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<tr>
<th>Faculty/Department</th>
<th>Syllabus</th>
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<tr>
<td>Faculty of Arts</td>
<td>SECTION – B : SUBJECT SPECIFIC</td>
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<td></td>
<td><strong>ELIZABETHAN AND JACOBEAN DRAMA</strong></td>
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<tr>
<td></td>
<td>Kyd : <em>The Spanish Tragedy</em></td>
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<td>Webster : <em>The Duchess of Malfi</em></td>
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<td>Marlowe: <em>Dr. Faustus</em></td>
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<td>Ben Jonson : <em>The Alchemist</em></td>
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<td><strong>ELIZABETHAN AND JACOBEAN PROSE</strong></td>
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<td></td>
<td>Sidney: <em>An Apologie for Poesie</em></td>
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<td>Bunyan: <em>The Pilgrim's Progress</em></td>
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<td></td>
<td>Robert Burton :<em>The Anatomy of Melancholy (Selections)</em></td>
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<tr>
<td></td>
<td>1. The Author's Abstract of Melancholy (Rhymed)</td>
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<td></td>
<td>2. God, a Cause of Melancholy (Member 3, Subsect 1)</td>
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<td>3. Sorrow, a Cause of Melancholy (Member 3, Subsect 4)</td>
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<td>4. Fear, a Cause of Melancholy (Member 3, Subsect 5)</td>
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<td>5. Education, a Cause of Melancholy (Member 4, Subsect 2)</td>
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<td><strong>SHAKESPEARE</strong></td>
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<td>Twelfth Night</td>
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<td>Henry IV Part I</td>
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<td>Hamlet</td>
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<td>Measure for Measure</td>
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<td>King Lear</td>
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<td>The Winter's Tale</td>
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<td>Shakespeare Criticism</td>
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<td>Johnson and Coleridge</td>
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<td></td>
<td>Extracts from <em>Shakespeare Criticism: A Selection</em>, ed. D. Nichol Smith</td>
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<td></td>
<td>(ii) Trends in Shakespeare Criticism-Bradley and after: L. C. Knights, G. Wilson Knight, R. B. Heilman, D. G. James, Irving, Ribner, Terry Eagleton,</td>
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<td></td>
<td><strong>RESTORATION AND EIGHTEENTH CENTURY POETRY</strong></td>
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<tr>
<td></td>
<td>Dryden:  <em>MacFlecknoe</em></td>
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<td>Pope : The Rape of the Lock – first 3 cantos</td>
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<td>Gray: 'Elegy Written in a Country Churchyard'</td>
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<td>The Progress of Poesy</td>
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<td>Collins : To Evening</td>
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<td>Blake : <em>Songs of Experience</em></td>
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<td>The remaining poems of <em>Songs of Experience</em> are for non-detailed study</td>
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<td><strong>RESTORATION AND EIGHTEENTH CENTURY PROSE</strong></td>
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<tr>
<td></td>
<td>Selections from <em>The Spectator</em></td>
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<td>The following eight essays:</td>
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<td>Addison ‘The Spectator’s Account of Himself’</td>
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<td></td>
<td>‘Sir Roger at Home’</td>
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<td>‘Character of Will Wimble’</td>
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<td>‘Sir Roger at Church’</td>
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<td>‘Rural Manners’</td>
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<td>Steele ‘The Coverley Household’</td>
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<td>‘Sir Roger’s Ancestors’</td>
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<td>‘Of the Club’</td>
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<td>Swift: ‘<em>Gulliver’s Travels</em> (Only Book I for detailed study)</td>
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Congreve: *The Way of the World*
Daniel Defoe: *Robinson Crusoe*
Sheridan: *The Rivals*

**POETRY OF THE ROMANTIC AGE**
*Wordsworth: The Prelude* (1805) Bk. I
(ed. Selincourt)
*Tintern Abbey*
*Lucy Poems*
1. ‘She dwelt among the untrodden ways’
2. ‘Three years she grew in sun and shower’
*Coleridge: The Rime of the Ancient Mariner*
*Kubla Khan*
*Byron: Childe Harold’s Pilgrimage* (Cantos 1-4)
‘When we two parted’
‘She walks in Beauty’
‘Stanzas for Music’
‘Sonnet on Chillon’
*Shelley: The Mask of Anarchy*
*Adonais,*
‘Ode to the West Wind’
*Keats: Endymion, Book I*
‘Ode on a Grecian Urn’
‘Ode to Autumn’,
‘Ode to a Nightingale’

**POETRY OF THE VICTORIAN AGE**
*Tennyson: The following poems:*
*The Lotus Eaters*
*The Palace of Art*
*The Two Voices*
‘Ulysses’
*In Memoriam*
*Browning: ‘Andrea delSarto’*
‘The Last Ride Together’
‘Rabbi ben Ezra’
‘Porphyria’s Lover’
*Arnold: ‘Dover Beach’*
‘To Marguerite’ (Yea, in the sea of life)
‘Shakespeare’
‘The Scholar-Gipsy’
*Hopkins: ‘The Windhover’*
‘The Starlight Night’
‘No worst, there is none’

**PROSE AND FICTION OF THE ROMANTIC AGE**
*Scott: The Heart of Midlothian*
*Jane Austen: Persuasion*
*Hazlitt: Selections*
(ed. G. Sampson)
The following essays :
‘My First Acquaintance with Poets’,
‘On Going a Journey’
‘On Reading Old Books’
*Lamb: Essays of Elia*
‘Dream Children’
‘Mackery End in Herfordshire’
‘Poor Relations’
‘Old China’

**PROSE AND FICTION OF THE VICTORIAN AGE**
*Dickens: David Copperfield*
*Thackeray: Vanity Fair*
George Eliot: *Middlemarch*

Pater: *Appreciations* (only two essays)

‘Style’

‘Coleridge’

Ruskin: *Unto this Last*

Oscar Wilde: *The Importance of Being Earnest*

**POETRY FROM CHAUCER TO SHAKESPEARE**

Chaucer: The General Prologue to *The Canterbury Tales*

*The Pardoner’s Tale*

*The Knight’s Tale*

Spenser: *The Faerie Queen, Book I* (Cantos I – V for detailed study)

Shakespeare: Sonnets Nos. 17, 20, 23, 27, 30, 42, 55, 64, 66, 86, 116, 125, 130.

**POETRY FROM DONNE TO MILTON**

Donne: The following poems from Helen Gardener’s anthology:

*The Metaphysical Poets* (Penguin)

‘The Good Morrow’

‘The Flea’

‘The Sunne Rising’

‘The Canonization’

‘The Relique’

‘This is my play’s last scene’

Andrew Marvell: ‘To His Coy Mistress’

‘On a Drop of Dew’

‘The Garden’

George Herbert: ‘The Agonie’

The Collar’

‘Jordan’ (I)

Crashaw: ‘A Hymne of the Nativity’

Milton: *Paradise Lost Book I and II* (Book I for detailed study)

**MODERN BRITISH LITERATURE UPTO 1950**

Yeats: Selections from Palgrave’s


‘No Second Troy’

‘The Second Coming’

‘Sailing to Byzantium’

‘Leda and the Swan’

‘Byzantium’

T.S. Eliot: *The Love Song of J. Alfred Prufrock*

*The Waste Land*

Auden: Selections from *Modern Verse, (The World’s Classics Series)*

‘Muses de Beaux Arts’

‘The Shield of Achilles’

Lullaby: ‘Lay your Sleeping Head My Love’

Spender: Selections from *Modern Verse, (The World’s Classics Series)*

‘The Landscape Near an Aerodrome’

‘The Prisoners’

‘The Express’

Shaw: *Man and Superman*

Syng: *Riders to the Sea*

D.H. Lawrence: *Sons and Lovers*

Conrad: *Heart of Darkness*

James Joyce: *A Portrait of the Artist as a Young Man*

**MODERN BRITISH LITERATURE AFTER 1950**

Philip Larkin: ‘Poetry of Departures’

‘Toads Revisited’
‘Mr Bleany’
‘Churchgoing’
Ted Hughes: ‘Hawk Roosting’
‘Thought Fox’
‘Hawk in the Rain’
Seamus Heaney: ‘Traditions’
‘Punishment’
‘The Railway Children’
Angus Wilson: Late Call
Paul Scott: Staying on
John Fowles: The French Lieutenant’s Woman
Harold Pinter: The Birthday Party
Arnold Wesker: Chicken Soup with Barley
Tom Stoppard: Rosencrantz and Guildenstern are Dead

LITERARY CRITICISM
Aristotle: Poetics (Butcher’s Translation).
Dryden: ‘Essay of Dramatic Poesie’
Wordsworth: Preface to The Lyrical Ballads (1800 Edition)
Coleridge: Biographia Literaria, Chapter XIII
Arnold: ‘The Function of Criticism in Modern Times’
T.S. Eliot: ‘Tradition and Individual Talent’
‘The Metaphysical Poets’
(A) Basic Concepts of Practical Criticism
I.A. Richards: The Four Kinds of Meaning
Basic Concepts of New Criticism
Cleath Brooks: The Language of Paradox
(B) Practical Criticism
(Unseen Poetry and/or Prose extracts)

CONTEMPORARY LITERARY THEORY
A). Conceptual Framework of Contemporary Literary Theory: Historical Background
(Literary Criticism and Literary Theory, Literature and Experience, Literary Tradition,
Literary Production and Consumption), Philosophical Background (brief introduction to
concepts of Russian Formalism, Empiricism, Phenomenology, Linguistic Determinism,
Intention and meaning, Author, text and reader).
B). Debates, controversies and arguments in the 1980s; the English Synthesis; the
A). Structuralism: Language & Literature as Structure; Structuralist Narratology;
implications of Structuralism for the study of literature.
B). Deconstruction: Critique of logocentricism; undecidability of meaning; difference and
dissemination; American deconstruction.
C). Psychoanalytic Theory: Discovery of the Unconscious: Freud; Deviations from
Freudian mapping of the Unconscious: Jung and Otto Rank: Ego-centrist approach to
theory and practice of psychoanalysis: the American School; Lacan and his revolt
against ego-centrist psychoanalysis.
A). New Historicism: The culture scape of American; conditions necessitating the
deivation from historicism and dialectical materialism; the theory.
B). Cultural Materialism: The culture scape of Europe; impact of World Wars and
Fascism; the theory.
C). Feminism: Relationship of theory to Feminism; critique of and rocentricism,
gynocriticism.
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**GENERAL AND ENGLISH PHONETICS**
- Phonetics: Definition; Relationship between Phonetics and Linguistics; Relationship between Phonetics and Phonology.
- Phonetics and its Branches: Articulatory Phonetics; Acoustic Phonetics; Auditory Phonetics; Perceptual Phonetics; Applied Phonetics
- Organs of Speech: Functions
- Mechanism of Speech Production
- Air Stream Mechanism and Phonation Types
- The Sound System of a Language: Vowels – Definition, Description and Classification
- Consonants: Description and Classification
- Phonemic Transcription: IPA Symbols
- The Sound System of English: English Sounds and Letters; English Vowels and Consonants – Phonemic & Phonetics Details; Allophonic Variations
- Consonant Clusters
- Syllables
- Suprasegmental Features:
  - Word Stress
  - Sentence Stress
  - Rhythm
- Strong and Weak Forms
- Connected Speech: Stress and Rhythm
- Phonemic Transcription using Suprasegmental Features

**ELEMENTARY LINGUISTICS**
- General Linguistics: Definition and the scope of the subject; Historical; Comparative; Descriptive Linguistics; Theoretical and Applied Linguistics
- Language: Definitions, Properties and Functions; Language and Society; Language and Culture
- Phonetics and Phonology; the structure of sounds in language, identification of phonemes; distinctive features approach based on Chomsky and Halle (SPE); Phonological Processes; assimilation, elision, liaison, juncture.
- Morphology: The structure of words and morpheme; morph, morpheme and morpheme variants, morphological processes; word formation processes.
- Syntax: The study of sentence structure; basic sentence patterns, phrase and clause structure; constituents and constructions; construction types.
- Semantics: Definition and scope; Types of word meaning; types of sentence meaning; word meaning relations and sentence meaning relations.

**GRAMMAR, OLD AND NEW**
- Grammar: Origin, Definition and Types.
- Latin Grammar; English Grammars; the School Tradition; Case Grammar; IC Analysis.
- PS Rules; TG Grammar

**LANGUAGE LEARNING AND TEACHING: THEORIES AND METHODOLOGY**
- Language Learning Theories: Behaviorism, Cognitivism, Contrastive Analysis Hypothesis
- Second Language Learning Theories- I: Universal Grammar Hypothesis; Krashen's Monitor Model; Anderson’s Information Processing Model
- Second Language Learning Theories- II: Pidginization/ Acculturation; Discourse Theory/ Functional Perspectives; Neuro functional theory
- Language Learning Strategies and Communication Strategies; Communicative Competence; Intercultural Hypothesis; Error Analysis
- Methods of Language Teaching: Approach, methods and technique; The Grammar-Translation Method; Language teaching innovations in the nineteenth century and the Reform Movement; The Direct Method; The Audio-lingual Method
- Communicative Language Teaching: Origin of CLT, theoretical bases of CLT; CLT Syllabuses; classroom activities and techniques; learner-teacher roles; strengths and
weaknesses.

SYLLABUS DESIGNING
Syllabus and Curriculum; Definition and Scope; Features and philosophy of Syllabus Design; Background to a Course Design, Needs Analysis Learner’s profile: E. B., T. B. Age, Socio - cultural aspects, Language proficiency, etc.
Approaches to Language Syllabus Designing: Grammatical/ Structural /Situational; Notional/Functional, The Council of Europe Project.
Procedural syllabus; Communicative Syllabus (Integrated Approach); Specific Purpose Syllabus; Teacher Training Syllabus; Analysis of different types of syllabuses in view of stated objectives and needs

GRAMMAR, TEXT AND DISCOURSE
Text Grammar: Cohesion and Coherence
Text and Discourse; Text and Context.
Conversation Analysis: Traditional v/s Modern

MATERIALS PRODUCTION
Teaching materials: Definition. Types and Role in ELT; General Principles of Materials Production: Selection/Gradation;
Forms and Functions of materials for Accuracy/ Fluency, for Linguistic/ Communicative Proficiency, for General ELT and ESP

TEACHING ORAL COMMUNICATION
English Intonation
Types and Roles
Functions: Grammatical, Accentual and Attitudinal.
Teaching of English Pronunciation
Sounds, Accent and Rhythm
Speech Melody
Problems in Pronunciation
Choice of Models in Pronunciation: Concept of World English, RP, American English, GIE
Measures for Achieving Intelligibility for Indian Speakers of English
Nature of Oral Communication: Difference between Oral and Written Communication
Difference between Verbal and Non-Verbal Communication
Speaker – Listener Rapport
Objectives and Strategies for Teaching Listening and Speaking
Designing Integrated Listening and Speaking Tasks

Oral Communication Tasks:
Task I – Oral Presentation on Formal Papers; Group Discussion; Role Play and Conversations/Dialogues
Task II – Conducting Meetings and Interviews; Compeering/Anchorring
Task III – Telephonic Communication; Creative Dramatics

TEACHING GRAMMAR AND USAGE
Status and Role of Grammar in Language Pedagogy; Approaches to Teaching Grammar System: Deductive/Inductive.
Teaching Strategies: Memorization/Discovery; Form/function; Use/Usage.
Designing Tasks for teaching grammar through various approaches and strategies.
Concepts in Modern English Grammar:
i) Universal Grammar
Beyond the Sentence: (a) Suprasentential Grammar, Intersentential Links: Lexical, Grammatical, Semantic. (b) Grammatical Analysis of a Paragraph
Designing Tasks for Teaching Grammar Items.

TEACHING WRITTEN COMMUNICATION
Different Perspectives on Writing as Communication; Product Approach; Writing Process Approaches: Expressive, Cognitive (Flower and Hayes and Bereliter and Scardamalia); Social-Context Approach; Ethnographic and Halliday’s Social-Semiotic Approach; Genre-based Approaches.
Role of Vocabulary in Writing; Clause Relations and Textual Patterns; Theme and Rheme; Text and Interpretation.
L1 & L2 Writing: Similarities and Differences. Strategies/Techniques of Writing; Teaching Writing at the Primary, Intermediate and Advanced Levels.
Responding to Writing: Feedback, Cooperative Learning and Group Work; Peer-Group Responses; Teacher-Student Conferencing; Audience Awareness.
Writing Assessment, Indirect Writing Assessment, Direct Assessment, Portfolios; Self-Editing.
Tasks in L2 writing class; Task components; Types of Writing Tasks; Graphological Tasks; Language Scaffolding Tasks and Composing Tasks; Designing Writing Tasks on Paragraph, Formal Letters, Reports, Notices and Announcements/Advertisements

TEACHING OF LITERATURE
What is Literature; Its Uses and Rationale in ELT; Characteristics of Literature, Recent Perspectives; Rhetorical Devices.
Approaches to the Study of Literature: Extrinsic (Biographical, Sociological, Archetypal) Intrinsic (Russian Formalism, New Criticism Structural Analysis).
Teaching Drama: Major ingredients of a play; Dialogue; Dramatic effect and Stylistic Features; Preparing Lesson Plans.
Teaching Prose; Teaching a Prose Passage; Teaching Fiction: Stylistic and Analytical Techniques; Preparing Lesson Plans

TESTING AND EVALUATION
Testing and Evaluation: Definitions and Purposes; Relationship between Learning, Teaching and Evaluation; Types of Tests; Modes/Methods of Testing.
Characteristics of a Good Test: Reliability, Validity and Practicality; Achieving Beneficial Backwash: Impact of Tests; Stages of Test Construction; Test Administration.
Techniques of Testing: Multiple Choice; Matching; Gap-filling; True/False; Cloze; Dictation, Translation; Composition; Short Answer
Characteristics of Communicative Test; Testing Grammar; Testing Vocabulary; Testing Reading Comprehension. Construction of Items
Testing Writing; Testing Speaking; Testing Listening, Construction of Items
Interpreting/Using Test Results: Mean; Median; Percentile; Standard Deviation; Standard Error of Measurement; Correlation Co-efficient; Item Difficulty and Item Analysis; Discrimination Index; Analysis of Distractors; Special Factors Affecting Scores.