Parliament of Religion”

Unit II

Stephen Leacock
“My Financial Career”
Bhimrao Ambedkar
“Speech on 4th November 1948 in the Constituent Assembly”

Unit III

Robert Lynd
“On Forgetting”
Nirad C. Chaudhuri
“Indian Crowds”

Unit IV

A. G. Gardiner
“All about a Dog”
Ruskin Bond
“My Eccentric Guests”

Unit V

Martin Luther King (Jr.)
“I Have a Dream”
Khushwant Singh
“The Portrait of a Lady”

Text Book:

| 3. | IENC 13 | Literary Forms I |

**Objective:**

To enable the students to become familiar with the genres of literature so that they could better appreciate literature.

**Unit I**
Subjective and Objective Poetry
Poetical Types

**Unit II**
Stanza Forms

**Unit III**
Schools and Movements

**Unit IV**
Dramatic Types

**Unit V**
Dramatic Devices

**Text Book:**

**Reference Book:**
### Objective:

To enable the students to understand concepts and basic terms in poem, learn rhyme, rhythm and alliteration and learn figurative language (simile, metaphor and personification)

### Unit I

<table>
<thead>
<tr>
<th>Author</th>
<th>Poem Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philip Sidney</td>
<td>“The Nightingale”</td>
</tr>
<tr>
<td>John Donne</td>
<td>“Go and Catch a falling Star”</td>
</tr>
<tr>
<td>John Dryden</td>
<td>“A Song for St. Cecelia’s Day”</td>
</tr>
<tr>
<td>Alexander Pope</td>
<td>“Ode on Solitude”</td>
</tr>
<tr>
<td>John Milton</td>
<td>“Sonnet XVIII: On the Late Massacre in Piemont”</td>
</tr>
</tbody>
</table>

### Unit II

<table>
<thead>
<tr>
<th>Author</th>
<th>Poem Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wordsworth</td>
<td>“Resolution and Independence”</td>
</tr>
<tr>
<td>Coleridge</td>
<td>“A Child’s Prayer”</td>
</tr>
<tr>
<td>Lord Byron</td>
<td>“When We Two Parted”</td>
</tr>
<tr>
<td>Keats</td>
<td>“Ode to Autumn”</td>
</tr>
<tr>
<td>Matthew Arnold</td>
<td>“Shakespeare”</td>
</tr>
</tbody>
</table>

### Unit III

<table>
<thead>
<tr>
<th>Author</th>
<th>Poem Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tennyson</td>
<td>“Tithonus”</td>
</tr>
<tr>
<td>Browning</td>
<td>“Pippa’s Song”</td>
</tr>
<tr>
<td>Gerard Manley Hopkins</td>
<td>“Pied Beauty”</td>
</tr>
<tr>
<td>W.H. Auden</td>
<td>“The Unknown Citizen”</td>
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### Unit IV

<table>
<thead>
<tr>
<th>Author</th>
<th>Poem Title</th>
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</thead>
<tbody>
<tr>
<td>Robert Frost</td>
<td>“Birches”</td>
</tr>
<tr>
<td>E.A. Robinson</td>
<td>“A Happy Man”</td>
</tr>
<tr>
<td>Carl Sandburg</td>
<td>“Chicago”</td>
</tr>
<tr>
<td>Archibald MacLeish</td>
<td>“ArsPoetica”</td>
</tr>
</tbody>
</table>

### Unit V

<table>
<thead>
<tr>
<th>Author</th>
<th>Poem Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Toru Dutt</td>
<td>“Our Casuarina Tree”</td>
</tr>
<tr>
<td>Sarojini Naidu</td>
<td>“To A Buddha Seated on Lotus”</td>
</tr>
<tr>
<td>PritishNandy</td>
<td>“Love”</td>
</tr>
</tbody>
</table>

### Text Books:

Objective: To introduce the learners to the ecosystem and to create environmental awareness among them. Also the course aims at creating pollution free environment and protecting the natural resources.

Unit: I THE ENVIRONMENTAL SYSTEM

(1.1) The Services Provided by the Environmental System

(1.2) Ecosystems: Food Chains, Food Webs, Ecological Pyramids

(1.3) Biochemical Cycles: Hydrological Cycle, Carbon Cycle.

Unit: II ENVIRONMENTAL DAMAGE- POLLUTION

Sources and impact of

(2.1) Air Pollution

(2.2) Water Pollution

(2.3) Land Pollution

(2.4) Municipal Solid Waste

(2.5) Noise Pollution

Unit: III RESOURCE DEPLETION

(3.1) Importance of Forests: Causes and Consequences of Deforestation.

(3.2) Bio Diversity: Meaning and Importance-Reasons and Consequences of Biodiversity Decline

(3.3) Consequences of Overdrawing Water Resources.

Unit: IV GLOBAL CLIMATE CHANGE

(4.1) The Science of Climate Change-The Green House Effect

(4.2) Sources and Impact of Climate Change

(4.3) Coping with Climate Change

Unit: V SUSTAINABLE DEVELOPMENT

(5.1) Concepts and Definition of Sustainable Development (Brundtland Commission Definition)

(5.2) Poverty, Population Growth and Environmental Damage

(5.3) Policies for Sustainable Development

Text Book:


References:

Objective:

To make the students learn about the economic, social, religious, and cultural life of the people of England from the fifteenth century until the union of England and Scotland in the eighteenth so as to enable them to understand and appreciate the literatures of these periods

Unit I
1. The Renaissance
2. The Reformation in England
3. Dissolution of the Monasteries

Unit II
4. The Religion of England
5. The Tudor Navy and the Armada
6. The Elizabethan Theatre

Unit III
7. The East India Company
8. Colonial Expansion
9. The Civil War and its Social Significance

Unit IV
10. Puritanism
11. Restoration England
12. The Origin of Political Parties in England

Unit V
13. Age of Queen Anne
14. Coffee-House Life
15. The Union of England and Scotland

Text Book:

Reference Books:
| 7. | ITAC 21 | gad;ghl;Lj;jkpOk; nrk;nkhop tuyhWk; |

**Nehf;fk;**

nkhopaikg;gpid tpsf;Fjy;

nkhopg; gad;ghl;by; cUthd - cUthFk; khw;qf;fisq; Gyg;gLj;jjy;
jpirnkhopfspd; fyg;gpdhj; jkpo;nhkopapy; Vw;gLk; khw;wq;fis tpsf;Fjy;
nkhopf; FLk;gq;fs; FwpJ;jK; nrk;nkhopj; jkpopd; rpwg;Gs; FwpJ;jK; nrk;nkhop
Vw;Gf; Fwpj;Jk; tpsf;Fjy;

**myF-1**

vOj;Jf;fspd; vz;zpf;ifAk; tiSk;> vOj;Jf;fspd; khj;jpiu>fhy ,ilepiyfs;>%tifg;
Nghypfs; > ,Utifg; gjq;fs;> Gzh;r;rpfs;.

**myF-2**

nrhw;nwhlhf; tiffs; (%tif nkhop) njhlhpjy;fzj;jpy; fhzq;ngWk; tOTk; tO mikjpkAk;

gj;jpaikg;Gk; epWj;jw; FwpapLfs; gad;ghLk;: ciueil vOJk; Nghj Nkw;nfhs;s Ntz;ba
tjpKiwsf;.

**myF-3**

Nkilj;jkpo;

ePq;fSk; Ngr;rsh; Mfjyk;-Fkhp mde;jd; Nkilg;Ngr;Rf;Fj; jahh; nra;jy;-
Ngr;rshuf;Fhpa jFfps;-% Ngrk; Kiws;: - gof;f tof;fq;fs;.

**myF-4**

gilg;Gj;jpwd;

rpWfi; ftpi; fl;Liu- Xuq;f ehlfk; - E}y; Fwpj;j jpwdha;T

vOjg; gapw;rpjuy;:.

**myF-5**

gad;ghl;Lj; jkpOk; nrk;nkhop tuyhWk;

1. Nrhk. ,stuR> ed;D}y; fhz;bif ciu> kzptfrh; gjpg;gfk;> nrd;id.
2. m.fp gue;jhkdhh;> ey;y jkpo; vOj Ntz;Lkh? ghhp> epiyak;> nrd;id.
3. Ngr;Rf;fiy- Nf. tP. tPuhftd;> tyk;Ghp gjpg;gfk;> jpUepd;wT+h;602 024.
4. Fkhp mde;jd;> ePq;fSk; Ngr;rhsh; Mfyhk;> G+k;Gfu; gpuRuk;> nrd;id.
5. vOjtj vg;gb? kfu; (njh. M) godpag;gh gpujh;]> nrd;id.
6. k. jpUkiy- Ngr;Rf;fiy- kPdh;rp Gj;jf epiyak;-2008> kjiu.
7. தாவரை குளப்பில், குளவு தோணமுறை சின்று, ஆனி சண்டை புதியத்த, தலைவர், 2005.
8. தாவரைகள், “இன்றை தோணமுறை குளப்பில்”- புகழப்பெறும், தலைவர்.
10. குழநை, குளப்பில் தோணமுறை குளப்பில், புதியத்த.
12. தாவரை குளப்பில் தோணமுறை குளப்பில், புதியத்த புதியத்த, 2005
13. க. குளப்பில் தோணமுறை குளப்பில் புதியத்த புதியத்த, புதியத்த.
14. புதியத்த, புதியத்த - தோணமுறை குளப்பில் புதியத்த, புதியத்த புதியத்த புதியத்த.
Objective:

To ensure the basic knowledge about the French culture

Unit I
  Demander / donner des précisions sur le temps
  Demander / indiquer l’heure et la date
  Demander / dire ce qu’on a fait
  Féliciter

Unit II
  Comprendre et écrire un journal personnel en français.
  Comprendre l’agenda de quelqu’un
  Les rythmes de vie en France
  Evaluez-vous

Unit III
  Evasion en français par l’Internet, la télévision, la radio et la presse.
  Découvrir la France dans votre pays

Unit IV
  Les voyages et les transports
  Comparer les choses ; Montrer ; Indiquer une appartenance
  Demander / donner une explication

Unit V
  Voyager en France ; Situations pratiques relatives au voyage.
  Parler d’un repas.
  Situations pratiques à l’hôtel et au restaurant
  Les habitudes des Français sur un repas.

Text Book:

**Objective:**
To ensure and enhance:
- the ability of the learner to comprehend and appreciate poems in English
- the competence of the learner in using English language, and
- the interest of the learner in human values and perceptions

**Unit I**
1. William Shakespeare  
   “Sonnet 29”
2. William Blake  
   “A Poison Tree”
3. Robert Bridges  
   “A Red, Red Rose”

**Unit II**
4. PB Shelley  
   “Ozymandias”
5. Alfred Tennyson  
   “The Brook”
6. Hillaire Belloc  
   “Matilda”

**Unit III**
7. Robert Frost  
   “Stopping by Woods on a Snowy Evening”
8. Walt Whitman  
   “O Captain, My Captain”
9. Sylvia Plath  
   “Mirror”

**Unit IV**
10. Toru Dutt  
    “The Lotus”
11. A. K. Ramanujan  
    “A River”
12. Keki N. Daruwala  
    “Pestilence in Nineteenth Century Calcutta”

**Unit V**
13. Gabriel Okara  
    “Once Upon a Time”
14. Maki Kureshi  
    “The Kittens”
15. Robert Finch  
    “Peacock and Nightingale”

**Text Book:**
Objective:
To enable the students to become familiar with the genres of literature so that they could better appreciate literature

Unit I
The Essay

Unit II
The Novel

Unit III
The Short Story

Unit IV
Biography and Autobiography

Unit V
Criticism

Text Book:

Reference Book:
Objective:

To introduce the learners to the various themes and techniques exploited by popular prose writers.

Unit I
Bacon
“Of Friendship”
“Of Studies”
“Of Parents and Children”
Unit II
Addison
“Character of Will Wimble”
“On Ghosts and Apparitions”
Steele
“His Account of His Disappointment in Love”
Unit III
Hazlitt
“On Reading Old Books”
“On the Fear of Death”
“My First Acquaintance with Poets”
Unit IV
Emerson
“Self Reliance”
Alan Tate
“Man of Letters”
Robert Frost
“The Figure a Poem Makes”
Unit V
Sri Aurobindo
“Overmind Aesthesis”
Swami Vivekananda
“Secret of Work”
Tagore
“The Relation of the Individual to the Universe” (From Sadhana)
11. IENC 25

Conventions of Standard Written English

Objective:

To enable the students to learn and master the basic grammar and punctuation and expression rules of English

Unit I
1. The Parts of Speech,
2. Sentence, Clause and Phrase

Unit II
Faulty Agreement: 1. Subject – Verb
2. Pronoun – Antecedent
3. Demonstrative adjective – Noun

Faulty Reference: 1. Pronoun – Single antecedent
2. Pronoun – remote antecedent
3. Indefinite use of they, it, you
4. Awkward use of it
5. The dangling modifier
6. Verb – tense forms
7. Article
8. Fragments / run-ons / Comma splice
9. Word order / misplaced modifiers
10. Prepositions
11. Misuse of subjunctive mood

Unit III
Punctuation: Comma, Semicolon, Colon, Dash, Parentheses

Unit IV
Mechanics: Apostrophe, Hyphen ,Abbreviations, Numbers, Italics and Quotation Marks, Capitalization

Unit V
Expression: 1. Errors in usage
2. Errors in diction
3. Inappropriate use of the passive voice
4. Awkward shifts in subjects, tense, voice
5. Awkwardness and wordiness
6. The derailed sentence
7. Errors in point of view

Text Book:
Objective:
To make the students learn about the economic, social, religious, and cultural life of the people of England from 18\textsuperscript{th} century until the present time so that they could understand and appreciate British literature

Unit I
1. The Agrarian Revolution
2. The Industrial Revolution
3. The Methodist Movement

Unit II
4. Other Humanitarian Movements
5. The War of American Independence
6. England and Ireland

Unit III
7. Effects of the French Revolution
8. The Reform Bills
9. The Victorian Age

Unit IV
10. Education in the Victorian England
11. Means of Transport and Communication
12. Education in the 20\textsuperscript{th} Century

Unit V
13. The World Wars and Social Security
14. Trade Unionism in England
15. England Today

Text Book

Reference Book

13. ITAC 31  

**ciueilAk; ehlfKk;**

**Nehf;fk:** ,yf;fpaq;fspd; rpwg;GfisAk; fUj;JfisAk; ciueil topahfg; Gyg;gLj;jy; - ciueilj;jpwid vLj;Jiu;jjy;

myF-1
,yf;fpa tpsf;fk; - Mrpupau; (t.Rg. khzpffk;)
 ,yf;fpa tpsf;fk; - ,yf;fzf; Fws;fs; - tupirg;ghl;L – tho;thq;F – J}a ,yf;fpak; - eilKiw mwq;fs; - ,yf;fpaf;fiy

myF-2
Fwszpfs; - ,yf;fpa nts;sk; - jd;neQ;rk; - ,yf;fpaj;jsk; - Fws; tpsf;fk; - ek;gpf;if E};y; - ePjp tpsf;fk;

myF-3
k.g.nguparhkpj;J}ud; - (Mrpupau; - rpw;gp ghyRg;gpukzpak;)
 tho;Tk; gzpAk; - md;gpy; jpisj;j ftpij – rpWfijg; gilg;Gfs;
ehlfq;fSk; fPu;j;jidfSk; - fl;Liur; nry;tk;

myF-4
rpWtu; ,yf;fpak; mwptpay; E}y;fsk; gpwTk; - fiy;fsQ;rpag; gzp – ghujp jkpo; - J}ud; vd;nwhU kpjul;

myF-5
ehlfk; - Njhif tz;zk; (Mrpupau; - lhf;lh; r. rtfu;yhy;)

ghlE}y;fs;

1. t.Rg.khzpf;fk; - ,yf;fpa tpsf;fk;
kzpthrfu; E}yf;> Kjw;gjpg;G-1971
2. rpw;gp ghyRg;gpukzp; &
   kh. g.nguparhkpj;J}ud; - rhfpj;a mfhnjkp> Kjw;gjpg;G-2000
3. lhf;lu; r. rtfu;yhy; - Njhif tz;zk;>
godpak;khs; ntspaPL> nrd;id>
   Kjw;gjpg;G-2008
   lg;fud; mLf;ffk;> iraj;fjhj; mntd;A+-
   tpUfk;ghf;fk;> nrd;id-92.
Objectives:

To enhance the ability of the learner to understand & express themselves in French language

Unit I

Demander des nouvelles de quelqu’un(les activités de la journée)
Choisir, acheter, payer un objet

Unit II

S’informer sur la présence ou l’existence d’une personne ou d’un objet (Parler d’un logement ; s’orienter, Décrire un trajet, Exprimer un besoin)
S’informer sur l’état physique de quelqu’un
Le temps en France et parler du temps

Unit III

Evaluez-vous
Evasion dans la Poésie

Unit IV

Souvenez-vous (Les moments de la vie)
Demander /donner des informations sur la biographie d’une personne (enchainer les idées)

Unit V

Demander /donner des informations sur ses relations amicales ou familiales.
Présenter sa famille.

Text Book:
Objective:
To enhance the conversational competence of the learner by introducing to him to dramas in English

Unit I
Stanley Houghton  “The Dear Departed”
Kenneth Sawyer Goodman  “The Game of Chess”

Unit II
A. A. Milne  “The Princess and the Woodcutter”
Anton Chekhov  “A Marriage Proposal”

Unit III
Arnold Bennett  “The Stepmother”
Arthur Miller  “Grandpa and the Statue”

Unit IV
William Shakespeare  King Lear (Act I, Scene i)
William Shakespeare  Julius Caesar (Act III, Scene ii)

Unit V
Frances Goodrich & Albert Hackett  The Diary of Anne Frank (Act I)
Betty Keller  “Tea Party”

Text Book:
**Objective:**
To enable the students to understand and appreciate the greatness of Indian Classical Literature

**Unit I**

<table>
<thead>
<tr>
<th>Author</th>
<th>Work</th>
<th>Translation by</th>
</tr>
</thead>
<tbody>
<tr>
<td>CeramaanKanaikkalIrumporai</td>
<td>“Purananuru 74”</td>
<td>A. K. Ramanujan</td>
</tr>
<tr>
<td>Auvaiyar</td>
<td>“Purananuru 93”</td>
<td>George L Hart</td>
</tr>
<tr>
<td>Ponmutiyar</td>
<td>“Purananuru 312”</td>
<td>A. K. Ramanujan</td>
</tr>
<tr>
<td>Perumpatumanar</td>
<td>“Kurunthokai 7”</td>
<td>A. K. Ramanujan</td>
</tr>
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<td>AiyurMutavan</td>
<td>“Kurunthokai 123”</td>
<td>A. K. Ramanujan</td>
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<tr>
<td>Auvaiyar</td>
<td>“Akanaanooru 11”</td>
<td>A. K. Ramanujan</td>
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**Unit II**

<table>
<thead>
<tr>
<th>Author</th>
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<th>Source</th>
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</thead>
<tbody>
<tr>
<td>Thiruvalluvar</td>
<td>“Aram” - Chapter I</td>
<td>Thirukkural (G. U. Pope’s Trans.)</td>
</tr>
<tr>
<td></td>
<td>“Porul” - Chapter II</td>
<td></td>
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<tr>
<td></td>
<td>“Inbam” – Chapter III</td>
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<tr>
<td>IlangoAdigal</td>
<td>“VazhakuraiKaathai”</td>
<td>(Silappathikaram)</td>
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**Unit III**

<table>
<thead>
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<th>Author</th>
<th>Work</th>
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<tbody>
<tr>
<td>Kalki</td>
<td><em>PonniyinSelvan</em> Chapters 1-10</td>
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**Unit IV**

<table>
<thead>
<tr>
<th>Author</th>
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</thead>
<tbody>
<tr>
<td>Kalidasa</td>
<td><em>Shakuntala</em></td>
</tr>
</tbody>
</table>

**Unit V**

<table>
<thead>
<tr>
<th>Author</th>
<th>Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thagazhi S. Pillai</td>
<td><em>Chemmeen</em></td>
</tr>
</tbody>
</table>
Objective:

To enable the learners to appreciate the poetical works of the renowned poets of the United Kingdom, Canada, Australia, America, and India

Unit I
T. S. Eliot  “Preludes”
George Barker  “to My Mother”
R. S. Thomas  “Evans”
Seamus Heaney  “The Tollund Man”

Unit II
Wilfred Campbell  “The Winterlakes”
F. R. Scott  “Laurentian Shield”
A. J. M. Smith  “Ode on the Death of William Butler Yeats”
Margaret Atwood  “Journey to the Interior”

Unit III
Kenneth Slessor  “Beach Burial”
A. D. Hope  “Standardization”
Judith Wright  “Women to Man”
Vincent Buckley  “Parents”

Unit IV
Edgar Allan Poe  “The Raven”
John Berryman  “I’m cross with God who has wrecked this generation”
Richard Eberhart  “The Groundhog”
Deborah Ager  “Alone”

Unit V
Sri Aurobindo  “The Tiger and the Deer”
Nissim Ezekiel  “Marriage”
JayantaMahabathra  “A Missing Person”
R.Parthasarathy  “River, once”

Text Books:
Objective:

To introduce the learners to the various themes and techniques exploited by prose writers in English

Unit I

George Orwell
  “Gandhi”
  “Shooting an Elephant”
  “The English Character”

Unit II

Charles Lamb
  “The South Sea House”
  “New Year’s Eve”
  “Dream Children”

Unit III

Cardinal Newman
  “The Idea of a University”
Macaulay
  “Goldsmith”

Unit IV

Thoreau
  “The Battle of the Ants”
Walt Whitman
  “The Preface to the 1855 Edition of Leaves of Grass”
Barack Obama
  “Yes We Can”

Unit V

Dr. S. Radhakrishnan
  “New World Civilizaion”
Arundati Roy
  “An Algebra of Infinite Justice”
OBJECTIVE: To introduce the students to the fundamentals of both software and hardware of a computer and its application in different fields.

UNIT - I

UNIT - II

UNIT - III
Personal Productivity Software: Introduction to MS-Office - MS-Word - MS-Excel - MS-Power Point - MS-Access.

UNIT - IV
Data Communication: Elements - Computer Network - Types (LAN, MAN and WAN) - Topology - Transmission Media – Guided Medium (Twisted Pair, Coaxial Cable and Fiber Optic Cable) – Wireless Transmission.

UNIT - V
Introduction to Internet: Browser and Its types - World Wide Web (WWW) - Internet Service Provider (ISP) - HTTP - Electronic Mail - Introduction to Multimedia - HTML - Creation of Web Pages.

TEXT BOOKS:

REFERENCES:


Objective:

To introduce the learners to the achievements of successive English writers as well as the national changes and development that shaped British literature from the Middle English Period to the Neo-Classical Period

Unit I

English Literature Before Chaucer  
The Age of Chaucer  
From Chaucer to Tottel’s Miscellany

Unit II

The Development of the Drama  
The Age of Shakespeare

Unit III

The Age of Milton

Unit IV

The Age of Dryden

Unit V

The Age of Pope

Text Book:


Reference Books:

| 20. | IFRC 41 | French IV |

**Objective:**

To ensure the acquisition of French language through self-evaluation

**Unit I**

Faire un bilan du sondage  
Aborder quelqu’un (Parler de moyens de communication)

**Unit II**

Faire valoir son droit  
Exprimer une opinion sur la vérité d’un fait.  
Savoir-vivre en France

**Unit III**

Donner un conseil  
Téléphoner /Prendre rendez-vous

**Unit IV**

Exposer un problème/ réagir  
Parler du corps et des problèmes de santé

**Unit V**

Parler des qualités et des défauts des personnes  
Demander / donner une explication  
décrire une personne  
Evaluez-vous

**Text Book:**

Objective:

To develop the communicative competence of learners in the English Language through training them in the skills of listening, speaking, reading and writing

Unit I
1. O’Henry  “After Twenty Years”
2. Ernest Hemingway  “A Day’s Wait ”

Unit II
1. Flora Annie Steel  “Valiant Vicky”
2. Oscar Wilde  “The Selfish Giant”

Unit III
2. Shashi Deshpande  “I Want”

Unit IV
1. Leo Tolstoy  “Where Love is God is”
2. Somerset Maugham  “The Ant and the Grasshopper”

Unit V
1. Chinua Achebe  “Marriage is a Private Affair”
2. Bessie Head  “Heaven is not Closed”

Text Book:
Objective:

To enable the learners to get acquainted with the themes and techniques exploited by British, American, and Indian dramatists

Unit I

Christopher Marlowe: *Edward II*

Unit II

John Dryden: *All For Love*

Unit III

T. S. Eliot: *Murder in the Cathedral*

Unit IV

Eugene O’ Neill: *Mourning Becomes Electra*

Unit V

Vijay Tendulkar: *Kamala*
Objective:
To enable the learner to interpret and criticize the fictional works of different cultures

Unit I
John Bunyan  
*The Pilgrim’s Progress*

Unit II
Jonathan Swift  
*Gulliver’s Travels*

Unit III
Mary Shelley  
*Frankenstein*

Unit IV
Mark Twain  
*The Adventures of Tom Sawyer*

Unit V
Raja Rao  
*Kanthapura*
Objective:

To enable the students to speak English with natural ease and efficiency by training them in the sounds of English

Unit I

The Air-Stream Mechanisms
Organs of speech

Unit II

Description and classification of Consonants

Unit III

Description and classification of Vowels

Unit IV

The Syllable
Consonant Clusters in English
Word accent
Accent and Rhythm in Connected Speech
Intonation

Unit V

Practice in Phonemic Transcription

Text Book:

Reference Books:
Objective:

To improve the ability of the learners to effectively and successfully master the art of business communication.

Unit I

Business Writing Today
Effective Business Letters

Unit II

Dictation
Memos
Form Messages

Unit III

Special Writing and Research Projects
Business Writing and the Job Search

Unit IV

Automation and the Information Age

Unit V

Review of Business Grammar and Style

Text Book:

Objective:

To introduce the learners to the achievements of successive English writers as well as the national changes and development that shaped British literature from the Age of Johnson to the twentieth century

Unit I

The Age of Johnson

Unit II

The Age of Wordsworth

Unit III

The Age of Tennyson

Unit IV

The Age of Hardy

Unit V

Twentieth Century

Text Books:


Reference Book:

Objective:

To enable the students to have an understanding of the historical movements and the cultural traits in Indian English Literature

Unit I Poetry - I

Henry Louis Vivian Derozio  “A Walk by Moonlight”
KasiprasadGhose  “To a Dead Crow”
Toru Dutt  “The Tree of Life”
Swami Vivekananda  “Peace”
Sri Aurobindo  “Revelation”
Harindranath Chattopadhyaya  “Peacock”
Manjeri S. Isvaran  “The Neem is a Lady”
Sarojini Naidu  “Palanquin Bearers”
Shiv K. Kumar  “Epitaph on an Indian Politician”

Unit II Poetry - II

Rabindranath Tagore  *Gitanjali* (1-15 songs)

Unit III Prose & Criticism

Jawaharlal Nehru  *The Discovery of India* (Chapters 1-5)
M. K. Gandhi  *My Experiments with Truth* (Chapters 1-5)

Unit IV Drama

Rabindranath Tagore  *Muktadhara*
Vijay Tendulkar  *Silence! The Court is in Session*

Unit V Fiction

R. K. Narayan  *Swamy and Friends*
Kamala Markandaya  *Nectar in a Sieve*
### Objective:

To introduce the students to the literature of America, to familiarize them with the important literary movements, and to give them a firsthand knowledge of the outstanding works and authors.

### Unit I

- **Ann Bradstreet**
- **Edward Taylor,**
- **H. W. Longfellow**
- **Emily Dickinson**
- **Robert Frost**

- "To My Dear and Loving Husband"
- "Huswifery"
- "A Psalm of Life"
- "Success is counted sweetest"
- "I taste a liquor never brewed"
- "A route of evanescence"
- "Home Burial"

### Unit II

- **E.E. Cummings**
- **Sylvia Plath**
- **Wallace Stevens**
- **Hart Crane**
- **Robert Lowell**
- **John Crowe Ransom**
- **William Carlos Williams**

- "Somewhere I have never travelled, gladly beyond"
- "Lady Lazarus"
- "The Emperor of Ice-Cream"
- "Praise for an Urn"
- "Man and Wife"
- "Philomela,"
- "The Red Wheelbarrow"

### Unit III

- **Emerson**
- **Alice Walker**

- "The American Scholar"
- "In Search of Our Mothers’ Gardens"

### Unit IV

- **Arthur Miller**
- **Tennessee Williams**

- *Death of a Salesman*
- *The Glass Menagerie*

### Unit V

- **Hawthorne**
- **Edith Wharton**

- *The Scarlet Letter*
- *The Age of Innocence*
Objective:

To enable the students to appreciate the genius of Shakespeare which has made him a classic of eternal value and to know the historical and present day value of Shakespeare, the poet-dramatist

Unit I

*A Midsummer Night’s Dream*

Unit II

*Othello*

Unit III

*Julius Caesar*

Unit IV

*The Tempest*

Unit V

*Sonnets: 1, 18, 30, 60, 124, 126, 140, 152*
Objective:

To sharpen students’ sensibility, and motivate them for creative writing through extensive reading of fiction

Unit I

Walter Scott  
Emily Bronte  
**Unit II**  
Arthur Conan Doyle  
E. M. Foster  
**Unit III**

William Golding  
George Orwell

Unit IV

Harper Lee  
John Steinbeck  
**Unit V**  
Anita Desai  
Khushwant Singh

Ivanhoe  
Wuthering Heights  
The Hound of Baskervilles  
Passage to India  
Lord of the Flies  
1984  
To Kill a Mocking Bird  
The Grapes of Wrath  
Cry, The Peacock  
Train to Pakistan
Objective:

To introduce the students to Dalit literature, which the socio-economic and political problems afflicting the Dalit community

Unit I
Arjun Dangle  “What is Dalit Literature: Past, Present and Future”
Baburao Bagul  “Dalit Literature is but Human Literature”

Unit II
Tagore  “The Great Equality”
“Shunned at the Temple Gates”
Pralhad Chendwankar  “My Father”
Vilas Rashinkar  “No Entry for the New Sun”
Uttam Kolgaokar  “His House”
Arjun Dangle  “I Will Belong to It”
Sharankumar Limbale  “White Paper”
W. Kapur  “The Search”

Unit III
Baba Saheb B.R. Ambedkar  “Annihilation of Caste” (Chapters V & VI)
“Why Conversion?”
“Waiting for Visa”
“Speech at Mahad”
Dr. K.R. Narayanan  “A Dalit President Speaks”
R.G. Jahav  “Dalit Feelings and Aesthetic Detachment”

Unit IV
Rabindranath Tagore  Chandalika
Bandhumadhav  The Poisoned Bread
Waman Hoval  The Storeyed House
Arjun Dangle  Promotion

Unit V
Bama  Sangati
Imayam  The Beasts of Burden
Objective:
To introduce to the students the evolution and characteristics of the English language

Unit I
General Character of English
The Indo-European Family of Languages
English in the Germanic Family
Landmarks in the History of English
Philology and Literature

Unit II
The Influences of Latin
Greek Influence
French Influences on the Vocabulary
Scandinavian Elements
Other Germanic Languages
The Influence of Italy
Other European Influences
Words from Outside of Europe
Recent and Current Tendencies

Unit III
History of Spelling and Pronunciation
‘Standardizing’ of Spelling and Pronunciation
The Development of Dictionaries
Spelling and Rhyme
Influence of Spelling on Pronunciation

Unit IV
Bible Translations
Shakespeare’s Working Critics
Some Formative Working Critics
Milton and the English Language
Some Poets and the Language
Rhetoric and Oratory

Unit V
The Search for a Standard
American Influence
The Radio and the Language
Other Influences on English
English as a World Language

Text Book:
Objective:

To acquaint the students with the different schools and principles of criticism and to help them appreciate and evaluate literary texts

Unit I

Aristotle  
*Poetics*

Unit II

Samuel Johnson  
*Life of Milton*

Unit III

I.A. Richards  
“Two Uses of Language”
Sigmund Freud  
“Creative Writers and Day Dreaming”

Unit IV

Edmund Wilson  
“The Historical Interpretation of Literature”
R. P. Blackmur  
“Language as Gesture”

Unit V

Northrop Frye  
“Archetypes of Literature”
Roland Barthes  
“The Death of the Author”
Objective:
To introduce the learners to the literatures of the Commonwealth nations which deal with different aspects of life and its problems

Unit I
A.J.M. Smith
Margaret Atwood
Wole Soyinka
Judith Wright
Peter Porter

“Ode on the Death of William Butler Yeats”
“Journey to the Interior”
“Telephone Conversation”
“Typists in the Phoenix Building”
“Your Attention, Please”

Unit II
Kenneth Slessor
Shaw Neilson
Gabriel Okara
Derek Walcott
Edwin Thumboo
Allen Curnow

“CountryTown”
“The Bard and the Lizard”
“Were I to Choose”
“A Far Cry from Africa”
“Gods can Die”
“Time”

Unit III
Ananda Coomarasamy
Margaret Atwood

“The Dance of Shiva”
“Introduction” from Survival

Unit IV
George Ryga
Wole Soyinka

The Ecstasy of Rita Joe
The Lion and the Jewel

Unit V
V.S. Naipaul
Patrick White

A House for Mr. Biswas
Voss
Objective:

To introduce the learners to the unique characteristics of the plays written by the British, Canadian, American, Australian, and Indian playwrights

Unit I
Christopher Fry : *The Lady is Not for Burning*

Unit II
Sharon Pollock : *Blood Relations*

Unit III
David Mamet : *American Buffalo*

Unit IV
David Williamson : *The Removalists*

Unit V
Tagore : *Chitra*
Objective:

To expose the students to different literary works in world literature to broaden their aesthetic experience

**Unit I:**
Homer
- **The Iliad** Book: I
  (Trans. by Robert Fitzgerald)
Virgil
- **The Aeneid** Book: I
  (Trans. by Robert Fitzgerald)

**Unit II:**
Omar Khayam
- Rubaiyat
  “Haiku Poems”
  “The Word”
  “Hymn to Beauty”
Basho
Pablo Neruda
Baudelaire

**Unit III:**
Thomas More
- **Utopia**
Khalil Gibran
- **The Prophet**

**Unit IV:**
Sophocles
- **Oedipus Rex**
Louis Pirandello
- **Six Characters in Search of an Author**

**Unit V:**
Leo Tolstoy
- **War and Peace**
Franz Kafka
- **The Metamorphosis**
Objective:

To familiarize the students with the different approaches to literature

Unit I:
The Moral Approach
Irving Babbitt
“Genius and Taste”

Unit II:
The Psychological Approach
Kenneth Burke
“The Poetic Process’

Unit III:
The Sociological Approach
George Orwell
“Rudyard Kipling”

Unit IV:
The Formalistic Approach
James Smith
“As You Like It”

Unit V:
The Archetypal Approach
Gilbert Murray
“Hamlet and Orestes”

Text Book:

**Objective:** To teach the students the purpose of life and to instill in them a moral concern for the society.

**Unit - I**
1. Value education – Meaning – Nature and Purpose
2. Importance of Value Education

**Unit – II**
1. Basic Features of Rational Ethics
2. Moral Consciousness and Conscience
3. Love – The Ultimate Moral Norm

**Unit – III**
2. God, Religion and Morality

**Unit – IV**
1. Social Ethics: Value of Life and Human Beings
2. Liberty, Equality and Fraternity

**Unit – V**
1. Ethical Issues Today: Religious Ethics, Family Ethics
2. Political Ethics - Business Ethics
3. Ethics and Culture.

**References:**

**Objective:**

To enable the students to get acquainted with Chaucer and the characteristics of British Literature written during the Elizabethan Age

### Unit I

**Literary Terms:**

- Affective fallacy, Alliteration
  
  - Geoffrey Chaucer
    - “The Prologue to the Canterbury Tales”
  
  - Sir Thomas Wyatt
    - “Forget Not Yet the TyrdeEntent”
  
  - Earl of Surrey
    - “When Raging Love with Extreme Paine”

### Unit II

**Literary Terms:**

- Allusion, Ambiguity
  
  - Edmund Spenser
    - “Epithalamion”
  
  - Sir Walter Raleigh
    - “The Shepherd’s Description of Love”
  
  - Sir Philip Sidney
    - “Philomela”

### Unit III

**Literary Terms:**

- Allegory, Fable
  
  - Sir Philip Sidney
    - *An Apologie for Poetrie*
      - “Of Truth”
  
  - Francis Bacon
    - “Of Death”
  
    - “Of Revenge”
  
    - “Of Simulation and Dissimulation”
  
    - “Of Marriage and Single Life”

### Unit IV

**Literary Terms:**

- Absurd, Antihero
  
  - Christopher Marlowe
    - *Dr. Faustus*
  
  - John Webster
    - *The White Devil*

### Unit V

**Literary Terms:**

- Chronicle Plays, Cliché
  
  - Thomas Middleton
    - *The Changeling*
  
  - Ben Jonson
    - *Every Man in His Humour*
Objective:

To enable the students to have an idea of the spirit of the Jacobean and the Restoration ages and make them appreciate the religious political, literary, and social problems as reflected in the literature of these periods.

Unit I
Literary Terms: Ballad, Bathos, Epic Simile

John Milton
  *Paradise Lost* - Book IX
John Dryden
  *Mac Flecknoe*

Unit II
Literary Terms: Anticlimax, Blank Verse

John Donne
  *A Valediction Forbidding Mourning*
  *Anniversary*
Andrew Marvell
  *To His Coy Mistress*
  *The Pulley*
  *The Collar*
George Herber
  *Peace*
Richard Crashaw
  *The Infant Martyrs*
Alexander Pope
  *Epistle to Dr. Arbuthnot*

Unit III
Literary Terms: Parable, Mock-epic

John Dryden
  *Preface to the Fables*
Jonathan Swift
  *The Battle of the Books*

Unit IV
Literary Terms: Cultural Studies, Fabliau

Daniel Defoe
  *Robinson Crusoe*
Samuel Richardson
  *Pamela*

Unit V
Literary Terms: Comic Relief, Courtly Love

Oliver Goldsmith
  *She Stoops to Conquer*
R. B. Sheridan
  *School for Scandal*

Objective:

To introduce the learners to the characteristics of African-American Literature and make them understand the pangs and feelings of the suppressed section of the society.
Unit I
Literary Terms:
Frederick Douglass
Phyllis Wheatley
James Weldon Johnson
Paul Laurence Dunbar
Fenton Johnson

Unit II:
Literary Terms:
Langston Hughes
Claude McKay
Countee Cullen
Gwendolyn Brooks
Rita Dove

Unit III
Literary Terms:
W.E.B. Dubois
Alaine Locke

Unit IV
Literary Terms:
Amiri Baraka
Ed Bullins

Unit V Fiction
Literary Terms:
Ralph Ellison
Toni Morrison

Confessional Poetry, Metaphor
“We Raise de Wheat”
“On Being Brought From Africa to America”
“To His Excellency General Washington”
“Fifty years,”
“The Creation”
“Worn Out”
“Sympathy”
“My God in Heaven Said to Me”
“The Lonely Mother”

Empathy, Sympathy
“Harlem”
“The Weary Blues”
“The Negro Speaks of Rivers”
“If We Must Die”
“Africa”
“To the White Fiends”
“Harlem Shadows”
“Yet Do I Marvel”
“Heritage”
“From the Dark Tower”
“The Ballad of Rudolph Reed”
“The Negro Hero”
“Heart to Heart”
“My Mother Enters the Work Force”

Harlem Renaissance, Humanism
“The Souls of Black Folk”
“The New Negro”

Negative Capability, Dramatic Irony
Dutchman
The Taking of Miss Janie

Anxiety of Influence, Intentional Fallacy
The Invisible Man
Tar Baby

Objective:

To enable the students to acquire the modern skills of writing in English for literary and specific purposes
Unit I
1. Organizing the Theme
2. Introduction and Conclusion

Unit II
1. The Paragraph
2. Logic

Unit III
1. Deadwood
2. Inflated Diction
3. Weak Words
4. Cliches

Unit IV
1. Sentence Structure: The Sentence Fragment, Run–together Sentence, and the Comma Splice
2. Sentence Structure: Faulty Pronoun Reference
3. Sentence Structure: Parallelism
4. Correct Usage
5. Agreement

Unit V
Punctuation and Mechanics

Textbook:

Reference Book:

| 43. | VII Semester | Elective: Elements of English Grammar |

Objective:
This course aims at improving the students’ mastery over the fundamentals of English grammar and sentence structure

**Unit I**
Sentence, Clause, and Phrase

**Unit II**
Noun and Pronoun

**Unit III**
Verb

**Unit IV**
Adverb and Adjective

**Unit V**
Preposition, Conjunction, and Interjection

**TextBook:**

**Reference Book**
**Objective:**

To enable the learners to get acquainted with the unique characteristics of the literature of the Pre-Romantic and the Romantic Ages

<table>
<thead>
<tr>
<th><strong>Unit I</strong></th>
<th>Literary Terms:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Elegy, Connotation, Denotation</strong></td>
</tr>
<tr>
<td>Thomas Gray</td>
<td>“Elegy Written in a Country Churchyard”</td>
</tr>
<tr>
<td>Williams Collins</td>
<td>“Ode to Evening”</td>
</tr>
<tr>
<td>William Blake</td>
<td>“Ode to Simplicity”</td>
</tr>
<tr>
<td></td>
<td>“The Tiger”</td>
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<tr>
<td></td>
<td>“The Lamb”</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Unit II</strong></th>
<th>Literary Terms:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Romanticism, Lyric, Ballad</strong></td>
</tr>
<tr>
<td>Wordsworth</td>
<td>“Ode on the Intimations of Immortality”</td>
</tr>
<tr>
<td>S. T. Coleridge</td>
<td>“Christabel”</td>
</tr>
<tr>
<td>John Keats</td>
<td>“Ode to a Nightingale”</td>
</tr>
<tr>
<td>P. B. Shelley</td>
<td>“Ode to the West Wind”</td>
</tr>
<tr>
<td>Lord Byron</td>
<td>“On this day I complete my thirty sixth year”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Unit III</strong></th>
<th>Literary Terms:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Sentimentalism, Literature of Sensibility</strong></td>
</tr>
<tr>
<td>Wordsworth</td>
<td>“Preface to the Lyrical Ballads”</td>
</tr>
<tr>
<td>S.T. Coleridge</td>
<td><em>Biographia Literaria</em> - - Chapters IV, XIV, XVIII</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Unit IV</strong></th>
<th>Literary Terms:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Travesty, Lampoon, Conceit</strong></td>
</tr>
<tr>
<td>P.B. Shelley</td>
<td><em>Prometheus Unbound</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Unit V</strong></th>
<th>Literary Terms:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jane Austen</td>
<td><em>Pride and Prejudice</em></td>
</tr>
<tr>
<td>Walter Scott</td>
<td><em>Kenilworth</em></td>
</tr>
</tbody>
</table>
**Objective:**

To enable the students to get acquainted with the characteristics of the literature of the Victorian Age

**Unit I**  
**Literary Terms:** **Dramatic Monologue, Euphony and Cacophony**

<table>
<thead>
<tr>
<th>Poet</th>
<th>Works</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alfred Tennyson</td>
<td>“The Lotos Eaters”</td>
</tr>
<tr>
<td></td>
<td>“Ulysses”</td>
</tr>
<tr>
<td>Robert Browning</td>
<td>“My Last Duchess”</td>
</tr>
<tr>
<td></td>
<td>“The Last Ride Together”</td>
</tr>
<tr>
<td>Mathew Arnold</td>
<td>“Memorial Verses”</td>
</tr>
<tr>
<td></td>
<td>“Dover Beach”</td>
</tr>
</tbody>
</table>

**Unit II**  
**Literary Terms:** **Empathy and Sympathy, Mixed and Dead Metaphor**

<table>
<thead>
<tr>
<th>Poet</th>
<th>Works</th>
</tr>
</thead>
<tbody>
<tr>
<td>D.G. Rossetti</td>
<td>“The Blessed Damozel”</td>
</tr>
<tr>
<td>Francis Thompson</td>
<td>“The Hound of Heaven”</td>
</tr>
<tr>
<td>G.M. Hopkins</td>
<td>“The Wreck of the Deutschland”</td>
</tr>
</tbody>
</table>

**Unit III**  
**Literary Terms:** **Heroic Drama, Structural Irony, Malapropism**

<table>
<thead>
<tr>
<th>Poet</th>
<th>Works</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathew Arnold</td>
<td>“The Study of Poetry”</td>
</tr>
<tr>
<td>Thomas Carlyle</td>
<td>“The Hero as Poet: Dante; Shakespeare”</td>
</tr>
</tbody>
</table>

**Unit IV**  
**Literary Terms:** **Masque, Melodrama, Objective Correlative, Pantomime**

<table>
<thead>
<tr>
<th>Poet</th>
<th>Works</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oscar Wilde</td>
<td><em>Importance of Being the Earnest</em></td>
</tr>
<tr>
<td>G.B. Shaw</td>
<td><em>Saint Joan</em></td>
</tr>
</tbody>
</table>

**Unit V**  
**Literary Terms:** **Socialist Realism, Stock Characters, Stock Response**

<table>
<thead>
<tr>
<th>Poet</th>
<th>Works</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charles Dickens</td>
<td><em>A Tale of Two Cities</em></td>
</tr>
<tr>
<td>Thomas Hardy</td>
<td><em>Tess of the D’urbervilles</em></td>
</tr>
</tbody>
</table>
Objective:

To enable the students to have an understanding of the historical movements and the cultural traits of the contemporary Indian English Literature

Unit I Poetry - I
Literary Terms: Imagery, Light Verse and Society Verse

Kamala Das
“Old Play House”
“An Introduction”
R. Parthasarathy
“Under Another Sky”
“A River Once”
Nissim Ezekiel
“Enterprise”
“Poet, Lover, Bird Watcher”
A.K. Ramanujan
“A River”
“The Lost of the Princes”

Unit II
Literary Terms: Meter, Onomatopoeia, Paradox

Jayanta Mahapatra
“Thoughts of the Future”
“The Bride”
Keki N. Daruwalla
“Hawk”
“Easy and Difficult Animals”
Dom Moraes
“Sailing to England”
“At Seven O’clock”
Gieve Patel
“On Killing a Tree”
“Commerce”

Unit III
Literary Terms: Epic Theatre, Folk Drama

Sri Aurobindo
The Renaissance in India
R. K. Narayan
My Dateless Diary: An American Journey

Unit IV
Literary Terms: Stock Situations, Stream of Consciousness

Girish Karnad
Hayavadana
Mahesh Dattani
Final Solutions

Unit V
Literary Terms: Paratactic Style, Hypotactic Style

Chetan Bhagat
Five Point Someone
Aravind Adiga
The White Tiger
Objective:
To introduce the students to theories of language and language learning, and their implications in teaching and learning; to introduce them to prevailing methods and to familiarize them with principles of course designing and testing and evaluation.

Unit I
1. English in India –Past, Present and Future
2. The Nature of Human Language.
3. Linguistics, Psychology and English Teaching
4. Methods

Unit II
1. Approach, Method and Technique
2. Essentials of English Speech
3. Teaching Spoken English: Some Techniques
4. Essential Word –Grammar for Teachers

Unit III
1. Teaching of Vocabulary
2. Essentials of English Grammar
3. The Teaching of Grammar
4. Reading and Teaching of Reading

Unit IV
1. Writing and Teaching of Writing and Composition
2. Teaching Prose
3. Teaching Poetry
4. Instructional Aids

Unit V
1. Study Skills and Reference Skills
2. Tests and Testing
3. Common Errors and Remedial English
4. Planning and Lesson Planning

Text Book:

Reference Books:
**Objective:**
The course aims at enabling the students to learn and master the art of Spoken English by training them through different modules which involve practical knowledge in speech delivery.

**Unit I**  
Production of Speech  
Process of Listening

**Unit II**  
Characteristics of Voice  
Body Language  
Organization of Speech

**Unit III**  
Preparing Steps  
Modes of Delivery  
Speeches for Special Occasions

**Unit IV**  
Practice Material I  
a. Pronouncing Individual Sounds  
b. Acquiring High Intonation  
c. Using Contracted Forms

**Unit V**  
Practice Material II  
a. Developing Conversational Ability  
b. Making a Public Speech  
c. Oral Reading of Poetry

**TextBook:**

**Reference Book:**
Objective:

To enable the students to understand the problems of twentieth century as they are presented through the appropriate form and idiom of twentieth century literature

Unit I
Literary Terms: Pathetic Fallacy, Poetic Diction

W.B. Yeats
   “Sailing to Byzantium”
   “The Second Coming”
T.S. Eliot
   “The Love Song of J. Alfred Prufrock”
W.H. Auden
   “In Memory of W.B. Yeats”
Dylan Thomas
   “Fern Hill”
   “Poem in October”
A. E. Housman
   “Loveliest of Trees”
Edward Thomas
   “The Cherry Trees”
Siegfried Sassoon
   “Glory of Women”

Unit II
Literary Terms: Poetic Justice, Poetic License

Wilfred Owen
   “Strange Meeting”
   “Sensibility”
Stephen Spender
   “The Prisoners”
Philip Larkin
   “Church Going”
Ted Hughes
   “Relic”
   “Thrushes”
Thomas Gunn
   “On the Move”
Cecil Day Lewis
   “The Poet”
Seamus Heaney
   “Digging”

Unit III
Literary Terms: Pre-Raphaelites, Prosody

T.S. Eliot
   “Tradition and the Individual Talent”
   “Irony as a Principle of Structure”
Cleanth Brooks

Unit IV
Literary Terms: Problem Play, Pun

John Osborne
   Look Back in Anger
   Waiting for Godot
Samuel Beckett

Unit V
Literary Terms: Surrealism, Text and Writing

Virginia Woolf
   Mrs. Dalloway
James Joyce
   Ulysses
Objective:

To introduce the students to the literature of America, to familiarize them with the important literary movements, and to give them a firsthand knowledge of the outstanding works and authors of American Literature.

Unit I
Literary Terms:

Refrain, Apostrophe

- Emerson
- Poe
- Whitman
- Emily Dickinson
- Robert Frost
- Ezra Pound

“Each and All” “Brahma”
“Israfel”
“When Lilacs Last in the Dooryard Bloom’d”
“A narrow fellow in the grass”
“Because I could not stop for death”
“Mending Wall”
“HighselvynMauberley”

Rhetorical Question, Rhyme

- E.E. Cummings
- Sylvia Plath
- Elizabeth Bishop
- Randall Jarrell
- Richard Wilbur
- Allen Ginsberg

“The Cambridge Ladies”
“Ariel”
“The Fish”
“The Player Piano”
“Ceremony”
“A Super Market in California”

Satire, Sublime

- Emerson
- Thoreau
- Ihab Hassan

“Nature”
“Where I Lived and What I Lived For”
“Towards a Concept of Postmodernism”

Soliloquy, Stanza, Three Unities

- O’Neill
- Suzan Lori Parks

The Hairy Ape
Venus

Unit V
Literary Terms:

Utopias and Dystopias, Victorianism

- Scott Fitzgerald
- Bharathi Mukherjee

The Great Gatsby
Wife
**Objective:**
To introduce the learners to the literatures of the Commonwealth nations which deal with different aspects of life and its problems

**Unit I**
- A.D. Hope
- Katerine Mansfield
- Allen Curnow
- Judith Wright
- Dennis Brutus
- Gabriel Okara
- Chinua Achebe
- John Pepper Clark
- Wole Soyinka

<table>
<thead>
<tr>
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<td>A.D. Hope</td>
<td>“Australia”</td>
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<tr>
<td>Katerine Mansfield</td>
<td>“The Man with the Wooden Leg”</td>
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<tr>
<td>Allen Curnow</td>
<td>“Time”</td>
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<td>Judith Wright</td>
<td>“The Harp and the King”</td>
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<tr>
<td>Dennis Brutus</td>
<td>“A Common Hate Enriched Our Love and Us”</td>
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<td>Gabriel Okara</td>
<td>“The Mystic Drum”</td>
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<tr>
<td>Chinua Achebe</td>
<td>“Refugee Mother and Child”</td>
</tr>
<tr>
<td>John Pepper Clark</td>
<td>“The Casualties”</td>
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<td>Wole Soyinka</td>
<td>“Dedication”</td>
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**Unit II**
- P. K. Page
- A. M. Llein
- AJM Smith
- FR Scott
- E. Mc G. Keane
- Derek Walcott
- Mervyn Morris
- Kishwar Naheed

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<td>“Indian Reservation: Caughnawage”</td>
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<td>AJM Smith</td>
<td>“Like an Old Proud King in a Parable”</td>
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<td>FR Scott</td>
<td>“The Laurentian Shield”</td>
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<td>E. Mc G. Keane</td>
<td>“The Age of Chains”</td>
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<td>Derek Walcott</td>
<td>“Ruins of a Great House”</td>
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<tr>
<td>Mervyn Morris</td>
<td>“Literary Evening, Jamaica”</td>
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<tr>
<td>Kishwar Naheed</td>
<td>“I am not that Woman”</td>
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**Unit III**
- Chinua Achebe
- Northrop Frye

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<tr>
<td>Chinua Achebe</td>
<td>“The Novelist as a Teacher”</td>
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<td>Northrop Frye</td>
<td>“Conclusion” to <em>The Literary History of Canada</em></td>
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**Unit IV**
- Ian Fraser
- Sharon Pollock

<table>
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<tr>
<td>Ian Fraser</td>
<td><em>Bring Me Gandhi</em></td>
</tr>
<tr>
<td>Sharon Pollock</td>
<td><em>Blood Relations</em></td>
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**Unit V**
- J. M. Coetzee
- Margaret Atwood

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<tbody>
<tr>
<td>J. M. Coetzee</td>
<td><em>Age of Iron</em></td>
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<tr>
<td>Margaret Atwood</td>
<td><em>The Blind Assassin</em></td>
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Objective:
To enable the students to have an idea of the growth of English as the world language, as a great borrower, an assimilator, and a propagator, and also to train them in the sounds of the language

Unit I
1. The Organs of Speech
2. The Description and Classification of the Sounds of English
3. Phonemic Transcription

Unit II
1. The Phoneme
2. The Syllable
3. Word Accent

Unit III
1. Place of English in the Indo-European Family of Languages
2. Characteristics of Old English
3. Characteristics of Middle English

Unit IV
1. Word Borrowing (Scandinavian, French, Latin and Greek)
2. Makers of English (Shakespeare, Milton, Bible Translators)
3. History of English Spelling and Spelling Reforms
4. Changes in Meaning of Words

Unit V
1. Dictionaries and the Growth of Vocabulary
2. Evolution of Standard English
3. Growth of American English
4. English as a Universal Language

Text Books

Reference Books
Objective:
To introduce the students to the basics of mechanics and techniques of technical communication

Unit I
Defining Technical Writing
Audience Language and Style, Organization

Unit II
Writing Elements
Technical Definitions
Technical Descriptions
Summaries
Graphics
Instructions
Comparison and Contrast

Unit III
Forms of Technical Communication
Technical Reports
Forms, Memos, E-mail
Business Letters
Presentations
The Job Search: Resumes and Letters

Unit IV

Unit V
Mechanics of Writings – Capital Letters – Abbreviations and Acronyms – End Punctuation – Commas – Colons and Semicolons – Parenthesis, Dashes, Brackets, Ellipses, Slashes, and Hyphens – Apostrophe – Quotations

Text Book:

Reference Book:
Objective:
To train students in soft skills in order to enable them to be professionally competent.

Unit 1: Soft Skills and Personality Development
Listening: Types of Listening, Effective Listening and Barriers to Listening – Assertive Communication.

Unit 2: Communication Skills
Non-verbal Communication: Body Language and Proxemics.

Unit 3: Interpersonal Skills
Interpersonal Skills: Relationship Development and Maintenance and Transactional Analysis.

Unit 4: Employability Skills
Goal Setting – Career Planning – Corporate Skills – Group Discussion – Interview Skills – Types of Interview - Email Writing – Job Application – Cover Letter - Resume Preparation.

Unit 5: Professional Skills

References:
Objective:

To enable the students to appreciate the genius of Shakespeare which has made him a classic of eternal value; to enable them to know the historical and present day value of Shakespeare, the poet-dramatist

Unit I

Twelfth Night
The Merchant of Venice

Unit II

Hamlet
Macbeth

Unit III

Antony and Cleopatra
Measure for Measure

Unit IV

Henry IV – Part I
The Winter’s Tale

Unit V

Sonnets from Peacock – Vol. II – 12, 33, 53, 54, 65, 73, 90, 94, 107, 116, 144

General Topics on Shakespeare’s stage, theatre, audience, fools and clowns, woman characters, and Shakespearean criticism, songs and music.

Reference Books:

Objective:

To introduce the learners to various literary theories that will enable them to interpret and evaluate literary works.

Unit I

Modernism and Post-Modernism

Unit II

Structuralism and Post structuralism

Unit III

Gender Based Theories

Unit IV

New Historicism and Cultural Materialism

Unit V

Reader Oriented Theories

Text Book:


Reference Book:

**Objective:**

To prepare the students to face various competitive examinations with conviction

**Unit I**

Comprehension Passages  
Cloze Test  
Spotting Errors

**Unit II**

Sentence Improvement  
Sentence Arrangement  
Sentence Completion  
Sentence Fillers

**Unit III**

Vocabulary  
Synonyms and Antonyms

**Unit IV**

Verbal Analogy  
Word Substitution

**Unit V**

Idioms and Phrasal Verbs  
Miscellaneous Vocabulary

**Text book:**


**Reference Book:**

Objective:
To enable the students to get acquainted with gender issues, to reorientate them in literature studies from feminist perspectives, and to introduce them to feminist literary theory so as to understand feminist literary texts.

Unit I
1. Feminism and Feminist literary Criticism; Definitions
2. Historical overview and major themes in Feminist criticism.
(From *A Handbook of Critical Approaches to Literature* (editor) Wilfred L. Guerin et al. pages 196-215)

Unit II
Virginia Woolf  
Elaine Showalter  
John Goode  
Kate Millet  
Nina Baym

From *A Room of One’s Own (Chaps. 2 & 3)*  
“Toward a Feminist Poetics”  
“SueBridehead and the New Woman”

*Theory of Sexual Politics (Chap - II)*
“Mad Woman and Her Language”
(from *Feminisms: An Anthology of Literary Theory and Criticism* eds. R. Warhol and Diane Price Herndl pp. 279-291)

Unit III
Kamala Das  
Sylvia Plath  
Gwendolyn Brooks

“The Old Play House”  
“The Sunshine Cat”  
“The Ballad of Pearl May Lee”
“Mirror” “Daddy”  
“A Lovely Love”
“The Queen of the Blues”  
“The Double Inage”
“The Sickness Unto death”

Unit IV
Caryl Churchill  
Lorraine Hansberry

*Top Girls*  
*A Raisin in the Sun*

Unit - V
Deshpande  
Arundathi Roy

*The Dark Holds No Terrors*  
*The God of Small Things*
Objective:

To prepare the students to face various competitive examinations with conviction

Unit I

Comprehension Passages
Cloze Test
Spotting Errors

Unit II

Sentence Improvement
Sentence Arrangement
Sentence Completion
Sentence Fillers

Unit III

Vocabulary
Synonyms and Antonyms

Unit IV

Verbal Analogy
Word Substitution

Unit V

Idioms and Phrasal Verbs
Miscellaneous Vocabulary

Text book:


Reference Book: