

**M.A. English (Semester Pattern)
OUTLINE**

Duration - 2 years - 4 semesters

Total Courses - 16

Total Credits - 64 (4 credits per course)

Total Marks - 1600 (100 marks per course)

Division of marks per course: Internal Assessment - 20 marks

External Assessment - 80 marks

Special Features -

- Inclusion of Research Methodology and research - based project, to prepare base for future research students.
- Introduction of teaching methods at under graduate level for prospective teachers.
- Focus on Tilakite and Gandhian values.

Objectives -

- To acquaint students with major trends in English literature through a detailed study of specific literary texts.
- To improve the linguistic competence along with the literary competence of students.
- To enable students to read and appreciate the literary texts.
- To cultivate among students a sense of understanding in order to make them better human beings by the exposure to literature.
- To enable the students to understand & appreciate the various forms (i.e. drama, fiction, poetry etc.) of English literature.
- To focus on contribution of India and United States of America to English literature.
- To create awareness regarding the structure of modern English and literary theory.
- To introduce the various aspects of literary criticism for proper understanding and appreciation of literature.
- To acquaint the students with different theoretical and practical aspects and components of language and literature teaching.
- To introduce the students to the concept of research and with the terminology associated with research activity.

STRUCTURE OF THE SYLLABUS

Semester I

Core Courses & Credits -

EC 101 - The Structure of Modern English (Aspects of Linguistic Organization)

EC 102 - English Fiction (1700 - 1880)

EC 103 - Traditional English Drama

Elective Courses & Credits -

*EO 101 - Indian Verses

OR

EO 102 - English Language & Literature Teaching (Theory) (Only for First Year Students)

OR

EO 103 - Research Methodology (Theory) (Only for Second Year students)

Semester II

Core Courses & Credits -

EC 201 - The Structure of Modern English (English Language Today)

EC 202 - English Fiction (1881 - 1950)

EC 203 - Modern English Drama

Elective Courses & Credits -

*EO 201 - Indian Prose Works

OR

EO 202 - English Language & Literature Teaching (Practical) (Only for First Year Students)

OR

EO 203 - Research Methodology (Practical) (Only for Second Year students)

Semester III

Core Courses & Credits -

EC 301 - Literary Theory and Criticism (Traditional Critics)

EC 302 - English Poetry (Tradition Poets)

EC 303 - Shakespeare (Early Works)

Elective Courses & Credits -

*EO 301 - American Literature (19th Century)

OR

EO 302 - Research Methodology (Theory) (Only for Second Year students)

OR

EO 303 - English Language & Literature Teaching (Theory) (Only for First Year Students)

Semester IV

Core Courses & Credits -

EC 401 - Literary Theory and Criticism (Modern Critics)

EC 402 - English Poetry (Rebellious Poets)

EC 403 - Shakespeare (Later Works)

Elective Courses & Credits -

*EO 401 - American Literature (20th Century)

OR

EO 402 - Research Methodology (Practical) (Only for Second Year students)

OR

EO 403 - English Language & Literature Teaching (Practical) (Only for First Year Students)

***Note: For this academic year, only these options are open.**

MA ENGLISH PART - I

SEMESTER I

Core Courses

EC101 The Structure of Modern English (Aspects of Linguistic Organization)

OBJECTIVES:

1. To familiarize students with the ideology of Communication, and English language as a means of communication.
2. To familiarize students with the phonological, morphological, lexical and syntactic systems of the English language.
3. To acquaint them with the main geographical, registral and social varieties of English.
4. To focus on situational, contextual, social and cultural appropriateness besides grammatical correctness.
5. To acquaint students with the basic concepts in pragmatic theory and stylistics and give them practice in the application of these concepts.

SYLLABUS:

Unit - I

Orientation

Communication

- 1.1 What is Communication?
- 1.2 Barriers to Communication
- 1.3 Principles of Effective Communication
- 1.4 Non-Verbal Communication
- 1.5 Categories of Non-verbal Communication
- 1.6 Characteristics of Language

- 1.7 Functions of Language
- 1.8 Displacement

Unit - II

Phonology

- 2.1 Phonemes/ Sounds of English
- 2.2 The Physiology of Speech
- 2.3 Place and Manner of Articulation
- 2.4 Description of Vowels and Consonants
- 2.5 Phonemes and Allophones
- 2.6 Phonemes of British R.P. and Phonemes of GIE
- 2.7 Syllable
- 2.8 Word Stress
- 2.9 Weak Forms
- 2.10 Sentence Stress- Division and groups
- 2.11 Intonation

Unit - III

Morphology

- 3.1 Structure of Words
- 3.2 Concept of Morpheme/ Allomorph
- 3.3 Types of Morpheme
- 3.4 Processes of Word Formation

Unit - IV

Syntax

- 4.1 Elements of Grammar
- 4.2 Nouns, Pronouns and the Basic NP
- 4.3 Adjective and Adverb
- 4.4 Preposition and Prepositional Phrase
- 4.5 The Simple Sentence

Unit - V

Semantics

- 5.1 The Terms 'Semantics' and 'Meaning'
- 5.2 Seven Types of Meaning
- 5.3 Components and Contrasts of Meaning
(Synonymy, Antonymy, Hyponymy, Prototypes)
- 5.4 Lexical Relations (Homonymy, Homophony, Polysemy, Metonymy)

Prescribed Texts

1. Quirk, R.S. Greenbaum (1973), A University Grammar of English, London: Longman
2. Bansal, R.K. and J.B. Harrison (1972), Spoken English for India, New Delhi: Orient Longman.
3. Balasubramaniam, T. (1981), A textbook of English Phonetics for Indian Students (Macmillan)
4. Leech, G.N. (1983), Principles of Pragmatics, London, Longman.
5. Palmer , Frank – Semantics (CUP)

Reference Books

1. Kachru, B.B. (1983), The Indianization of English, The English Language in India, Delhi:OUP
2. Thorat Ashok, (2008), Discourse Analysis, CUP.
3. Chomsky (1965), Aspects of the Theory of Syntax, Cambridge, Mass: MIT press
4. Krishnaswamy, Verma and Nagarajan(1992), Modern Applied Linguistics, Macmillan.
5. Saussure Ferdinand De (1974), Course in General Linguistics (With introduction by Jonathan Culler), Fontana: Collins.

EC 102 English Fiction (1700-1880)

OBJECTIVES :

1. To acquaint the students with the major novelists in English Literature through a study of the novels representative of the age and of the novelist.
2. To develop in the students the ability to interpret, analyze and evaluate works of fiction in the perspective of literary history and theory.

SYLLABUS:

Unit - I

Jonathan Swift: Gulliver's Travels

- 1.1 Jonathan Swift and his age.
- 1.2 A summary of Gulliver's Travels.
- 1.3 The character of Gulliver.
- 1.4 Analysis of Gulliver's Travels.
- 1.5 Irony and satire in Gulliver's Travels.
- 1.6 Conclusion.

Unit - II

Henry Fielding: Joseph Andrews

- 2.1 About the author.
- 2.2 Joseph Andrews in its age.
- 2.3 A summary of Joseph Andrews.
- 2.4 Fielding and the characters in Joseph Andrews.
- 2.5 The structure of Joseph Andrews.
- 2.6 Joseph Andrews as a picaresque novel.
- 2.7 Irony and humour in Joseph Andrews.

Unit - III

Jane Austen: Pride and Prejudice

- 3.1 Jane Austen and the social background of Pride and Prejudice.
- 3.2 A general view of Pride and Prejudice.
- 3.3 Analysis of the characters in Pride and Prejudice.
- 3.4 The structure of Pride and Prejudice.
- 3.5 Some important themes in Pride and Prejudice.
- 3.6 Other aspects of Pride and Prejudice – humor, position of women, etc.

Unit - IV

Charles Dickens: David Copperfield

- 4.1 About the author.
- 4.2 A summary of David Copperfield.
- 4.3 Dickens' treatment of the characters in David Copperfield.
- 4.4 The structure of David Copperfield.
- 4.5 Humor and pathos in David Copperfield.
- 4.6 The unity of David Copperfield.

Unit - V

George Eliot: Middlemarch

- 5.1 George Eliot and her novels.
- 5.2 The social background of the age.
- 5.3 A general view of Middlemarch.
- 5.4 George Eliot's treatment of the characters in Middlemarch.
- 5.5 The structure of Middlemarch.
- 5.6 Middlemarch as a study of provincial life in England.
- 5.7 Prominent themes in Middlemarch – vocation, position of women, etc.

Prescribed Texts

Text	Author
1. Gulliver's Travels	Jonathan Swift
2. Joseph Andrews	Henry Fielding
3. Pride and Prejudice	Jane Austen
4. David Copperfield	Charles Dickens
5. Middlemarch	George Eliot

Note - For all the texts any of the following publications

1. NORTON CRITICAL EDITION, W.W. NORTON & CO. LTD., LONDON. (OR W.W. NORTON & CO. LTD., NEW YORK)
2. MACMILLAN & CO., LONDON.
3. PENGUIN EDITION, HARMONDS WORTH U.K.

Reference Books

1. Martin C. Battestin. The Moral Basis of Fieldings's Art A study of 'Joseph Andrews'. Middle town: Wesleyan University Press 1959.
2. Ronald Paulson, Satire & the Novel in the 18th Century England. New Haven/London : Yale University Press, 1967.
3. Claude Rawson, ed. Penguin Critical Anthology. Harmondsworth : Penguin, 1971
4. Babbis Howard S. Jane Austen's Novels: The Fabric of Dialogue. Columbus, Ohio : Ohio State University Press, 1962.
5. Butler, Marilyn. Jane Austen and War of ideas. Oxford: Clarendon Press, 1975.
6. Litz, A Walton. Jane Austen: A study of Her Aristic Development. London: Chatto, 1965.
7. Mudrick, Marvin Jane Austen: Irony as Defence and Discovery. Berkeley, California. University of California Press, 1968

8. Philip Hobsbaum, A Reader's Guide to Charles Dickens. London : Thames and Hudson, 1972.
9. F. R. Leavis, Dickens the Novelist. London Chatto, 1970.
10. J. Hills Miller, Charles Dickens : The World of His Novels. Cambridge Mass. Harvard University Press, 1952.
11. Banner Gillian, George Eliot, Brighton: Harvester, Press, 1986.
12. Hardy, Barbara.ed. Critical Essays on George Eliot. London: Routledge, 1979.
13. Hardy, Barbara.ed. "Middlemarch": Critical Approaches to the Novel. London Athlone, 1967.
14. Swinden, Patrick. ed. George Eliot: Middlemarch, A Casebook. London: Macmillan, 1972
15. Aldritt, Keith. The Visual imagination of D. H. Lawrence. London: Arnold, 1971.
16. Coombes, H. ed. D. H. Lawrence: A Critical Anthology. Harmondsworth : Penguin, 1973.
17. Sagar, Keith A. D. H. Lawrence Handbook. Manchester. Manchester University Press, 1982.
18. Sanders, Scott. D. H. Lawrence: The World of the Major Novels. London: Vision, 1973.

EC103 - Traditional English Drama

OBJECTIVES:

- 1 To acquaint the students with the major dramatists in English through a study of representative plays.
- 2 To develop in the students the ability to interpret, analyze and evaluate plays in the perspective of history and theory.

SYLLABUS:

Unit - I

Ben Jonson : Volpone

- 1.1 Jonson's Conception of dignity of dramatic literature
- 1.2 Classical Sensibility
- 1.3 His resolve to purge contemporary drama of fantastic absurdity.
- 1.4 Jonson's Concept of Humor
- 1.5 Characterization to suit dramatic purpose
- 1.6 Ancient physiological theory of bad fluids
- 1.7 Summary of the play

Unit - II

Christopher Marlowe: Dr. Faustus

- 2.1 Marlowe's Concept of Tragedy and dramatic technique
- 2.2 Renaissance man
- 2.3 Secular Drama.
- 2.4 University Wit
- 2.5 His Contribution to Blank Verse
- 2.6 Passion for swelling words and subtlety
- 2.7 Flaws in his tragedy
- 2.8 Faults of the age
- 2.9 Summary of the play

Unit - III

William Congreve: The Way of the World

- 3.1 Restoration Comedy of Manners and Sentimental Theatre
- 3.2 Interesting Characterization
- 3.3 Contemporary periodicals' gossip and topicality of satire.
- 3.4 High pitched dialogues
- 3.5 Brilliance of Language
- 3.6 Summary of the play

Unit -IV

Sheridan : The School for Scandal

- 4.1 Restoration Period and aristocratic audience
- 4.2 Types of drama : Heroic tragedy comedy of manners, Sentimental comedy
- 4.3 Construction : Sub-Plot and plot
- 4.4 Characterization in “The School for Scandal”- Comparison & contrast
- 4.5 Prologue and Epilogue, Avoidance of anticlimax in auction scene and the screen scene
- 4.6 Summary of the play

Unit -V

William Goldsmith: She Stoops To Conquer

- 5.1 Characterization
- 5.2 She Stoops To Conquer as a Comedy of Errors
- 5.3 Aptness of the title “She Stoops to Conquer”
- 5.4 Dramatic irony in “She Stoops to Conquer”
- 5.5 Wit and Humor in “She Stoops to Conquer”
- 5.6 The Casket Scene: Critical Appreciation
- 5.7 The Garden Scene: Critical Appreciation
- 5.8 Summary of the play

Prescribed Texts

1. Ben Jonson : Volpone
Macmillan’s Annotated Classics
2. Chirsopher Marlowe : Dr. Faustus
Oxford University Press
3. William Congreve : The way of the world
Macmillan’s Annotated Classics
4. Sheridan : The School for Scandal

Macmillan's Annotated Classics

5. Goldsmith : She Stoops to Conquer
Oriental Longmans Ltd.

Reference Books

1. Esslin, Martin. An Anatomy of Drama. New York : Hill and Wong, 1977.
2. Brown, J. R. Discovering Shakespeare : A New Guide to the Plays. London : Macmillan, 1981.
3. Roy Email. British Drama Since Bernard Shaw. Carbondale : Southem Illinois University Press, 1972.
4. Jump, John D. ed. Marlowe : Dr. Faustus, A Casebook, London : Macmillan, 1969.
5. Bradbrook, M. C. Themes and Conventions of Elizabethan Tragedy. Email Roy, British Drama Since Bernard Shaw. Carbondale. South Illinois University Press, 1972.
6. Mark S. Auburn, Sheridan's Comedies. Their Context and Achievements. Lincoln : University of Nebraska Press, 1972.
7. Madelene Bingham, Sheridan : The Track of a Comet. London. Allen and Unwin, 1972.
8. Bently, Eric. Bernard Shaw. London. Methuen, 1947.
9. Greene, N. Bernard Shaw. A Critical View. London. Macmillan, 1984.
10. Ruby Cohn, ed. Casebook on Waiting for Godot, 1967.
11. Martin Esslin, The Theatre of the Absurd. London. Eyre. Spottiswood, 1962.
12. Berryl S. Fletcher, et al, A Student's Guide to the plays of Samuel Beckett. London. Faber and Faber, 1978.
13. Esslin Martin, Pinter : The Playwright. London Methuen, 1982.
14. Lahr, John, ed. A Casebook on Harold Pinter's Home coming. New York Grove Press, 1971

15. Martin Banham, Osborne. Edinburgh : Oliver and Boyd, 1969.
16. Simon Trussler, The Plays of John Osborne: An Assessment. London. Victor Gollancz, 1969.

Elective Courses

EO101 Indian Verses

OBJECTIVES:

1. To acquaint the students with the major works written by Indian writers
2. To acquaint the students with the philosophy of Indian thinkers that is reflected directly or indirectly in some of the selected literature written in English.

SYLLABUS:

Unit - I

Background to Indian English Poetry in brief

- 1.1 Major Indian English Poets
- 1.2 Major themes dealt in Indian English Poetry

Unit - II

Nissim Ezekiel

- 2.1 Night of the Scorpion
 - a) Theme of the poem
 - b) Reflection of Superstition in the poem
 - c) Traditional Approach versus Modern Approach
 - d) Indian Philosophy followed by the villagers
 - e) Paraphrase of the Poem

2.2 The Poet, Lover and Birdwatcher

- a) Theme of the poem
- b) Paraphrase of the Poem

Unit - III

Arun Kolatkar - Jejuri

- Prescribed poems –
- 1) The Door
 - 2) The Butterfly
 - 3) Between Jejuri and the railway station

3.1 Its background

3.2 Major themes discussed in “Jejuri”

3.3 Summary of the selected poems

Unit - IV

The old playhouse and other poems – Kamla Das

- Prescribed Poems –
- 1) My Grandmother’s House
 - 2) The Old Play House

4.1 Background to her poetry

4.2 Major themes discussed in this collection

4.3. Summary of the selected poems

Prescribed Texts

1. Nissim Ezekiel - Collected Poems, Oxford India
Paperbacks, 2006
Poems - Night of the Scorpion
The Poet, Level & Birdwatcher
2. Arun Kolatkar - Jejuri
3. Kamala Das - The old playhouse & other poems

Reference Books

1. Chakravarty Joya (ed.): Indian Writing in English: Perspectives. New Delhi : Atlantic, 2003
2. King Bruce (ed.): Critical Essays on Indian Writing in English, New Delhi : O.U.P., 1968.
3. Mukherjee Meenakshi : The Twice-Borne Fiction Themes and Technique of the Indian Novel in English New Delhi : Heine - Mann Educational Books, 1984.
4. Naik, M. K.: Dimensions of Indian English in Literature. New Delhi : Sterling, 1984.
5. Singh R. S.: Indian Novel in English. New Delhi : Arnold Heinemann, 1977.
6. Dwivedi, Suresh Chandra. ed. Perspectives on Nissim Ezekiel New Delhi : K.M Agencies, 1989.
7. Dwivedi, A. N Kamaladas & her Poetry : Delhi, Doaba House, 1983.

OR

EO102 English Language & Literature Teaching (THEORY) (Only for First Year Students)

OBJECTIVES:

1. To acquaint the students with different theoretical and practical aspects and components of language and literature teaching.
2. To acquaint them with different approaches, methods and techniques of language and literature teaching.
3. To sensitize the students to the major issues in ELLT in Indian context.

SYLLABUS:

Unit - I

Methods and approaches to language teaching

- 1.1 Lecturing Method
- 1.2 Grammar Translation Method
- 1.3 Direct Method
- 1.4 Audio-lingual Method
- 1.5 Audio Visual Method
- 1.6 Tandem Method
- 1.7 Total Physical Response
- 1.8 Bilingual Method
- 1.9 Suggestopedia
- 1.10 Silent Method
- 1.11 Community Language Learning Method
- 1.12 Cooperative Language Learning Method
- 1.13 Communicative Language Learning Method
- 1.14 Deductive Approach
- 1.15 Inductive Approach

Unit - II

Teaching of Grammar

- 2.1 Descriptive approach
- 2.2 Prescriptive approach
- 2.3 Grammar as a Communication
- 2.4 Sequencing and Gradation of items

Unit - III

Relationship between psychology and teaching of language

- 3.1 Behaviorism
- 3.2 Cognitivism

Unit - IV

Teaching of language skills

- 4.1 Teaching of Listening Skills
- 4.2 Teaching of Speaking Skills
- 4.3 Teaching of Reading Skills
- 4.4 Teaching of Writing Skills
- 4.5 Integration of Skills

Unit - V

Approaches to teaching of literature

- 5.1 Thematic Approach
- 5.2 Linguistic Approach

Unit - VI

Teaching of Poetry, Drama, Fiction

- 6.1 Loud reading
- 6.2 Pre-reading questions
- 6.3 Denotations and Connotations
- 6.4 Figures of Speech
- 6.5 Preliminary Discussion
- 6.6 Practical Decisions
- 6.7 Introduction
- 6.8 Presentation
- 6.9 Evaluation
- 6.10 Reinforcement
- 6.11 Play reading by the students
- 6.12 Role Play and Dramatization as Techniques
- 6.13 Group Discussion on interpretations of play
- 6.14 Dramatic Text and Performance Text
- 6.15 Plot
- 6.16 Characterization

- 6.17 Theme and its Development
- 6.18 Narrative Techniques
- 6.19 Discussion on important chapters of novel/ short story

Reference Books

1. Brumfit, C & R Carter (1986) Literature & Language Teaching, (OUP)
2. Brumfit, C & K Johnson (1979), The Communicative Approach to language teaching. (OUP)
3. Carter R & M N Long (1991), Teaching Literature
4. Bassnet, S & P. Grundy (1993) Language Through Literature
5. Widdowson, H G, (1975) Stylistics & Teaching of Literature
6. Tickoo. M. L (2002), Teaching & Learning English

OR

EO103 Research Methodology (Theory) (Only for Second Year students)

OBJECTIVES:

1. To introduce the students to the concept of research and with the terminology associated with research activity.
2. To sensitize them to the requirements of cohesion and coherence in Continuous composition.
3. To highlight the significance of systematic planning and execution of research activity.
4. To prepare them to undertake the research.
5. To introduce the students to the concept of research and with the terminology associated with research activity.
6. To Sensitize them to the requirements of cohesion and coherence in continuous composition.

7. To highlight the significance of systematic planning and execution of research activity.
8. To prepare them to undertake the research.
9. To give the students practice in the use of various tools and techniques of research

SYLLABUS:

Unit - I

What is research?

- 1.1 Definition of “Research”
- 1.2 Qualities of a good researcher
- 1.3 Key terms in research: investigation, exploration, hypothesis, data, methods and techniques, results and findings, Variables
- 1.4 Research Area and Research Topic

Unit -II

Constructing Research Design

- 2.1 Pre-experimental Designs
- 2.2 Experimental Designs
- 2.3 Pre Test and Post Test Design

Unit -III

Research Process

- 3.1 Formulating the Research Problem/Research Topic
- 3.2 Preparing Bibliography for Background Reading
- 3.3 Review of Literature
- 3.4 Defining Aims and Objectives
- 3.5 Developing Hypothesis
- 3.6 Deciding the Scope and Limitations
- 3.7 Adopting Appropriate Research Methodology

Unit - IV

Dimensions of research in English language and English literature

- 4.1 Kinds of research possible in English literature
- 4.2 Kinds of research possible in English linguistics
- 4.3 Qualitative Research in linguistics
- 4.4 Quantitative Research in linguistics

Unit -V

Development, Hypothesis and preparation of Research Proposal

- 5.1 Clear Statement of Purpose
- 5.2 A strong Theory Base
- 5.3 Proper and Adequate Data sources
- 5.4 Efficient methods to draw insights from data
- 5.5 Reliable and valid data gathering methods
- 5.6 Effective analytical techniques

Unit -VI

Research Process

- 6.1 Collecting and classifying Data
- 6.2 Analyzing the data
- 6.3 Arriving at interpretations and generalizations
- 6.4 Preparing Chapter wise Design
- 6.5 Conclusion.

Unit -VII

Parts of Dissertation

- 7.1 Introduction to Parts of Dissertation
- 7.2 Certificate Page
- 7.3 Acknowledgement Page
- 7.4 Abstract
- 7.5 Content Page

7.6 Appendices

7.7 Bibliography

Unit -VIII

Presentation of Research

8.1 Format of the Thesis

8.2 Logical Writing

8.3 Introductions and Conclusions

8.4 Presentation of Findings

Unit- IX

Writing Styles

9.1 Writing Bibliography Using Standard Style Sheets

9.2 Writing a short Research Paper

9.3 Writing a short Dissertation

Unit - X

Major Concerns in the Thesis

10.1 Quotations and Acknowledging the Sources

10.2 Footnotes and Endnotes

10.3 Guarding against Plagiarism

Reference Books

1. Chindhade, S & Thorat A (2009), Doing Research, Mumbai : CUP
2. Hunt, Andy (2005), Your Research Project, New Delhi : Foundation Books
3. Kothari C R. (1985), Research Methodology: Methods & Techniques, Delhi : New Age International Ltd.
4. Sinha M.P. - Research Methods in English

Semester II

Core Courses

EC201 The Structure of Modern English (English Language Today)

OBJECTIVES:

1. To familiarize students with the ideology of Communication, and English language as a means of communication.
2. To familiarize students with the phonological, morphological, lexical and syntactic systems of the English language.
3. To acquaint them with the main geographical, registral and social varieties of English.
4. To focus on situational, contextual, social and cultural appropriateness besides grammatical correctness.
5. To acquaint students with the basic concepts in pragmatic theory and stylistics and give them practice in the application of these concepts.

SYLLABUS:

Unit - I

Language and Society

- 1.1 Language Variation
 - i) Regional Variation/Dialects
 - ii) Social Variation/Sociolects
 - iii) Individual Variation/Idiolects
 - iv) Stylistic Variation/ (i.e. Formal and Informal Styles)
- 1.2 Language Contact
 - i) Code Switching and Code Mixing
 - ii) Pidgins and Creoles
 - iii) Borrowing

Unit - II

Distinctive Features of British, American and Indian English

- 2.1 Phonological Features
- 2.2 Syntactic Features
- 2.3 Features of Vocabulary
- 2.4 Spelling Conventions

Unit - III

Pragmatics

- 3.1 Basic Concepts
 - i) Speech Acts
 - ii) Situation and Speech Event
 - iii) Deixis
 - iv) Presuppositions and Implicatures
 - v) The Concept of Discourse
 - vi) Cohesion and Coherence
 - vii) Turn Taking and Adjacency Pairs

- 3.2 Conversational Principles
 - i) Politeness in Conversation: Face, Power, Solidarity etc.
 - ii) Maxims of Politeness Principle
 - iii) Co-operation in Conversation : Maxims of Co-operative Principle
 - iv) Observation and Violation of CP and PP in Conversation

Unit - IV

English in India

- 4.1 What is Indian English?
- 4.2 English as a first, second and foreign language in India
- 4.3 Bilingualism, Multilingualism, Nativization
- 4.4 Cultural Specificity and Multiculturalism

Unit - V

Introduction to Stylistics

5.1 Orientation

- i) The relationship between Linguistics and Stylistics
- ii) The relationship between Practical Criticism and Stylistics
- iii) The Nature and Scope of Stylistics
- iv) The Stages in Stylistic Analysis
- v) The Strengths and limitations of stylistics

5.2 The Stylistics of Poetry

- i) The Concept of Poetic Diction
- ii) Creativity in the use of Language

5.3 The Stylistics of Drama

- i) Theatre and drama
- ii) Dramatic text and Performance Text
- iii) Use of Proximal Deixis in drama

5.4 The Stylistics of Fiction

- i) Fiction as a narrative form of Discourse
- ii) Narrative Strategies
- iii) Point of View
- iv) Universe of Discourse
- v) Use of Distal Deixis in Fiction

Prescribed Texts

1. Leech, G.N. (1983), Principles of Pragmatics, London, Longman.
2. Palmer, Frank – Semantics (CUP)
3. Leech Geoffrey (1969) A Linguistic Guide to English Poetry, London, Longman

Reference Books

1. Kachru, B.B. (1983), The Indianization of English, The English Language in India, Delhi:OUP
2. Thorat Ashok, (2008), Discourse Analysis, CUP.
3. Krishnaswamy, Verma and Nagarajan(1992), Modern Applied Linguistics, Macmillan.
4. Welsh, Katie (1989), A Dictionary of Stylistics, London:Longman

EC 202 English Fiction (1881-1950)

OBJECTIVES:

1. To acquaint the students with the major novelists in English Literature through a study of the novels representative of the age and of the novelist.
2. To develop in the students the ability to interpret, analyze and evaluate works of fiction in the perspective of literary history and theory.

SULLABUS:

Unit - I

Thomas Hardy: Jude the Obscure.

- 1.1 Hardy and the novel
- 1.2 A summary of Jude the Obscure.
- 1.3 Analysis of the characters in Jude the Obscure.
- 1.4 Jude the Obscure as a depiction of shattered ideals.
- 1.5 Hardy's use of chance, coincidence and fate in Jude the Obscure.
- 1.6 Pessimism in Jude the Obscure.

Unit - II

Joseph Conrad: Lord Jim.

- 2.1 Joseph Conrad's background and career.
- 2.2 A summary of Lord Jim.
- 2.3 Conrad's treatment of the characters in Lord Jim.
- 2.4 Structure and narrative method in Lord Jim.
- 2.5 Prominent themes in Lord Jim.
- 2.6 Symbolism in Lord Jim.

Unit - III

D. H. Lawrence: Sons and Lovers.

- 3.1 About the author.
- 3.2 A brief review of Sons and Lovers.
- 3.3 Analysis of the characters in Sons and Lovers.
- 3.4 Structure of Sons and Lovers – is it two separate novels?
- 3.5 Sons and Lovers as an autobiographical novel.
- 3.6 Sons and Lovers as a reflection of industrial society.

Unit - IV

Graham Greene: The Power and the Glory.

- 4.1 Life and literary career of Graham Greene.
- 4.2 A summary of The Power and the Glory.
- 4.3 Greene's treatment of the characters in The Power and the Glory.
- 4.4 Some observations on The Power and the Glory.
- 4.5 Conflict between good and evil.
- 4.6 The Power and the Glory as a reflection of the socio-political situation.

Unit - V

E. M. Forster: A Passage to India.

- 5.1 About the author

- 5.2 A general view of A Passage to India.
- 5.3 Characters in A Passage to India.
- 5.4 The setting of A Passage to India.
- 5.5 Themes in A Passage to India.
- 5.6 Symbolism in A Passage to India.

Prescribed Texts

- | | | |
|----|-------------------------|----------------|
| 1. | Jude The Obscure | Thomas Hardy |
| 2. | Lord Jim | Joseph Conrad |
| 3. | Sons And Lovers | D. H. Lawrence |
| 4. | The Power And The Glory | Graham Greene |
| 5. | A Passage to India | E. M. Forster |

Note - For all the texts any of the following publications

- 1. NORTON CRITICAL EDITION, W.W. NORTON & CO. LTD., LONDON. (OR W.W. NORTON & CO. LTD., NEW YORK)
- 2. MACMILLAN & CO., LONDON.
- 3. PENGUIN EDITION, HARMONDS WORTH U.K.

Reference Books

- 1. Ronald Paulson, Satire & the Novel in the 18th Century England. New Haven/London: Yale University Press, 1967.
- 2. Claude Rawson, ed. Penguin Critical Anthology. Harmondsworth : Penguin, 1971
- 3. Draper, R. P. ed. Thomas Hardy: The Tragic Novels, A Casebook. London: Macmillan, 1975.
- 4. Guerard, A. J. ed. Hardy: A Collection of Critical Essays. Englewood cliffs : Prentice-Hall, 1963.
- 5. Kramer, Date. ed. Critical Approaches to the Fiction of Thomas Hardy. London: Macmillan, 1979.
- 6. Page, Norman, Thomas Hardy. London: Routledge, 1977.

7. Berthoud, Jacques. Joseph Conrad: The Major Phase. Cambridge: Cambridge University Press, 1978.
8. Darras, Jacques. Conrad and the Rest: Signs of Empire. London: Macmillan, 1982.
9. Mudrik, Marvin. ed. Conrad : A Collection of Critical Essays. Englewood Cliffs: Prentice-Hall, 1966.
10. Page, Norman. A Conrad Companion. London: Macmillan, 1986.
11. Aldritt, Keith. The Visual imagination of D. H. Lawrence. London
12. Arnold, 1971. Coombes, H. ed. D. H. Lawrence: A Critical Anthology. Harmondsworth : Penguin, 1973.
13. Sagar, Keith A. D. H. Lawrence Handbook. Manchester. Manchester University Press, 1982.
14. Sanders, Scott. D. H. Lawrence: The World of the Major Novels. London : Vision, 1973.
15. Berthoud, Jacques. Joseph Conrad: The Major Phase. Cambridge: Cambridge University Press, 1978.
16. Darras, Jacques. Conrad and the Rest: Signs of Empire. London: Macmillan, 1982.
17. Mudrik, Marvin. ed. Conrad : A Collection of Critical Essays. Englewood Cliffs: Prentice-Hall, 1966.
18. Page, Norman. A Conrad Companion. London: Macmillan, 1986.
19. Adamson, Judith, Graham Greene, London: Macmillan, 1990.
20. Atkins, John. Graham Greene, London: Calder & Boyars, 1957.
21. A Routledge Literary Sourcebook on E. M. Forster's A Passage to India. edited by peter childs.

EC 203 Modern English Drama

OBJECTIVES:

1. To acquaint the students with the major dramatist in English through a study of representative plays.
2. To develop in the student the ability to interpret, analyze and evaluate plays in the perspective of history and theory.

SULLABUS:

Unit - I

G. B. Shaw: Candida

- 1.1 Characterization
- 1.2 The Title: Its Aptness and Significance
- 1.3 Themes in the play “Candida”
- 1.4 “Candida” as a Problem Play
- 1.5 The Auction Scene: It’s Significance
- 1.6 “Candida” as a serious Comedy
- 1.7 Summary of the play

Unit - II

T. S. Eliot: Murder in the Cathedral

- 2.1 Space, Time and Theatricality
- 2.2 Existentialism
- 2.3 Experiences of men and women in the society rather than inner experiences
- 2.4 Inconsequentiality of dialogue and activity
- 2.5 Great wealth of verbal and gestural energy
- 2.6 Innovative formal design
- 2.7 Summary of the play

Unit - III

Samuel Beckett: Waiting for Godot

- 3.1 Significance of the title “Waiting for Godot”
- 3.2 Various themes in “Waiting for Godot”
- 3.3 The Concept of Time in the play
- 3.4 “Waiting for Godot” as a tragicomedy
- 3.5 Characters in the play
- 3.6 Humor in “Waiting for Godot”
- 3.7 Summary of the play

Unit - IV

Harold Pinter: Home Coming

- 4.1 Angry young Man
- 4.2 Theme of Pessimism, Frustration and Despair
- 4.3 Breakdown of economic system, social and moral values
- 4.4 Theme of contradiction
- 4.5 Summary of the play

Unit - V

John Osborne: Look Back in Anger

- 5.1 Characterization
- 5.2 “Look Back in Anger” as a play of protest against contemporary English society
- 5.3 Symbolic devices used in the play “Look Back in Anger”
- 5.4 Various themes in “Look Back in Anger”
- 5.5 Summary of the play

Prescribed Texts

1. G.B. Shaw : Candida
Oriental Longmans Ltd.

2. Samuel Becket : Waiting for Godot
Oxford University Press
3. Harold Pinter : The Home coming
Oxford University Press
4. John Osborne : Look Bank in Anger
Oxford University Press
5. T. S. Eliot : Murder in the Cathederal
Oxford University Press

Reference Books

1. Esslin, Martin. An Anatomy of Drama. New York: Hill and Wong, 1977.
2. Roy Email. British Drama Since Bernard Shaw. Carbondale : Southem Illinois University Press, 1972.
3. Mark S. Auburn, Sheridan's Comedies. Their Context and Achievements. Lincoln: University of Nebraska Press, 1972.
4. Madelene Bingham, Sheridan: The Track of a Comet. London. Allen and Unwin, 1972.
5. Bently, Eric. Bernard Shaw. London. Methuen, 1947.
6. Greene, N. Bernard Shaw. A Critical View. London. Macmillan, 1984.
7. Ruby Cohn, ed. Casebook on Waiting for Godot, 1967.
8. Martin Esslin, The Theatre of the Absurd. London. Eyre. Spottiswood, 1962.
9. Berryl S. Fletcher, et al, A Student's Guide to the plays of Samuel Beckett. London. Faber and Faber, 1978.
10. Esslin Martin, Pinter: The Playwright. London Methuen, 1982.
11. Lahr, John, ed. A Casebook on Harold Pinter's Home coming. New York Grove Press, 1971

12. Martin Banham, Osborne. Edinburgh: Oliver and Boyd, 1969.
Simon Trussler, The Plays of John Osborne: An Assessment.
London. Victor Gollancz, 1969.
13. Russel Brown, John. ed. Modern British dramatists : a collection of
critical essays. New Jersey: Prentice - hall, 1980.
14. Encyclopadia of Literature in English (7 vols) edited by M. K.
Bhatnagar, Atlantic, 2001

Elective Courses

EO 201 Indian Prose Works

OBJECTIVES:

1. To acquaint the students with the major works written by Indian
writers
2. To acquaint the students with the philosophy of Indian thinkers that
is reflected directly or indirectly in some of the selected literature
written in English.

SULLABUS:

Unit - I

Background to Indian Prose

- 1.1 History of Indian English Prose in brief
- 1.2 Major Indian English Prose Writers
- 1.3 Major themes dealt in Indian English Prose

Unit - II

Kanthapura

- 2.1 Its historical background
- 2.2 Characterization in Kanthapura

- 2.3 Significance of the title Kanthapura
- 2.4 Presentation of life in a south Indian village
- 2.5 Raja Rao's use of mythical technique
- 2.6 Kanthapura as a Gandhi-epic
- 2.7 Elements of Poetry, Fantasy and Lyricism in Kanthapura
- 2.8 Kanthapura as a fictional concretization of Gandhian Thought
- 2.9 Indianness of Kanthapura
- 2.10 Art and Technique of narration in Kanthapura
- 2.11 Plot and Structure of Kanthapura
- 2.12 Role of Coffee Estate Workers in Gandhian Movement in Kanthapura
- 2.13 Treatment of Freedom Movement in Kanthapura
- 2.14 Depiction of Women Characters in Kanthapura

Unit - III

Lokmanya Tilak – Essays from Bal Gangadhar Tilak : A Biography of his Vision and Ideas

1. A standard character for Indian languages
2. Shivaji Festival
3. National Education
4. Honest Swadeshi

Unit - IV

R.K. Narayan – An Astrologer's Day

- 4.1 Short Story as a form
- 4.2 R.K. Narayan as a short story writer
- 4.3 Theme of "An Astrologer's Day"
- 4.4 Summary of "An Astrologer's Day"

Unit - V

Rohinton Mistry –A Fine Balance

- 5.1 Background to the novel “A Fine Balance”
- 5.2 Characterization in “A Fine Balance”
- 5.3 Plot of the novel in “A Fine Balance”
- 5.4 Themes in the novel “A Fine Balance”
- 5.5 Summary of the novel “A Fine Balance”

Prescribed Texts

1. Raja Rao - Kanthopura
2. Lokmanya Tilak - Essays from Bal Gangadhar Tilak
A Biography of his Vision & Ideas
3. R. K. Narayan - An astrologer’s Day
From Reflections - III prescribed by
Pune University for TYBA
4. Jhabwala Ruth - The Householder

Reference Books

1. Chakravarty Joya (ed.): Indian Writing in English : Perspectives. New Delhi : Atlantic, 2003
2. King Bruce (ed.): Critical Essays on Indian Writing in English, New Delhi : O.U.P., 1968.
3. Mukherjee Meenakshi : The Twice-Borne Fiction Themes and Technique of the Indian Novel in English New Delhi : Heine - Mann Educational Books, 1984.
4. Naik, M. K. : Dimensions of Indian English in Literature. New Delhi: Sterling, 1984.
5. Singh R. S. : Indian Novel in English. New Delhi: Arnold Heinemann, 1977.
6. Narayan, Shyamale (1988), Raja Rao : Man & his work, New Delhi : Sterling Publisher

7. The novels of Rohinton Mistry : Critical studies edited by J. K. Dodiya, Published by Vedant books.
8. Bal Gangadhar Tilak : A Biography of his vision and Ideas edited by Verinder Grover - Deep & Deep Publications - 1998.
9. Lokamanya Tilak - a biography by Ram Gopal -Published by ASIA Publishing House, Bombay, (1956)
10. Lokmánya Tilak - Father of Indian Unrest and maker of Modern India by D. V. Tahmankar - Published by John Murray Ltd, (1956).

OR

EO202 English Language & Literature Teaching (Practical) (Only for First Year Students)

The students are supposed to submit the dissertation on the basis of the topic chosen by them.

OR

EO203 Research Methodology (Practical) (Only for Second Year Students)

The students are supposed to submit the dissertation on the basis of the topic chosen by them.

MA ENGLISH PART - II

SEMESTER III

Core Courses

EC 301 Literary Theory and Criticism (Traditional Critics)

OBJECTIVES:

1. To acquaint students with some of the fundamental questions in literature
2. To introduce students to some of the basic concepts in literary theory.
3. To study in detail some seminal theories in literary criticism.
4. To expose students to some representative works of descriptive criticism in English.
5. To develop in students a critical outlook in literature.

SYLLABUS:

Unit - I

Aristotle: The Poetics

- 1.1 Poetry as imitation, medium, object and manner of representation
- 1.2 Survey of the psychological and historical origins of poetry
- 1.3 Concept of tragedy
- 1.4 Plots in tragedy; types of plot and requirements of plot
- 1.5 Historic Truth and Poetic Truth
- 1.6 Parts of a tragedy
- 1.7 Reversal of fortune
- 1.8 Fear and Pity
- 1.9 Character- Protagonist
- 1.10 Devices- reversal, recognition etc.
- 1.11 Diction, linguistic items, thought, style
- 1.12 Distinction between Epic and Tragedy

Unit - II

Philip Sidney: An Apology of Poetry

- 2.1 Occasion for writing the essay, nature and function of poetry
- 2.2 Types of Poetry their excellences and demerits
- 2.3 Objections/charges against poetry and refutation of the charges
- 2.4. Condition/state of poetry in contemporary times
- 2.5 peroration- conclusion of the oration

Unit - III

Dr. Johnson: A Preface to Shakespeare

- 3.1 General comments on the merits of the ancients and Shakespeare's popularity
- 3.2 Plays, Characters and themes of Shakespeare's plays
- 3.3 Defense of Shakespeare's intermingling of the tragic and the comic in his plays
- 3.4 Merits and Demerits of Shakespeare as an artist and his art
- 3.5 Defense of Shakespeare's Violation of the rule of the unities
- 3.6 Plots of Shakespeare' Plays
- 3.7 Shakespeare's learning, his art etc.
- 3.8 Editorial problems faced by Johnson
- 3.9 Conclusion- Assessment of Shakespeare

Unit - IV

William Wordsworth: A Preface to lyrical Ballads

- 4.1 Purpose of writing the Preface, characteristics of good poetry, Subjects and language of poetry, relationship between prose and verse
- 4.2 Definition of Poetry, qualifications of a poet, function of poetry, aim of poetry
- 4.3 Observations on meter in poetry

- 4.4 Redefinition of poetry, poetic pleasure
- 4.5 Appendix on poetic diction

Unit - V

Matthew Arnold: The Study of Poetry

- 5.1 Comparison between poetry and religion
- 5.2 'Historical Estimate' and 'Personal Estimate'
- 5.3 'Touchstone method' of evaluating poetry
- 5.4 The characteristics of High Quality Poetry

Reference Books

1. T. S. Dorsch, tr. Classical Literary Criticism. Harmondsworth : Penguin.
2. D. J. Enright and Ernest de Chickera, eds. English Critical Texts. London: Oxford University Press, 1962, rpt. Delhi, 1875.
3. Desmond Lee, tr., Plato: The Republic. Harmondsworth : Penguin.
S. Ramaswamy and C. S. Seturaman, eds. The English Critical Tradition, 2 vols., Delhi : Macmillan, 1977.
4. Malcolm Bradbury and David Palmer, ed. Contemporary Criticism. Standford-Upon-Avon Studies 12, London : Arnold, 1970.
5. R.S. Crane, ed. Critics and Criticism : Ancient and Modern, University of Chicago Press, 1952.
6. David Diaches, Critical Approaches to Literature. 1956, rept. Bombay : Longam, 1967.
7. Terry Eagleton, Literary Theory: An introduction. Oxford Blackwell, 1983. Ronger Fowler, A Dictionary of Modern Critical Terms. London: Routledge, 1973.

8. Northrop Frye, *Anatomy of Criticism*. Princeton: Princeton University Press, 1948.
9. Raman Selden, *A Reader's Guide to Contemporary Literary Theory*. Brighton: Harvester Press, 1985.
10. George Watson, *The Literary Critics*. Harmondsworth : Penguin, 1964.
11. Rene Wellek and Austin Warren. *Theory of Literature*, 1949, 3rd edn. Harmonds - Worth : Penguin, 1963.
12. Rene Wallek, *A History of Modern Criticism*. 6 vols., New Haven/London : Yale University Press, 1955-86.

EC 302 English Poetry (Traditional Poets)

OBJECTIVES:

- 1 To acquaint the students with the most significant English poets through the study of representative poems.
- 2 To train the students in the close reading of poems in the contexts of literary convention and history.
- 3 To develop in the students the ability to interpret and analyze and evaluate poems in the perspective of literary scholarship theory and criticism.

SYLLABUS:

Unit - I

John Milton: *Paradise Lost* Book 1

- 1.1 Validity of Anthromorphic theme
- 1.2 Epic- Theological poem
- 1.3 Man's disobedience and loss of paradise
- 1.4 Justification of ways of god to man
- 1.5 Intrinsic greatness of the poem

- 1.6 Classical scholarship
- 1.7 Satan's Revolt
- 1.8 Chaos, Pandemonium
- 1.9 English heroic verse without rhyme

Unit - II

- John Donne:
- 1. The Sun Rising
 - 2. Canonization
 - 3. Go and Catch a Falling Star
 - 4. The Good Morrow

- 2.1 Metaphysical poet
- 2.2 Fusion of thought and emotions.
- 2.3 emotions expressed in logical reasoning
- 2.4 Single heartedness amid confusion
- 2.5 Autobiographical element
- 2.6 Love poem
- 2.7 Theme of Platonic Love

Unit - III

- Andrew Marvell:
- 1. To His Coy Mistress
 - 2. Garden
 - 3. The Definition of Love
 - 4. An Ode to Cromwell

- 3.1 Last of metaphysical poets
- 3.2 Patriarchal tradition
- 3.3 Metaphysical wit and reason
- 3.4 Carpe diem theme
- 3.5 Mental growth and aesthetic pleasure.
- 3.6 Brilliant argument of platonic love

Unit - IV

Alexander Pope: The Rape of The Lock

- 4.1 Admiration of personal qualities
- 4.2 Satirical springs from personal animosities
- 4.3 Occasional poem.
- 4.4 Mock heroic poem with moral purpose
- 4.5 The machinery of spirits
- 4.6 Digression
- 4.7 Symbols of battle of sexes in civilized society
- 4.8 Best Satire

Unit - V

William Blake: From Songs of Innocence

- 1 Introduction
- 2 The chimney Sweepers
- 3 Holy Thursday
- 4 Nurse's song

From Songs of Experience

- 1 Introduction
- 2 The Chimney Sweepers
- 3 Holy Thursday
- 4 Nurse's song

- 5.1 A self reliant genius
- 5.2 lyrics,
- 5.3 Prophetic works
- 5.4 Principle of contrary symbolism
- 5.5 Unity of God and nature
- 5.6 Themes of seriousness, complexity and despair

- 5.7 Evocative language
- 5.8 Transitory poet
- 5.9 Precursor of Romantic Movement

Reference Books

1. Blessington, Francis, Paradise Lost & Classical epic, London: Routledge, 1979
2. Dyson, A.E & Julian Lovelock. eds. Paradise Lost : A Casebook. London: Macmillan, 1973
3. Lovelock. John. ed Donne : Songs & Sonnets, A Casebook. London. Macmillan, 1973
4. Smith, A. J. ed. Donne: The complete English Poems, Harmondsworth : Penguin, 1972
5. Pollard, A. ed. Marvell: Poems, A Casebook, London: Macmillan, 1980
6. Dixon, Petter. The World of Pope's Satires. London, 1968
7. Frye, Northrop. ed Blake : A Collection of Critical Essays, Englewood Cliffs : Prentice Hall, 1966

EC303- Shakespeare (Early Works)

OBJECTIVES:

1. To acquaint the students with the major works by Shakespeare through a study of the sonnets and plays representative of the age and of the dramatist.
2. To develop in the students the ability to interpret, analyze and evaluate works of Shakespeare in the perspective of literary history and theory.

3. To acquaint the students with the major works by Shakespeare through a study of the sonnets and plays representative of the age and of the dramatist.
4. To develop in the students the ability to interpret, analyse and evaluate works of Shakespeare in the perspective of literary history and theory.

SYLLABUS:

Unit - I

- a) Shakespeare's Career as a dramatist
- b) Shakespeare's Sonnets
 - 1.1 Shakespeare and his age
 - 1.2 Shakespeare's art of dramatization
 - 1.3 Shakespeare's major plays
 - 1.4 Shakespearean Sonnets - No.3, 7, 27, 54,100,127,154
 - a) Autobiographical and historical references
 - b) Central Theme of the sonnets – Shakespeare's deep love for the Earl of Southampton
 - c) Sonnets addressed to a dark lady
 - d) Shakespeare's treatment of love in his sonnets
 - e) Theme of Friendship developed in his sonnets
 - f) The Portrayal of Dark Lady in sonnets
 - g) Symbolic Elements in sonnets
 - h) Dramatic Quality of Shakespearean Sonnets
 - i) Treatment of theme of time in his sonnets
 - 1.5 Summary of some selected sonnets

Unit - II

The Taming of the Shrew

- 2.1 Shakespearean Comedy
- 2.2 The Taming of the Shrew as a Comedy

- 2.3 Characterization in The Taming of the Shrew
- 2.4 Themes, Motif, Symbolism in the Taming of the Shrew
- 2.5 Summary of The Taming of the Shrew

Unit - III

As You Like It

- 3.1 As You Like It as a comedy
- 3.2 Characterization in As You Like It
- 3.3. Themes, Motif, Symbolism in As You Like It
- 3.4 Summary of As You like It

Unit - IV

The Merchant of Venice

- 4.1 The Merchant of Venice as a Romantic Comedy
- 4.2 Characterization in The Merchant of Venice
- 4.3 Themes, Motif, Symbolism in The Merchant of Venice
- 4.4 The Element of Probability
- 4.5 Summary of The Merchant of Venice

Unit - V

Henry IV Part 1

- 5.1 Background to Shakespeare's History Plays
- 5.2 Henry IV Part 1 as a history play
- 5.3 Characterization in Henry IV part 1
- 5.4 Themes in Henry IV Part 1
- 5.5 Henry IV: Epic Elements
- 5.5 Summary of Henry IV Part 1

Reference Books

- 1. Brown, J.R. (1986), *Discovering Shakespeare: A New Guide to the Plays*, Macmillan.

2. Herbage, Alfred (1965), Twentieth Century Views on Shakespeare: The Tragedies, Englewood Cliffs: Prentice Hall.
3. Thomson Peter, (1983), Shakespeare's Stage, London, Routledge.
4. Bradbook, M.C. Themes and Conventions of Elizabethan Tragedy, Cambridge: CUP, 1968.
5. Bradley, A.C. Shakespearean Tragedy, London: Macmillan, 1985.
6. Kermode, Frank ed. Shakespeare: A Casebook, London, Macmillan, 1969.
7. Bradbook, M.C. The Growth and Structure of Elizabethan Comedy, Cambridge: CUP.
8. Tillyard, E.M.W. Shakespeare's Last Plays: Chatto and Windus, 1938.

Elective Courses

EO301 American Literature (19th Century)

OBJECTIVES:

1. To acquaint the students with American Literature through a study of selected texts.
2. To develop in the students the ability to interpret, analyze and evaluate American Literature in the context of world literatures in English and relate them to the developments in Critical Theory.
3. To acquaint the students with a study of the historical and socio-cultural background of nineteenth century American Literature with reference to the following topics and texts.

SYLLABUS:

Unit - I

Background topics

- 1.1 Puritanism
- 1.2 Transcendentalism
- 1.3 The Frontier

Unit - II

Nathaniel Hawthorne: The Scarlet Letter

- 2.1 About the author
- 2.2 The background and setting of the novel
- 2.3 Plot of the novel
- 2.4 The theme of adultery in the novel
- 2.5 The role of Puritan ideology

Unit - III

Mark Twain: The Adventures of Huckleberry Finn

- 3.1 About the author
- 3.2 Summary of the novel
- 3.3 As a picaresque novel
- 3.4 Frontier in the novel
- 3.5 Various themes in the novel

Unit - IV

Poetry

- 4.1 Passage to India
 - i) Transcendental Features
 - ii) American Culture,
- 4.2 There was a Child went forth
 - i) Influence of Indian Culture

- ii) As a propaganda of freedom
- iii) Vision of growth in children
- 4.3 Emily Dickenson
 - i) I taste liquor never brewed
 - ii) There's a certain slant of light
 - iii) Because I could not stop for death
 - 1) Death theme in her poetry
 - 2) Mysticism
- 4.4 I taste a liquor never brewed
- 4.5 There's a certain slant of light
- 4.6 Because I could not stop for death

Unit - V

Thoreau: Civil Disobedience

- 5.1 Background to prose
- 5.2 Transcendentalism in the essay
- 5.3 Gandhi and civil disobedience

Reference Books:

1. Spiller Robert, The Cycle of American Literature.
2. F. O. Matthieson, The American Renaissance.
3. Richard Chase, The American Novel and its Tradition.
4. A. N. Kaul, The American Vision.
5. Lesley Fielder, Love and Death in the American Novel.
6. L. Budd ed., Critical Essays on Mark Twain, 1867-1910.
7. F. R. Rogers, Mark Twains' Burlesque Patterns
8. Hency Smith, Mark Twain's Fable of Progress
9. Edward Wagenknecht, Mark Twain
10. J. M. Elder, Nathaniel Hawthorne
11. A. N. Kaul, Hawthorne: A Collection of Critical Essays
12. T. J. Martin, Nathaniel Hawthorne
13. H. H. Waggoner, Hawthorne

OR

EO302 Research Methodology (Theory) (Only for Second Year Students)

OBJECTIVES:

1. To introduce the students to the concept of research and with the terminology associated with research activity.
2. To sensitize them to the requirements of cohesion and coherence in Continuous composition.
3. To highlight the significance of systematic planning and execution of research activity.
4. To prepare them to undertake the research.
5. to introduce the students to the concept of research and with the terminology associated with research activity
6. To sensitize them to the requirements of cohesion and coherence in continuous composition.
7. To highlight the significance of systematic planning and execution
8. of research activity.
9. To prepare them to undertake the research.
- 10.To give the students practice in the use of various tools and techniques of research

SYLLABUS:

Unit - I

What is research?

- 1.1 Definition of “Research”
- 1.2 Qualities of a good researcher
- 1.3 Key terms in research: investigation, exploration, hypothesis, data, methods and techniques, results and findings ,Variables
- 1.4 Research Area and Research Topic

Unit - II

Constructing Research Design

- 2.1 Pre-experimental Designs
- 2.2 Experimental Designs
- 2.3 Pre Test and Post Test Design

Unit - III

Research Process

- 3.1 Formulating the Research Problem/Research Topic
- 3.2 Preparing Bibliography for Background Reading
- 3.3 Review of Literature
- 3.4 Defining Aims and Objectives
- 3.5 Developing Hypothesis
- 3.6 Deciding the Scope and Limitations
- 3.7 Adopting Appropriate Research Methodology

Unit - IV

Dimensions of research in English language and English literature

- 4.1 Kinds of research possible in English literature
- 4.2 Kinds of research possible in English linguistics
- 4.3 Qualitative Research in linguistics
- 4.4 Quantitative Research in linguistics

Unit - V

Development, Hypothesis and preparation of Research Proposal

- 5.1 Clear Statement of Purpose
- 5.2 A strong Theory Base
- 5.3 Proper and Adequate Data sources
- 5.4 Efficient methods to draw insights from data
- 5.5 Reliable and valid data gathering methods
- 5.6 Effective analytical techniques

Unit- VI

Research Process

- 6.1 Collecting and classifying Data
- 6.2 Analyzing the data
- 6.3 Arriving at interpretations and generalizations
- 6.4 Preparing Chapter wise Design
- 6.5 Conclusion.

Unit - VII

Parts of Dissertation

- 7.1 Introduction to Parts of Dissertation
- 7.2 Certificate Page
- 7.3 Acknowledgement Page
- 7.4 Abstract
- 7.5 Content Page
- 7.6 Appendices
- 7.7 Bibliography

Unit -VIII

Presentation of Research

- 8.1 Format of the Thesis
- 8.2 Logical Writing
- 8.3 Introductions and Conclusions
- 8.4 Presentation of Findings

Unit - IX

Writing Styles

- 9.1 Writing Bibliography Using Standard Style Sheets
- 9.2 Writing a short Research Paper
- 9.3 Writing a short Dissertation

Unit - X

Major Concerns in the Thesis

- 10.1 Quotations and Acknowledging the Sources
- 10.2 Footnotes and Endnotes
- 10.3 Guarding against Plagiarism

Reference Books

1. Chindhade, S & Thorat A (2009), Doing Research, Mumbai : CUP
2. Hunt, Andy (2005), Your Research Project, New Delhi : Foundation Books
3. Kothari C R. (1985), Research Methodology: Methods & Techniques, Delhi: New Age International Ltd.
4. Sinha M.P. - Research Methods in English

OR

EO303 English Language & Literature Teaching (THEORY) (Only for First Year Students)

OBJECTIVES:

1. To acquaint the students with different theoretical and practical aspects and components of language and literature teaching.
2. To acquaint them with different approaches, methods and techniques of language and literature teaching.
3. To sensitize the students to the major issues in ELLT in Indian context.

SYLLABUS:

Unit - I

Methods and Approaches to Language Teaching

- 1.1 Lecturing Method
- 1.2 Grammar Translation Method
- 1.3 Direct Method
- 1.4 Audio-lingual Method
- 1.5 Audio Visual Method
- 1.6 Tandem Method
- 1.7 Total Physical Response
- 1.8 Bilingual Method
- 1.9 Suggestopedia
- 1.10 Silent Method
- 1.11 Community Language Learning Method
- 1.12 Cooperative Language Learning Method
- 1.13 Communicative Language Learning Method
- 1.14 Deductive Approach
- 1.15 Inductive Approach

Unit - II

Teaching of Grammar

- 2.1 Descriptive approach
- 2.2 Prescriptive approach
- 2.3 Grammar as a Communication
- 2.4 Sequencing and Gradation of items

Unit - III

Relationship between psychology and teaching of language

- 3.1 Behaviorism
- 3.2 Cognitivism

Unit - IV

Teaching of Language Skills

- 4.1 Teaching of Listening Skills
- 4.2 Teaching of Speaking Skills
- 4.3 Teaching of Reading Skills
- 4.4 Teaching of Writing Skills
- 4.5 Integration of Skills

Unit - V

Approaches to teaching of literature

- 5.1 Thematic Approach
- 5.2 Linguistic Approach

Unit - VI

Teaching of Poetry, Drama and Fiction

- 6.1 Loud reading
- 6.2 Pre-reading questions
- 6.3 Denotations and Connotations
- 6.4 Figures of Speech
- 6.5 Preliminary Discussion
- 6.6 Practical Decisions
- 6.7 Introduction
- 6.8 Presentation
- 6.9 Evaluation
- 6.10 Reinforcement
- 6.11 Play reading by the students
- 6.12 Role Play and Dramatization as Techniques
- 6.13 Group Discussion on interpretations of play
- 6.14 Dramatic Text and Performance Text
- 6.15 Plot

- 6.16 Characterization
- 6.17 Theme and its Development
- 6.18 Narrative Techniques
- 6.19 Discussion on important chapters of novel/ short story

Reference Books

1. Brumfit, C & R Carter (1986) Literature & Language Teaching, (OUP)
2. Brumfit, C & K Johnson (1979), The Communicative Approach to language teaching. (OUP)
3. Carter R & M N Long (1991), Teaching Literature
4. Bassnet, S & P. Groundy (1993) Language Through Literature
5. Widdowson, H G, (1975) Stylistics & Teaching of Literature
6. Tickoo. M. L (2002), Teaching & Learning English

SEMESTER IV

Core Course

EC 401 Literary Theory and Criticism (Modern Critics)

OBJECTIVES:

1. To acquaint students with some of the fundamental questions in literature
2. To introduce students to some of the basic concepts in literary theory.
3. To study in detail some seminal theories in literary criticism.
4. To expose students to some representative works of descriptive criticism in English.
5. To develop in students a critical outlook in literature.

SYLLABUS

Unit - I

T.S.Eliot : Tradition and the Individual Talent

- 1.1 The Concept of Tradition according to T.S. Eliot
- 1.2 Relationship between tradition and individual talent
- 1.3 Eliot's theory of impersonality

Unit - II

F.R.Leavis: Literature and Society

- 2.1 F .R. Leavis's views on T.S. Eliot's criticism
- 2.2 Distinction between Marxist element and social element
- 2.3 New nature of an essentially social nature of an individual
- 2.4 An appeal to the students of social sciences
- 2.5 F.R. Leavis's acceptance of practical criticism as a tool to appreciate literature

Unit - III

Northrope Frye: The Archetypes of Literature

- 3.1 Definition of archetype
- 3.2 Anatomy of criticism
- 3.3 Valuation of examples
- 3.4 Textual analysis
- 3.5 Comparison of archetypal traits

Unit - IV

Ronald Barthes: The Death of the Author

- 4.1 Autonomy of the text
- 4.2 Multiplicity of interpretations
- 4.3 Reader's pivotal role
- 4.4 Language as an important factor

Unit V

Elaine Showalter: Feminist Criticism in the Wilderness

- 5.1 Developing a specific female framework
- 5.2 Feminine identity
- 5.3 Feminine mode of experience
- 5.4 Feminine theoretical and critical writing
- 5.5 Gender discrimination
- 5.6 Biological criticism
- 5.7 Linguistic criticism
- 5.8 Psychoanalytical criticism
- 5.9 Cultural criticism

Reference Books

1. T. S. Dorsch, tr. *Classical Literary Criticism*. Harmondsworth : Penguin.
2. D. J. Enright and Ernest de Chickera, eds. *English Critical Texts*. London : Oxford University Press, 1962, rpt. Delhi, 1875.
3. David Lodge, ed. *Twentieth Century Literary Criticism*. London : Longman, 1972.
4. Desmond Lee, tr., *Plato : The Republic*. Harmondsworth : Penguin.
5. S. Ramaswamy and C. S. Seturaman, eds. *The English Critical Tradition*, 2 vols., Delhi : Macmillan, 1977.
6. Max Westbrook and William J. Hardy, eds. *Twentieth Century Criticism*. Now York : Free Press (Macmillan), 1974.
7. Malcolm Bradbury and David Palmer, ed. *Contemporary Criticism*. Stanford-Upon-Avon Studies 12, London : Arnold, 1970.
8. R.S. Crane, ed. *Critics and Criticism : Ancient and Modern*, University of Chicago Press, 1952.

9. David Daiches, *Critical Approaches to Literature*. 1956, rept. Bombay : Longman, 1967.
10. Terry Eagleton, *Literary Theory : An introduction*. Oxford Blackwell, 1983. Ronger Fowler, *A Dictionary of Modern Crirical Terms*. London : Routledge, 1973.
11. Northrop Frye, *Anatomy of Criticism*. Princeton : Princeton University Press, 1948.
12. Raman Selden, *A Reader's Guide to Contemporary Literary Theory*. Brighton : Harvester Press, 1985.
13. George Watson, *The Literary Critics*. Harmondsworth : Penguin, 1964.
14. Rene Wellek and Austin Warren. *Theory of Literature*, 1949, 3rd edn. Harmonds - Worth : Penguin, 1963.
15. Rene Wellek, *A History of Modern Criticism*. 6 vols., New Haven/London : Yale University Press, 1955-86.

EC402 English Poetry (Rebellious Poets)

OBJECTIVES:

1. To acquaint the students with the most significant English poets through the study of representative poems.
2. To train the students in the close reading of poems in the contexts of literary convention and history.
3. To develop in the students the ability to interpret and analyze and evaluate poems in the perspective of literary scholarship theory and criticism.

SYLLABUS

Unit - I

- William Wordsworth:
1. Tintern Abbey
 2. A slumber did my spirit seal

3. Ode: Intimation of Immortality

4. The world is too much with us

- 1.1 Romantic revival
- 1.2 Lucy poem in Ballad manner
- 1.3 Nature and attitude of poet
- 1.4 Concept of pre existence of soul
- 1.5 Celestial light
- 1.6 Strophe, antistrophe, Epode

Unit - II

S. T. Coleridge : The Rime of Ancient Mariner

- 2.1 Supernatural strange and unfamiliar element
- 2.2 Willing suspension of disbelief
- 2.3 Philosopher of calling human interest
- 2.4 Symbolic story
- 2.5 Sin and retribution
- 2.6 Christian theology
- 2.7 Life in death
- 2.8 Elements of surprise and suspense

Unit - III

- Tennyson :
- 1. The Lotus Eaters
 - 2. Ulysses
 - 3. Tears Idle Tears
 - 4. Tithonus

- 3.1 Voice of Victorian age
- 3.2 Conflict between faith and doubt
- 3.3 Prologue and choric song

- 3.4 Dream-like existence – mental condition indifferent to scruples and hardships of soul
- 3.5 Purity of composition
- 3.6 Philosophy of action
- 3.7 Struggle and endeavor
- 3.8 Unquenchable desire to knowledge and novelty

Unit - IV

- Robert Browning
- 1. Andrea Del Sarto
 - 2. The Last Ride together
 - 3. Porphyria's Lover
 - 4. My Last Duchess

- 4.1 Inner drama
- 4.2 Personal God
- 4.3 Attitude towards art
- 4.4 Dramatic Monologue
- 4.5 Superlative beauty
- 4.6 Apparent failure, obscurity
- 4.7 Concrete and Psychological drama
- 4.8 Weak man's heroism
- 4.9 Self justification
- 4.10 Moral responsibility and optimism

Unit - V

- W. B. Yeats
- 1. Among school children
 - 2. Byzantium
 - 3. Easter
 - 4. The second Coming

- 5.1 Soul and its purification
- 5.2 Contradictions and Complexity in life
- 5.3 Symbolism
- 5.4 Rhetoric work
- 5.5 Supernatural, absurd, kinetic and obscure form
- 5.6 Meter, feeling and imagery

Reference Books

- 1. Abrahms, M. H. ed. Wordworth's A Collection of Critical Essays. Englewood Cliffs: Prentice Hall, 1972.
- 2. Watson, Gorge, Coleridge the poet, London: Routledge, 1966.
- 3. Jack Ian, Browning's Major poetry. Oxford: Clarendon Press, 1973.
- 4. Jeffares, A. Norman. A New Commentary on the poems of W. B. Yeats. London: Macmillan, 1983.
- 5. A handbook to the works of Alfred Lord Tennyson by Luce, Morton, Cambridge Scholar Publishing.

EC403 Shakespeare (Later Works)

OBJECTIVES:

- 1. To acquaint the students with the major works by Shakespeare through a study of the sonnets and plays representative of the age and of the dramatist.
- 2. To develop in the students the ability to interpret, analyse and evaluate works of Shakespeare in the perspective of literary history and theory.
- 3. To acquaint the students with the major works by Shakespeare through a study of the sonnets and plays representative of the age and of the dramatist.

4. To develop in the students the ability to interpret, analyse and evaluate works of Shakespeare in the perspective of literary history and theory.

SYLLABUS:

Unit - I

King Lear

- 1.1 Shakespeare's Tragedy
- 1.2 King Lear as a tragedy
- 1.3 Characterization in King Lear
- 1.4 Themes, Motifs and Symbolism in King Lear
- 1.5 Summary of King Lear

Unit - II

Macbeth

- 2.1 Macbeth as a tragedy
- 2.2 Characterization in Macbeth
- 2.3 Themes, Motifs and Symbolism in Macbeth
- 2.4 Use of Supernatural elements in Macbeth
- 2.5 Summary of Macbeth

Unit - III

Julius Caesar

- 3.1 Julius Caesar as a typical Roman Play
- 3.2 Title of the play: It's Aptness
- 3.3 Important Scenes in the Play
- 3.4 Use of Supernatural elements in Julius Caesar
- 3.5 Characterization in Julius Caesar
- 3.6 Themes, Motif, Symbolism in Julius Caesar
- 3.7 Summary of Julius Caesar

Unit - IV

Measure for Measure

- 4.1 Shakespeare's Problem Plays
- 4.2 Measure for Measure as a Problem Play
- 4.3 Characterization in Measure for Measure
- 4.4 Themes, Motif, Symbolism in Measure for Measure
- 4.5 Summary of Measure for Measure

Unit - V

Tempest

- 5.1 Tempest as a significance of the title 'Tempest'
- 5.2 A Tempest
- 5.3 Characterization in Tempest
- 5.4 Themes, Motifs, Symbolism in Tempest
- 5.5 Summary of Tempest

Reference Books

1. Brown, J.R. (1986), *Discovering Shakespeare: A New Guide to the Plays*, Macmillan.
2. Herbage, Alfred (1965), *Twentieth Century Views on Shakespeare: The Tragedies*, Englewood Cliffs: Prentice Hall.
3. Thomson Peter, (1983), *Shakespeare's Stage*, London, Routledge.
4. Bradbook, M.C. *Themes and Conventions of Elizabethan Tragedy*, Cambridge: CUP, 1968.
5. Bradley, A.C. *Shakespearean Tragedy*, London: Macmillan, 1985.
6. Kermode, Frank ed. *Shakespeare: A Casebook*, London, Macmillan, 1969.
7. Bradbook, M.C. *The Growth and Structure of Elizabethan Comedy*, Cambridge: CUP.
8. Tillyard, E.M.W. *Shakespeare's Last Plays*: Chatto and Windus, 1938.

Elective Courses

EO 401 AMERICAN LITERATURE (20th Century)

OBJECTIVES:

1. To acquaint the students with American Literature through a study of selected texts.
2. To develop in the students the ability to interpret, analyze and evaluate American Literature in the context of world literatures in English and relate them to the developments in Critical Theory.
3. To acquaint the students with A study of the historical and socio-cultural background of twentieth century American Literature with reference to the following topics and texts.

SYLLABUS:

Unit - I

Background Topics

- 1.1 Expressionism
- 1.2 The Lost Generation
- 1.3 Southern Renaissance

Unit - II

Arthur Miller: The Death of a Salesman

- 2.1 About Miller
- 2.2 Plot
- 2.3 The motif of American Dream
- 2.4 The lost generation in the play

Unit - III

Edward Albee: Who's Afraid of Virginia Woolf

- 3.1 About Albee
- 3.2 Absurd theatre
- 3.3 Summary of the play
- 3.4 Various themes
- 3.5 Expressionism in the play

Unit - IV

John Steinbeck: Of Mice and Men

- 4.1 About the author
- 4.2 The southern renaissance
- 4.3 Themes
- 4.4 The lost generation and disillusion

Unit - V

Poetry

- 5.1 Mending walls
 - i) Larger than life vision
 - ii) Vision of ordinary life
- 5.2 The Road not taken
 - i) Larger than life vision
 - ii) Vision of ordinary life
- 5.3 The Emperor of Ice-cream
 - i) Transitoriness of life
- 5.4 Anecdote of the Jar
 - i) Symbolism

Reference books:

1. Frederick J. Hoffman, The 20th American Writing in the post-war decade.

2. Robert Spiller, A Literary History of the United States.
3. Roy Harvey Pearce, The Continuity of American Poetry.
4. Alan Downer, American Theatre.
5. Jean Gould, Modern American Playwrights.
6. Elizabeth Jennings, Robert Frost.
7. R. W. Horton and H. W. Edwards, Background of American Literary Thought.
8. Bogard Travis, Contour in Time: The Plays of Eugene O'Neill.
9. Falk Doris, Eugene O'Neill and the Tragic Tension.
10. John Gassner, ed. Eugene O'Neill: A Collection of Critical Essays.
11. Robert Corrigan, ed. Arthur Miller: A Collection of Critical Essays.
12. Edward Martin, Arthur Miller: New Perspectives.
13. Benjamin Nelson, Arthur Miller: Portrait of a Playwright.
14. Gilbert Debuscher, Edward Albee: Traditional and Renewal.
15. Martin Esslin, The Theatre of the Absurd.
16. Amacher Richard, Edward Albee.
17. Anne Paolucci, From Tension of the topic: The plays of Edw Albee.

OR

EO402 Research Methodology (Practical) (Only for Second Year Students)

The students are supposed to submit the dissertation on the basis of the topic chosen by them.

OR

EO403 English Language & Literature Teaching (Practical) (Only for First Year Students)

The students are supposed to submit the dissertation on the basis of the topic chosen by them

The quality of the syllabus is a fairly reliable indicator of the quality of teaching and learning that will take place in a course (Woolcock, 2003). Therefore, it behooves instructors to make the effort to construct a high-quality syllabus. The results of that effort can benefit the instructor as well as his or her students.Â Conceptual structure used to organize the course, why it is organized the way it is. Instructor's philosophy about the course content, teaching, and learning. Relevance and importance of the course to students (e.g., how the course fits into the college or department curriculum, why the students would want to learn the material). Table of Contents. 50+ Sample Syllabus Templates (Course Syllabus)What Is a Syllabus and Why Do You Need It?Critical Components of a SyllabusPromoting Better Student LearningHow Do You Create an Engaging Syllabus? 50+ Sample Syllabus Templates (Course Syllabus). Mathematics Syllabus Templates.Â download now. Programme Structure and Syllabus. download now. Microbiology Syllabus Template. download now.Â Critical Components of a Syllabus. What to include in a syllabus? The answer to that question may vary according to discipline, department, program, and instructor. Thatâ€™s because the form and content of a syllabus will depend on the goal you want to achieve by the end of the term. However, there are a few common elements included in most syllabi. 1. "A structural (formal) syllabus." The content of language teaching is a collection of the forms and structures, usually grammatical, of the language being taught. Examples include nouns, verbs, adjectives, statements, questions, subordinate clauses, and so on. 2. "A notional/functional syllabus." The content of the language teaching is a collection of the functions that are performed when language is used, or of the notions that language is used to express. Examples of functions include: informing, agreeing, apologizing, requesting; examples of notions include size, age, color, comparison, A syllabus (/ˈsɪləbʌs/; plural syllabuses or syllabi) or specification is a document that communicates information about a specific course and defines expectations and responsibilities. It is generally narrower in scope than a curriculum. A syllabus may be set out by an examination board or prepared by the tutor who teaches or controls the course. The word is also used more generally for an abstract or programme of knowledge, and is best known in this sense referring to two catalogues of doctrinal