

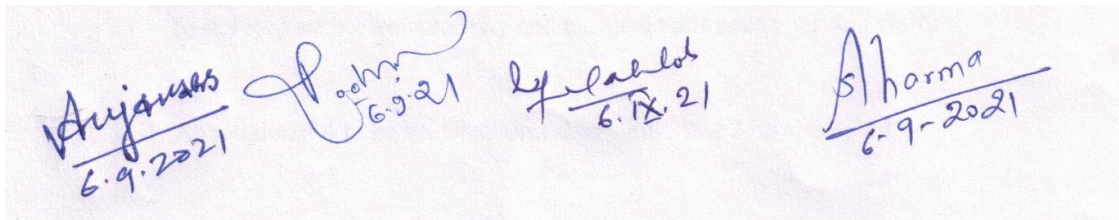
M. A. English

PROGRAMME OBJECTIVES

1. To Equip students with knowledge of English as a world language.
2. To Increase in-depth Knowledge of the Core Areas of the English as a subject.
3. To Equip student with knowledge of different literary works related with poetry, prose, fiction and drama in English.
4. To identify literature written in different English across the globe.
5. To apply the knowledge in becoming an Entrepreneur, an effective communicator.
6. To effectively use the literary and linguistic skills in an efficient manner.

PROGRAMME OUTCOMES

1. To equip student with analytical skills in linguistics, communications and literary criticism.
2. To train students for careers and advanced studies in a wide range of English, Public Relations, or Communications fields.
3. To develop a sense of literary experience amongst Students.
4. To encourage all post graduates of the department to view the reading of challenging and imaginative texts as an essential and rewarding part of a life-long commitment to learning and growth.
5. Transferable Skills / Attitudes.
6. To enable students to be effective in Writing skills and process, Sense of Genre, Culture and History, Critical Approaches, Research Skills, Oral Communication Skills, Valuing literature, language, and imagination.



Handwritten signatures and dates of three individuals: Anjanas (6.9.2021), P. M. (6.9.21), and Alharma (6-9-2021).

SEMESTER I

Paper-I CCT-1: POETRY

(5 Credits)

OBJECTIVES:

- To help the students recognize poetry written in English from a variety of cultures, historic periods.
- Analyze the various elements of poetry, such as diction, tone, form, genre, imagery, figures of speech, symbolism, theme, etc.
- Identify a variety of forms and genres of poetry from diverse cultures and historic periods, such as haiku, tanka, sonnets, ballads, dramatic monologues, free verse, etc.
- Recognize the rhythms, metrics and other musical aspects of poetry.
- Develop a deeper appreciation of cultural diversity by introducing them to poetry from a variety of cultures throughout the world.

OUTCOMES:

- To understand the common techniques underlying free verse and traditional forms of poetry.
- To identify personal experiences that can be used when writing poems
- To understand the basic terminology and practical elements of poetry.
- To develop their critical thinking skills.
- To develop their own creativity and enhance their poetry writing skills

Unit-1: Annotations- 4 to be set from Unit-2 to Unit-5 and 2 be attempted.

Unit-2

John Milton: Paradise Lost Book I
Valmiki: Ramayana (Sundar Kand).

Unit-3

Geoffrey Chaucer: The Prologue to the Canterbury Tales.
S.T.Coleridge: The Rime of the Ancient Mariner.

Unit-4

William Shakespeare: Sonnets Nos. 23, 24, 26, 27, 31, 44.
John Donne: The Extasie, A Valediction Forbidden Mourning, The Good Morrow, Love's Alchemie, The Canonization, The Anniversarie.

Unit-5

John Dryden: Absalom and Achitophel.
Alexander Pope: The Rape of the Lock.

Books Recommended:

Emile Legouis: Chaucer.
EMW Tillyard: Milton.
Compton Rickett: History of English Literature.
David Daiches: History of English Literature.

Handwritten signatures and dates:
Arijana 2/9/2021
Arijana 2/9/2021
Arijana 2/9/2021

Paper-II
CCT-2: DRAMA

(5 Credits)

OBJECTIVES:

- To enable the students read drama scripts in English language.
- To understand the society and culture of the particular country through the characters in the drama.
- To understand main ideas and details in different kinds of dramatic scripts.
- To enable them to understand and appreciate drama as a literary art form.
- In drama students are able to explore intellectual, social, physical, emotional and moral domains through learning which involves thought, feeling and action.

OUTCOMES:

- Drama fosters self discipline, confidence and team work.
- To help develop skills in interpreting, researching, negotiating, problem solving and decision making.
- To help students explore how dramatists use the resource language as a creativity to explore the entire range of human experience through dramas as a literary form.
- The learner would be able to understand the insights, genres, conventions and experimentations associated with English Drama.
- To be able to acquire the skills to create dramatic pieces.

Unit-1 Annotations-4 to be set from Unit-2 to Unit-5 and 2 be attempted.

Unit-2

Sophocles: Oedipus Rex.

Kalidas: Abhigyana Shankuntalam. (English Translation, Sahitya Academy)

Unit-3

Hamlet,
King Lear.

Unit-4

Twelfth Night,
The Tempest.

Unit-5

Christopher Marlowe: Dr.Faustus.

Ben Jonson: Every Man in His Humour.

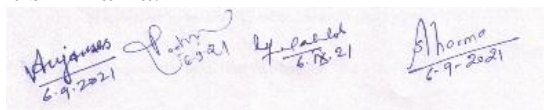
Books Recommended:-

A.C.Bradley: Shakespearean Tragedy.

H.B.Charlton: Shakespearean Comedy.

Ram Vilas Sharma: Shakespearean Tragedy.

Allardyce Nicoll: British Drama.



Paper-III
CCT-3: FICTION

(5 Credits)

OBJECTIVES:

- To enable them to understand and appreciate fiction as a literary art form.
- Fiction enables the students to analyze literature.
- Helps using appropriate theoretical, historical, and cultural apparatus to appreciate fiction.
- To help the students to get to know various cultures and construction of gender, nation and race throughout the history.
- The prescribed fiction helps the students to learn human values and the behavioral patterns from great works of art.

OUTCOMES:

- To trace the growth of English Fiction
- It develops the ability to understand human race.
- Display a working knowledge of the historical and cultural contexts of British literature.
- To help the style and dialogues in real life situations exemplified in the various dramas studied in the syllabus.
- To enhance the abilities to write novels, stories etc. in the acquired language.

Unit-1

John Bunyan: The Pilgrim's Progress
Cervantes: Don Quixote.

Unit-2

Henry Fielding: Tom Jones.
Jane Austen: Pride and Prejudice

Unit-3

Walter Scott: Kenilworth.
Thackeray: Vanity Fair

Unit-4

George Eliot: The Mill on the Floss.
Charlotte Bronte: Jane Eyre.

Unit-5:

Charles Dickens: Great Expectations.
Zola: Nana.

Books Recommended:-

Walter Allen: History of English Novel.
David Daiches: Critical Approaches to Literature.
O.P.Budholia: George Eliot: Art and Vision in Her Novels.
Austin Dobson: Fielding.
Ian Watt: The Rise of the Novel

Handwritten signatures and dates of the reviewers: Anjuresh 6-9-2021, Chitra 6-9-21, R. P. S. 6-18-21, and A. H. 6-9-2021.

Paper-IV
ECT-01(i): PROSE

(5 Credits)

OBJECTIVES:

- To enable them to understand and appreciate prose as a literary art form.
- This course deals with the Origin and Development of the English Essay.
- Literary prose it also introduces various topics with appropriate writers and their contribution.
- Prose enables the students recognize and discuss selected literary texts in terms of genre and the canon.
- The essays help the students ability to read between the lines and comprehend.

OUTCOMES

- The learner will be able to understand a literary text in different contexts.
- The learners will be aware of socio-political and economic conditions of the society from different periods.
- Student also would learn to write precisely with brevity.
- After completing the course the students come to know the developments, themes, and narrative strategies of prose writing.
- Enhances the ability to use context for reading literary texts in prose.

Unit-1 Annotations- 4 to be set from Unit-2 to Unit-5 and 2 be attempted.

Unit-2

J.L.Nehru: Autobiography (Fourth Chapter).

Kamala Das: My Story (Fourth Chapter).

Unit-3

Bacon: Of Truth, Of Studies, Of Revenge, Of Love.

Edmund Burke: The French Revolution and the British Constitution

Unit-4

J.Krishnamurti: 1. Individual and Society.

2. Action and Idea.

3. What is Self?

4. What are We Seeking?

Dr. S. Radhakrishnan: 1.The Ancient Asian View of Man

2. The Unconquerable Spirit of Man

Unit-5

Bertrand Russell: 1.Dreams and Facts,

2.The Happy Man

William Hazlitt: 1. The Ignorance of the Learned.

2. The Indian Jugglers.

Books Recommended:-

Hugh Walker: The English Essay and Essayists.

Benson: The Art of Essay Writing.

J. Krishnamurti: The First and the Last Freedom

V. Sachithanandan: Twentieth Century Prose (Macmillain Publication)

R. K. Lagu and N.P. Gune: (eds.) The Charm of English Prose

Handwritten signatures and dates: Arjun Das 6-9-2021, S. Radhakrishnan 6-18-21, S. Thorne 6-9-2021.

Paper-V

(5 Credits)

ECT-01(ii): INDIAN WRITINGS IN ENGLISH- POETRY

OBJECTIVES:

- The paper offers a detail study of History of Indian English Literature specially poetry.
- To enable students understand and appreciate poetry written in Indian Writings in English.
- This course deals with the Origin and growth of form of poetry in Indian Writings in English.
- Indian Writings in English introduces various topics with different poets.
- To help become familiar with the basic themes and concepts of poetry written Indian Writings in English.

OUTCOMES

- To appreciate and be able to understand Indian culture in various places through various significant literary texts.
- To adopt the writing styles of some of the best poets in Indian writers in English.
- To enhance ability to experiment with English language suited to Indian linguistic culture though the medium is English.
- Student would appreciate the artistic and innovative use of language employed by the poets to instill the values and develop human concern in students through exposure to poetic texts.
- Ability to develop the use context for reading poetic texts in written in English by Indian poets.

Unit-1

Henry Derozio- “Freedom to the Slave”, “The Orphan Girl”

Unit-2

Rabindra Nath Tagor- “Let Me Not Forget”, “Freedom”

Unit-3

Sarojini Naidu- “ Palanquin Bearers”, “ Indian Weavers”

Unit-4

Nissim Ezekiel- “Enterprise”, “Night of the Scorpion”

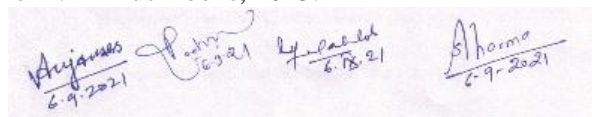
Unit-5

Kamla Das- “An Introduction”, “My Grandmother’s House”

Books Recommended:

Gokak, V. K. *The Golden Treasury of Indo-Anglican Poetry*. New Delhi: Sahitya Academi, 1998.

Neira, Dev, Anjana and Amrita Bhalla. (Ed.) *Indian Writing in English: An Anthology of Prose and Poetry Selection*. New Delhi: Primus Books, 2013.



Anjanas
6-9-2021

Jatin
6-9-21

Anshu
6-9-21

Shorma
6-9-2021

Paper-VI

ECT-01(iii): AFRICAN LITERATURE

(5 Credits)

OBJECTIVES:

- This course introduces to African history and geography through literature in English written by African writers.
- The students are exposed to knowledge of distinctive literary strategies and devices deployed in African literature in English.
- To expose to the development of different forms of literature in African literature in English.
- To reveal the socio-cultural and political contexts in Africa as revealed in the literature of the native writers.
- To examine the comparison between literature written in different Englishness and African literature.

OUTCOMES

- To appreciate African culture through various significant literary texts.
- To help the student appreciate the artistic use of language employed by the African writers in different forms of African literature in English.
- Ability to develop the use context for reading literary texts in written in English by an African writer.
- To develop research areas to understand the growth of African literature.
- To enhance abilities of the students to appreciate African literature as a new paradigm of world literature.

Unit-1

Historical Background to the Study of African Literature.

Unit-2

Ngugi Wa Thiongo- *Petals of Blood* (1977)

Unit-3

Wole Soyinka- *Season of Anomy* (1973)

Unit-4

Dorris Lessing- *A Man and Two Women* (1963)

Unit-5

Nadime Gardimer- *The Conservationist* (1974)

Books Recommended:

Nazarith, Peter. *An African View of Literature*. Illinois, North Western University Press, 1974.

Mphahlale, Ezekiel. (Ed.) *African Writing Today*. Hermondworth, Middlesex, Penguin Books, 1967.

Handwritten signatures and dates: Adujomo 6-9-2021, 6-9-2021, 6-9-2021, 6-9-2021, 6-9-2021.

SEMESTER-II

Paper-I

CCT-4: POETRY

(5 Credits)

OBJECTIVES:

- To introduce the students to modern era of poetry.
- To develop the students' ability to appreciate poetry of advanced level.
- To cultivate among the students the habit of identifying the difference in earlier poetry and modern poetry.
- To help students analyse various poetic techniques like diction, tone, form, genre, imagery, figures of speech, symbolism, theme, etc.
- To help students recognize and count the metre of poems in their syllabus.

OUTCOMES:

- To cultivate the ability to identify new trends in recent poetry written in English.
- To help them understand the different techniques used by the poets of different periods.
- To organize the material for writing poetry.
- To develop the ability to teach poetry in a live classroom.
- To identify the practical elements of poetry commonly employed by the poets.

Unit-1

Thomas Gray: The Bard, The Progress of Poesy.

William Blake: On Another Sorrow, From Auguries of Innocence, The Poison Tree.

Unit-2

W. Wordsworth: Tintern Abbey, Ode on Intimations of Immortality.

P.B. Shelley: Adonais.

John Keats: Ode on a Grecian Urn, Ode to Autumn.

Unit-3

Alfred Tennyson: Ulysses, The Lotos Eaters

Matthew Arnold: Thyrsis, The Scholar Gypsy.

Unit-4

T.S. Eliot: The Waste Land

W.B. Yeats: The Second Coming, Byzantium, Sailing to Byzantium.

Unit-5

W.H. Auden: Strange Meeting, The Shield of Achilles.

Dylan Thomas: Fern Hill, A Refusal to Mourn the Death of a Child.

Books Recommended:-

Desmond King-Helle: Shelley- His Thought And Work, Macmillan, London.

Graham Hough: The Last Romantics

Humphrey House: Coleridge

C.M. Bowra: The Romantic Imagination.

Handwritten signatures and dates: "A. Rajan 6-9-2021", "A. Rajan 6-9-21", "A. Rajan 6-9-21", "A. Rajan 6-9-2021".

Paper-II
CCT-5: DRAMA

(5 Credits)

OBJECTIVES:

- To help the students understand the different kinds of dramas written in different periods. recent.
- To enable the students identify the different kinds of dramas on the basis of themes.
- To develop the ability to read the dramas with presentation skills.
- To employ techniques of dramatic performance by identifying the different artistic elements used in dramatic performance.
- To enable them to understand and appreciate drama as a literary art form.

OUTCOMES:

- To help create one's own dramatic piece.
- To identify the society and its characters in real life scenario.
- To be able to appreciate the stylistic techniques used by the dramatists in writing dramas.
- To develop skills to research in different aspects of dramas.
- To be able to acquire the skills to create dramatic pieces.

Unit-1

Annotations-4 to be set from Unit-2 to Unit-5 and 2 be attempted.

Unit-2

John Dryden: All For Love.
Congreve: The Way of the World.

Unit-3

G.B.Shaw: Man and Superman
Galsworthy: Justice

Unit-4

Ibsen: A Doll's House
Brecht: Mother Courage and Her Children

Unit-5

Girish Karnad: The Fire and the Rain
Mahesh Dattani: Tara

Books Recommended:-

Frederick Lumley: Trends in 20th Century Drama.
Allardyce Nicoll: British Drama.
Raymond Williams: Drama from Ibsen to Eliot.
O.P.Budholia: Critical Essays on Indian English Literature.

Arjun Das 6-9-2021
P. S. 6-9-21
R. S. 6-9-21
A. H. 6-9-2021

Paper-III
CCT-6: FICTION

(5 Credits)

OBJECTIVES:

- To introduce more recent fictional works to the students.
- To help them appreciate the culture and society of a particular nation through language and settings.
- To appreciate the linguistic dimensions through reading a fictional work.
- The prescribed fiction helps the students to learn human values and the behavioral patterns from great works of art.
- To help the students critically analyze a piece of fictional works in one's own way.

OUTCOMES:

- To appreciate human behavior in a particular situation depicted in a work of fiction.
- To differentiate between reality and fiction by reading the novels and stories.
- To help students to recreate the situation on the basis of a novel read by them to enhance their interpretative skills.
- It develops the ability to understand human characters and their behavior.
- To enhance the abilities to write novels or stories in one's language or English.

Unit-1

Flaubert: Madame Bovary.
George Meredith: The Egoist.

Unit-2

Thomas Hardy: Tess of the D'urbervilles.
D.H.Lawrence: Sons and Lovers.

Unit-3

James Joyce: A Portrait of the Artist as a Young Man.
Virginia Woolf: To the Light house.

Unit-4

Joseph Conrad: Lord Jim.
E.M. Forster: A Passage to India.

Unit-5

William Golding: Lord of the Flies.
Graham Greene: The Power and the Glory

Books Recommended:-

Sisir Chattopadhyaya: The Technique of the Modern English Novel.
A.S.Collins: English Literature of the 20th Century.
Arnold Kettle: An Introduction to the English Novel.
David Daiches: The Novel and the Modern World.
Dorothy Van Ghent: The English Novel form and Function.
Ian Watt: The Rise of the Novel.
Sisir Chatterjee: Problems in Modern English Fiction.
Katherine Lever: The English and the Reader.
Wilbur L.Cross: The English Novel.
David Cecil: Early Victorian Novelists.
S.S.Narula: Galsworthy and the English Novel.

Arjunee 6/9/2021 *Arjunee 6/9/2021* *Arjunee 6/9/2021* *Arjunee 6/9/2021*

Paper-IV

ECT-02(i): PROSE

(5 Credits)

OBJECTIVES:

- To help them study more recent form of prose writings.
- To recognize the change found in the prose of different periods and reasons behind that.
- To identify the reasons for the growth of different types of prose during different periods.
- To explore the reasons of transformation of prose into recent kinds of developments in media and newspapers.
- To be able to read and listen in the most clear ways.

OUTCOMES

- To help the students understand prose pieces in different contexts.
- The be able to appreciate the writing styles of different prose writers.
- To analyse a prose piece on the basis of stylistic devices.
- The different methods employed by the prose writers for writing prose.
- To be able to construct a prose piece on one's own.

Unit-1

Annotations-4 to be set from Unit-2 to Unit-5 and 2 be attempted.

Unit-2

Steele: On Judicious Flattery, The Spectator Club

Addison: Choice of Hercules, Uses of the Spectator.

Unit-3 Goldsmith: Man in Black.

Charles Lamb: New Year's Eve, A Bachelor's Complaint Against the Behavior of Married People.

Unit-4 A.G.Gardiner: On the Rule of the Road, In Defence of Ignorance.

Robert Lynd: Back to the Desk, Forgetting, The Pleasures of Laziness, I Tremble to Think.

Unit-5 G.K.Chesterton: On Running after One's Hat, Patriotism and Sport.

Hillary Bellock: On Books, On Preserving English.

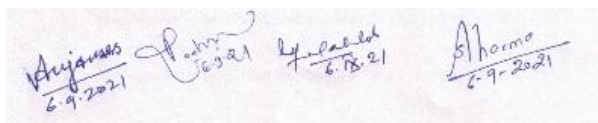
Books Recommended:-

R.P.Tiwari (ed): A.G.Gardiner: Selected Essays.

Stuart Hodgson: A.G.Gardiner.

G.S.Fraser: The Modern Writer and His World.

A. S. Cairncross: Eight Essayist (Macmillan Publication)



Anjanas
6.9.2021

P. Sharma
6.18.21

A. Sharma
6.9.2021

Paper-V

ECT-02(ii): INDIAN WRITINGS IN ENGLISH- NOVEL

OBJECTIVES:

- The paper offers a detail study of History of Indian English Literature specially novel.
- To enable students understand and appreciate fiction written in English by Indians.
- To expose to the history of novels written by Anglo-Indian novelists.
- Indian Writings in English introduces various topics with different novelists
- To help become familiar with the basic themes and concepts of fiction art.

OUTCOMES

- To appreciate Indian culture in various places through fictional texts..
- To develop styles of some of the best novelists in Indian writers in English.
- To enhance ability to experiment with English language suited to Indian linguistic culture though the medium is English.
- Student would appreciate the artistic and innovative use of language employed by the novelists to instill the values and develop human concern in students through exposure to poetic texts.
- Ability to develop the use context for reading fictional pieces in English by Indian novelists.

Unit-1

Mulk Raj Anand- *Untouchables*

Unit-2

Raja Rao- *Serpent and the Rope*

Unit-3

R.K. Narayan- *The Guide*

Unit-4

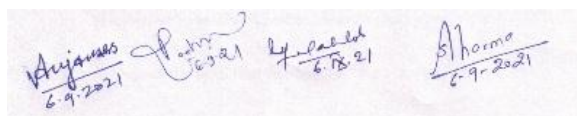
Khushwant Singh- *A Train to Pakistan*

Unit-5

Shashi Deshpande-*That Long Silence*

Books Recommended:-

Iynger, KRS. *Indian Writing in English*. New Delhi: Sterling, 1984.



Anjanna
6.9.2021

P. Srinivas
6.9.21

R. Srinivas
6.18.21

Sharma
6.9.2021

Paper-VI
ECT-01(iii): CARIBBEAN LITERATURE

(5 Credits)

OBJECTIVES:

- To examine Caribbean history and geography through Caribbean literature in English.
- To help the students understand the devices employed by the Caribbean writers.
- To expose to the development of different genres of literature in Caribbean literature in English.
- To reveal the socio-cultural and political contexts in the Caribbean as revealed in the literature of the native writers.
- To examine the comparison between literature written in different Englishness and Caribbean literature.

OUTCOMES

- To help the student analyse and appreciate the use of language employed by the Caribbean writers in different forms of the Caribbean literature in English.
- To appreciate Caribbean culture through various literary texts.
- Ability to develop the use context for reading literary texts in written in English by a Caribbean writer.
- To develop research areas to understand the growth of Caribbean literature.
- To enhance abilities of the students to appreciate the Caribbean literature as a new dimension of world literature.

Unit-1

Historical Background to the Study of Caribbean Literature.

Unit-2

V. S. Naipaul- *In a Free State* (1971)

Unit-3

George Lemming- *The Pleasures of Exile* (1960)

Unit-4

Wilson Harris- *the Infinite Rehearsal* (1987)

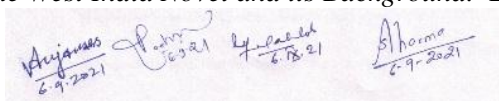
Unit-5

Dereck Wallcot- *Omeros* (1990)

Books Recommended:-

Dash, J. Michael. *The Other America; Caribbean Literature in a New World Context*. Virginia Press, Charlottesville Press, 1998.

Ramchandra, Kenneth. *The West India Novel and its Background*. Londo: Faber, 1970.



Arjun Das
6-9-2021

John
6-9-21

Ramchandra
6-18-21

A. Horne
6-9-2021

SEMESTER III

Paper-I

CCT-7: CRITICAL THEORY

(5 Credits)

OBJECTIVES:

- To introduce the meaning and significance of literary criticism in appreciating different forms of literature.
- To study the different critical treatises from Greek and Roman writers.
- To trace the development of tradition of critical writing from Greeco-Roman to truly British tradition.
- To read the classical critical texts in translation
- To help them understand the difference between creative writing and critical writing.

OUTCOMES:

- To use different critical theories in reading a literary texts.
- To be able to apply the principles of literary criticism to appreciate a literary texts.
- To develop critical understanding of literary texts in their appropriate historical and cultural contexts.
- To identify different dimension of literary criticism while reading any literary work.
- To be able to develop the critical acumen for reading difficult texts.

Unit-1	Natyashastra - Rasa Theory, Aristotle – Poetics (Butcher’s Translations).
Unit-2	Longinus – On the Sublime, Philip Sydney – Apology for Poetry.
Unit-3	John Dryden – An Essay on Dramatic Poesy, Dr. Johnson – Preface to Shakespeare.
Unit-4	Wordsworth – Preface to the Lyrical Ballads, Coleridge – Biographia Literaria. Ch. XIII & XIV.
Unit-5	Mathew Arnold – Essays in Criticism (Second series), T.S. Eliot – Tradition and Individual Talent

Books Recommended:-

- Kapil Kapoor : Critical Theory
R.S. Pathak : Literary Theory
Charusheel Singh : Literary Theory, Linear Configurations
Butcher (tr.) : Aristotle’s Poetics
Scott James : The Making of Literature
David Daiches : Modern Criticism and Theory : A Reader (Longman)
H. Adams and L. Searle (ed.) : Critical theory Since 1965 (Farida stale University Press)

Arjun 6-9-2021
John 6-9-21
Arjun 6-9-21
Arjun 6-9-2021

OBJECTIVES:

- The students are enlightened about the growth and development of English as a language.
- Students are given basic information about English sounds and phonemic transcriptions in British English (Received Pronunciation) and American English.
- Student will be able to identify the symbols of all the 44 English sounds, and try to produce Received Pronunciation and transcription of the sounds.
- Learners are sensitized regarding the nuances of English speech sounds, word accent, intonation and rhythm.
- The core components of linguistics like phonology, morphology, syntax, semantics, discourse and pragmatics will also be introduced through this course.

OUTCOMES:

- To be able to transcribe words in their correct forms.
- To enable to pronounce words in the absolute native style.
- To help them develop their understanding about lexical and semantic patterns.
- To be able to adopt one's own style in speaking the language.
- To make use of learning in real life situations.

Unit-1	Definition, Functions, Characteristics, Development of English Language.
Unit-2	Language Varieties: Register, Style and Dialect Approaches to the study of language: Synchronic and Diachronic.
Unit-3	Definition of Phonetics & Phonology, Difference between Phonetics and Phonology Organs of Speech.
Unit-4	Phonemes, Allophones, Phonetic Symbols for Sounds in RP
Unit-5	Basics of Transformational generic Grammar: Nature and Characteristics.

Books Recommended:

- Verma and Krishnaswamy: Modern Linguistics: An Introduction (O.U.P.1989)
A.C.Gimson: An Introduction to the Pronunciation of English.
R.K.Bansal and J.B.Harrison: Spoken English for India.
Geoffrey Leech: A Linguistic Guide to English Poetry (Longman. London 1969)
David Crystal: Linguistics (Penguin)
Geoffrey Leech and Jan Svartvic: A Communicative Grammar of English

Handwritten signatures and dates: Arjun Das (6-9-2021), P. S. (6-9-21), R. S. (6-18-21), A. S. (6-9-2021)

Paper-III
CCT-9: AMERICAN LITERATURE

(5 Credits)

OBJECTIVES:

- To introduce American literature and help the students understand between British English literature and American English literature.
- Acquaintance with features of American Culture and the work of significant American writers of. Poetry, Prose, Fiction and Drama.
- To help the students appreciate the literature written in a foreign language.
- To develop the ability to find the distinctive differences and similarities between American in different genres and pure British works.
- Read and discuss selected poems in translation

OUTCOMES:

- To be able to identify the difference between American and British literary style.
- To be able appreciate the different literary styles of two different lands of English producing literary texts.
- To identify the different influences on American writers.
- To reveal the similarities and contrasts in the writing styles of American and native British writers.
- To comprehend the American culture through their literary works.

Unit-1	Annotations :(Six passages selecting at least two from units II, III and IV each to be set, two to be attempted).
Unit-2	Prose Emerson: “Self Reliance”, “The American Scholar”
Unit-3	Poetry Walt Whitman: O Captain, My Captain; When Lilacs last in the Dooryard Bloomed; I Celebrate Myself. Robert Frost: Stopping by Woods on a Snowy Evening, After Apple Picking, Birches, The Road Not Taken .
Unit-4	Drama: Eugene O’Neil : <i>Mourning Becomes Electra</i> Edward Albee: <i>Who’s Afraid of Virginia Woolf</i>
Unit-5	Fiction : Henry James: <i>The Portrait of a Lady</i> John Steinbeck: <i>The Grapes of Wrath</i>

Books Recommended:

1. History of American Literature by Goodman.
2. Cycle of American Literature by Robert Spiller.

Arjun 6.9.2021 John 6.9.21 by-palsh 6.18.21 Aharma 6.9.2021

Paper-IV**ECT-3 (i): INDIAN WRITING IN ENGLISH****(5 Credits)****OBJECTIVES:**

- To help the students know about the historical tradition of Indian classical drama.
- The paper offers a detail study of History of Indian English Literature.
- To help the students know about the influence of classical Sanskrit tradition of drama on dramas written in English by Indian dramatists.
- To expose to the history of Indian Writings written by Anglo-Indian dramatists.
- To help become familiar with the different styles of literary art.

OUTCOMES

- To appreciate Indian mythology and culture through Anglo-Indian literature.
- To appreciate the different theories of dramatic art influence on Anglo-Indian dramas.
- To research on the influence of Bharat Muni's dramatic art on India dramas written in English.
- To study the impact of translations of Indian texts.
- To develop styles of some of the best writers in Indian writers in English.

Unit-1	History of Indian English Literature from 1857 to 1950
Unit-2	Poetry: Sri Aurobindo: <i>Savitri</i> -Book 1 Canto 1 Rabindra Nath Tagore- <i>Geetanjali</i> -Poems 1 to 20 (McMillan Edition)
Unit-3	Fiction : M.R. Anand: <i>The Untouchables</i> Raja Rao: <i>Kanthapura</i>
Unit-4	Drama: Badal Sircar : <i>Evam Indrajit</i> Vijay Tendulkar: <i>Silence! The Court is in Session</i>
Unit-5	Short Stories R. K. Narayan: Crime and punishment, The Doctor's Word, Sweets for Angels, The Missing Mail, The Gateman's Gift, The Axe. Bhabhani Bhattacharya: The Acrobats, The Quack, Steel Hawk, Glory At Twilight, Pictures in the Fire, A Moment of Eternity

Books Recommended :

- K.R.S.Iyengar : Indian Writings in English.
M.K.Naik : History of Indian English Literature.
M.K.Naik(ed) : Perspectives on Indian Drama in English.

Anjanas 6.9.2021
 S. Sharma 6.9.2021
 R. S. Choudhary 6.18.21

Paper-V

ECT-3 (ii): COMMONWEALTH LITERATURE IN ENGLISH

(5 Credits)

OBJECTIVES:

- The paper reveals the identification of Commonwealth countries and their literary contribution to global English literature.
- This course introduces to Commonwealth history and geography.
- The students are introduced to Commonwealth literature through Diaspora; Migration and Exile; South Asia and Globalization; Ethnicity-Gender.
- The students are exposed to an advanced knowledge of distinctive literary strategies and devices deployed in South Asian literature in English.
- To enable the learners develop critical understanding of Commonwealth literary texts in their appropriate historical and cultural contexts.

OUTCOMES

- To identify the importance of commonwealth literature in global literature.
- To identify the key writers and their works in Commonwealth literature.
- To analyse the different kinds of Englishes used by different Commonwealth countries and their writers in their literary works.
- To study the impact Commonwealth literature..
- To develop styles of some of the renowned writers in Commonwealth literature.

Unit-1

Canadian Poetry:

Margaret Atwood- "This is a Photograph of Me", "Tricks with Mirrors"

Unit-2

Canadian Fiction:

Margaret Lawrence: *The Stone Angel*

Unit-3

African Novel:

Dorris Lessing: *The Grass is Singing*

•

Unit-4

Caribbean Novel

George Lemming: *In the Caste of My Skin*

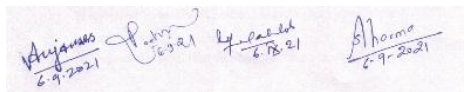
Unit-5

Australian Novel:

Patrick White: *A Fringe of Leaves*

Books Recommended:-

Dhwan, R. K. (Ed.) *Commonwealth Literature in English*. New Delhi: Creative Books, 1989.



Arjun Das
6-9-2021

Anshu
6-9-21

Anshu
6-9-21

Anshu
6-9-2021

OBJECTIVES:

- To introduce Shakespeare as a literary artists.
- To read and comprehend the works of Shakespeare.
- To appreciate the poetry and dramas of Shakespeare.
- To help students identify the distinctive quality of Shakespeare as a dramatist and poet.
- To appreciate the role of Shakespeare in English literature.

OUTCOMES

- To develop the taste of appreciating writing style of Shakespeare.
- To explore the research dimension of Shakespeare's works in modern context.
- The analyse the greatness of Shakespeare as a literary artists.
- To explore the dramatic faculty of Shakespeare as compared to other dramatists in the world.
- To study the impact of Shakespeare on world literary through critical analysis of his works vis-a –vis other writers.

Unit-1

Othello

Unit-2

Julius Caesar

Unit-3

Romeo and Juliet

Unit-4

A Midsummer's Nights Dream

Unit-5

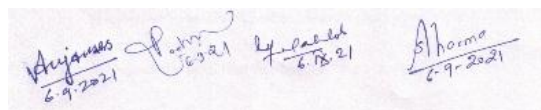
Henry IV Part I

Books Recommended:-

Bradley, A. C. . *Shakespearean Tragedy*.

Desai, C.N. *Shakespearean Comedy*.

Sengupta, S. C. *Shakespeare's Historical Plays*



Anjanas
6-9-2021

Jatin
6-9-21

R. Patel
6-18-21

Ashima
6-9-2021

SEMESTER IV

Paper-I

CCT-10: CRITICAL THEORY

(5 Credits)

OBJECTIVES:

- To introduce the meaning and significance of literary criticism in appreciating different forms of literature.
- To study the different critical treatises from Greek and Roman writers.
- To trace the development of tradition of critical writing from Greeco-Roman to truly British tradition.
- To read the classical critical texts in translation
- To help them understand the difference between creative writing and critical writing.

OUTCOMES:

- To use different critical theories in reading a literary texts.
- To be able to apply the principles of literary criticism to appreciate a literary texts.
- To develop critical understanding of literary texts in their appropriate historical and cultural contexts.
- To identify different dimension of literary criticism while reading any literary work.
- To be able to develop the critical acumen for reading difficult texts.

Unit-1	Anand Vardhan : Dhvani Theory. Ferdinand Saussure : The Nature of Linguistic Sign.
Unit-2	I. A. Richards : Two Uses of Language. J.C. Ransom : Concept of Structure and Texture of Poetry.
Unit-3	F. R. Leavis : Literary Criticism & Philosophy. J.Derrida : Structure, Sign and Play in the Discourse of Human Sciences.
Unit-4	Edward Said : Crisis (The Scope of Orientalism) Basic Trends in Feminist Criticism.
Unit-5	Practical Criticism – It will contain two passages : One in verse and the other in prose for Practical Criticism following the technique as illustrated in I. A. Richard’s book on ‘Practical Criticism’ and David Daiches’ ‘Critical Approaches’

Books recommended :

Kapil Kapoor : *Critical Theory*.

R.S. Pathak : *Literary Theory*.

Charusheel Singh : *Literary Theory, Linear Configuration*.

David Daiches : *Critical Approaches to English Literature*.

H. Adams and L. Searle (ed.): *Critical Theory since 1965* (Florida State University Press).

A. H. Gilbert : *Literary Criticism Plato to Dryden*.

T. Eagleton : *Literary Theory : An Introduction* (Blackwell, Oxford, 1983).

Arjun 6-9-2021
P. S. Pathak 6-9-21
R. S. Pathak 6-18-21
A. H. Gilbert 6-9-2021

Paper-II

CCT-11: ENGLISH LANGUAGE

(5 Credits)

OBJECTIVES:

- The students are enlightened about the growth and development of English as a language.
- Students are given basic information about English sounds and phonemic transcriptions in British English (Received Pronunciation) and American English.
- Student will be able to identify the symbols of all the 44 English sounds, and try to produce Received Pronunciation and transcription of the sounds.
- Learners are sensitized regarding the nuances of English speech sounds, word accent, intonation and rhythm.
- The core components of linguistics like phonology, morphology, syntax, semantics, discourse and pragmatics will also be introduced through this course.

OUTCOMES:

- To be able to transcribe words in their correct forms.
- To able to pronounce words in the absolute native style.
- To help them develop their understanding about lexical and semantic patterns.
- To be able adopt one's own style in speaking the language.
- To make use of learning in real life situations.

Unit-1	<u>Morphology</u> Morpheme, Allomorph, Word formation.
Unit-2	<u>Linguistic Analysis</u> I. C. Analysis & Ambiguities.
Unit-3	<u>Phonology</u> Sound sequences : Syllable, Word Stress, Strong and Weak forms, Stress and Intonation.
Unit-4	<u>Grammar</u> Sentence types and their transformation relations : (a) Statement (b) Question (c) Negative (d) Passive (e) Imperative.
Unit-5	<u>Grammar</u> Word classes: Noun Phrase, Verb Phrase, Adjunct Phrase, Syntax Coordination, Subordination, Relative Clauses, Adverbials, Determiners, Article Features, concord.

Books recommended :

1. Verma and Krishnaswamy: Modern Linguistics: An Introduction (O.U.P.1989)
2. A.C.Gimson: An Introduction to the Pronunciation of English.
3. R.K.Bansal and J.B.Harrison: Spoken English for India.
4. Geoffrey Leech: A Linguistic Guide to English Poetry (Longman. London

Arjun
6.9.2021

Prithvi
6.9.21

Prithvi
6.9.21

Prithvi
6.9.2021

Paper-III**CCT-12: AMERICAN LITERATURE****(5 Credits)****OBJECTIVES:**

- To introduce American literature and help the students understand between British English literature and American English literature.
- Acquaintance with features of American Culture and the work of significant American writers of Poetry, Prose, Fiction and Drama.
- To help the students appreciate the literature written in a foreign language.
- To develop the ability to find the distinctive differences and similarities between American in different genres and pure British works.
- Read and discuss selected poems in translation

OUTCOMES:

- To be able to identify the difference between American and British literary style.
- To be able appreciate the different literary styles of two different lands of English producing literary texts.
- To identify the different influences on American writers.
- To reveal the similarities and contrasts in the writing styles of American and native British writers.
- To comprehend the American culture through their literary works.

Unit-1	Annotations:(Four passages to be set from Units II, III and IV and two to be attempted)
Unit-2	Prose Thoreau : Civil Disobedience, Where I Lived and What I Lived for
Unit-3	Poetry Emily Dickinson : Because I could not Stop for Death, I Taste a Liquor Never Brewed, Light in Spring, This is my letter to the World. Sylvia Plath : Daddy, Lady Lizarus, The Bee Meeting.
Unit-4	Drama: Tennessee Williams : <i>The Glass Menagerie</i> Arthur Miller : <i>Death of a Salesman</i> .
Unit-5	Fiction Ernest Hemingway : <i>For Whom the Bell Tolls</i> . Nathaniel Hawthorne : <i>The Scarlet Letter</i>

Books Recommended :

1. Goodman; *History of American Literature*.
2. Robert Spiller: *Cycle of American Literature*

Paper-IV**ECT-4 (i): INDIAN WRITING IN ENGLISH****(5 Credits)****OBJECTIVES:**

- To help the students know about the historical tradition of Indian Fiction.
- The paper offers a detail study of History of Indian English Literature specially fiction.
- To help the students know about the influence of traditional fictional writings in other Indian languages and their influence on novels written in English by Indian novelists.
- To expose to the history of novels written by Anglo-Indian novelists
- To make familiar with the different styles of fictional art.

OUTCOMES

- To appreciate socio-cultural dimension of india in novels written in English by Indian novelists.
- To apply the different principles of fictional art in appreciating novels written by Indo-Anglican novelists.
- To explore research dimensions in Indian fiction written in English.
- To analyse the impact of transitions on fictional art.
- To develop styles of some of the best novelists in Indian writers in English.

Unit-1	POETRY: History of Indian English Literature from 1950 to Till Date
Unit-2	POETRY Shiv K. Kumar: "A Letter to my Son", "My Little Grandson on his Rocking Horse", "The Death of my Father" "Twenty-fifth Wedding Anniversary" "Indian Women", My Co-Respondent" A. K. Ramanujan: "Looking for a Cousin on a Swing", "Of Mothers, Among Other Things", "Love Poem for a Wife 1 and 2"
Unit-3	FICTION Bharati Mukherjee: <i>The Tiger's Daughter</i> Kamala Markandaya: <i>Nectar in the Sieve</i>
Unit-4	DRAMA Mahesh Dattani: <i>Dance Like a Man.</i> Asif Currimbhoy: <i>Valley of the Assassins.</i>
Unit-5	SHORT STORIES Shashi Deshpande: "It was the Nightingale", "The Intrusion", "A Liberated Woman", "A Day Like Any Other" Manoj Das: <i>Fables and Fantasies for Adults.</i>

Books Recommended :

- K.R.S.Iyengar : Indian Writings in English.
M.K.Naik : History of Indian English Literature.
M.K.Naik(ed) : Perspectives on Indian Drama in English.
Meenakshi Mukherjee : Twice Born Fiction.
Thompson: : Tagore.

Handwritten signatures and dates: *Alhajras* 6/9/2021, *Shiv* 6/9/21, *By - 6/18/21*, *Alhorma* 6/9/2021

Paper-V

ECT-4 (ii): COMMONWEALTH LITERATURE IN ENGLISH

(5 Credits)

OBJECTIVES:

- The paper reveals the identification of Commonwealth countries and their literary contribution to global English literature.
- This course introduces to Commonwealth history and geography.
- The students are introduced to Commonwealth literature through Diaspora; Migration and Exile; South Asia and Globalization; Ethnicity-Gender.
- The students are exposed to an advanced knowledge of distinctive literary strategies and devices deployed in South Asian literature in English.
- To enable the learners develop critical understanding of Commonwealth literary texts in their appropriate historical and cultural contexts.

OUTCOMES

- To identify the importance of commonwealth literature in global literature.
- To identify the key writers and their works in Commonwealth literature.
- To analyse the different kinds of Englishes used by different Commonwealth countries and their writers in their literary works.
- To study the impact Commonwealth literature..
- To develop styles of some of the renowned writers in Commonwealth literature.

Unit-1

Canadian Poetry:

Michael Ondaatje: “The Cinnamon Peeler”, “To a Sad Daughter”

Unit-2

Canadian Fiction:

Margaret Atwood: *Surfacing*

Unit-3

African Novel:

Nadine Gordimer: *July's People*

Chenua Achebe: *Arrow of God*

Unit-4

Australian and Caribbean Novel:

V. S. Naipaul- *A House of Mr. Biswas*

Elizabeth Zolley- *My Father's Moon*

Unit-5

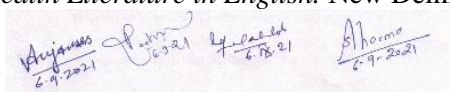
Canadian Drama:

Sharon Pollock- *Walsh*

D. H. Taylor- *Alternatives*

Books Recommended:-

Dhwan, R. K. (Ed.) *Commonwealth Literature in English*. New Delhi: Creative Books, 1989.



Paper-VI

ECT-3 (iii): SPECIAL STUDIES (HARDY)

(5 Credits)

OBJECTIVES:

- To introduce Thomas Hardy as a novelist.
- To read and comprehend the works of Hardy.
- To appreciate the works of Thomas Hardy.
- To help students identify the distinctive quality of Hardy as a novelist.
- To appreciate the contributions of Hardy in English literature.

OUTCOMES

- To study the characters and plot in the novles of Hardy and comparing them with real life situations.
- To develop the taste of appreciating writing style of Hardy.
- To explore the research dimension in Hardy's works.
- The analyse the greatness of Hardy as a novelists.
- To appreciate the Universality of social contexts and appeal in the works Hardy.

Unit-1

Annotations from Unit V (four passages to be set and two to be attempted)

Unit-2

Far From the Madding Crowd

Unit-3

Jude the Obscure

• Unit-4

Return of the Native

Unit-5

Poems:

“Friends Beyond”, “To an Unborn Paupper Child”, “After a Journey”, “Great Things”, “Aftwords”, “The Five Students”, “An Ancient to Ancients”

Books Recommended:-

Duffin, H. C. *Thomas Hardy*

Cecil, David. *Hardy the Novelist*

Muir, Edwin. *The Structure of the Novel.*

A photograph of a piece of paper with four handwritten signatures and dates. From left to right: 'Arjunaas 6-9-2021', 'P. Arun 6-9-21', 'K. S. S. S. S. 6-18-21', and 'A. Thoma 6-9-2021'.

