

Anekant Education Society's  
**TuljaramChaturchand College of Arts, Science and Commerce,  
Baramati**

**Autonomous**

**Course Structure for M.A.II English Language and Literature Teaching Paper  
– 3.2**

<b>Semester</b>	<b>Paper Code</b>	<b>Title of Paper</b>	<b>No. of Credits</b>
I	ENG 5102	English Language and Literature Teaching	4

**SYLLABUS(CBCS) FOR M.A. II Paper –3.2  
(w.e. from June 2020)  
Academic Year 2020-2021**

Class : M.A. II (Semester- III)

Paper Code: ENG 5102

Paper : 3.2

Title of Paper: English Language and Literature Teaching

Credit: 4 : No. of lectures: 60

**Learning Objectives:**

- 1-To acquaint the students with different theoretical and practical aspects of language and literature teaching
- 2-To acquaint them with different approaches, methods and techniques of teaching English language and literature
- 3-To sensitize the students to the major issues in ELT in the Indian Context
- 4-To enhance literary and linguistic competence of students

**Learning Outcomes:**

- 1-The students become aware in both the artistry and utility of the English language through the study of literature and basic language skills
- 2-The students become conscious in the development of intellectual flexibility and creativity through language and literature teaching
- 3-The students become competent in literary and linguistic skills.

## **TOPICS/CONTENTS:**

### **Unit 1- Theories of Language Learning**

**(15 Lectures)**

- A- Behaviorism and its educational implications
- B- Nativism (Universal Grammar/Innate) and its educational implications
- C) The concept of Language Acquisition Device (LAD)
- D) Language acquisition and language learning

### **Unit II- English in India: Sociolinguistic Perspectives**

**(15 Lectures)**

- A) English studies in India: beginnings (pre-independence scenario)
- B) English studies in India: later developments (post-independence scenario)
- C) Identity of Indian English
- D) Standard Indian English

### **Unit III-Tools and Methods of Teaching**

**(15 Lectures)**

#### **A) Some basic concepts**

- 1-Linguistic/grammatical competence
- 2-Communicative competence
- 3) Pragmatic competence

#### **B) Curriculum and Syllabus**

- 1-Difference between curriculum and syllabus
- 2-Different kinds of syllabus (structural, notional-functional/product and process syllabuses)
- 3) EGP and ESP syllabuses

#### **C) Methods**

- 1) Grammar-Translation method
- 2) Structural method
- 3) Communicative method

### **Unit IV-Teaching of Language Skills and Testing:**

**(15 Lectures)**

- A) Teaching of 1) Listening 2) Reading 3) Writing 4) Speaking
- B) Teaching of 1) Pronunciation 2) Vocabulary 3) Grammar
- C) Testing and Evaluation
  - 1) Difference between testing and evaluation
  - 2) Formative and summative evaluation
  - 3) Types of tests and qualities of good test 4) Different types of questions

**Course Structure for M.A. II English Language and Literature Teaching  
Paper – 4.2**

Semester	Paper Code	Title of Paper	No. of Credits
I	ENG 5202	English Language and Literature Teaching	4

**SYLLABUS(CBCS) FOR M.A. II Paper –3.2  
(w.e. from June  
2020)  
Academic Year 2020-2021**

Class : M.A. II (Semester- IV)  
Paper Code: ENG 5202  
Paper : 4.2  
Title of Paper: English Language and Literature Teaching  
Credit: 4 : No. of lectures: 60

**Learning Objectives:**

- 1-To acquaint the students with different theoretical and practical aspects of language and literature teaching
- 2-To acquaint them with different approaches, methods and techniques of teaching English language and literature
- 3-To sensitize the students to the major issues in ELT in the Indian Context
- 4-To enhance literary and linguistic competence of students

**Learning Outcomes:**

- 1-The students become aware in both the artistry and utility of the English language through the study of literature and basic language skills
- 2-The students become conscious in the development of intellectual flexibility and creativity through language and literature teaching
- 3-The students become competent in literary and linguistic skills.

**TOPICS/CONTENTS:**

**Unit I- Study Skills and Dealing with Learners' Errors(15 Clock Hours)**

- A) Teaching of 1) Note taking and note making 2) Using dictionaries
- B) Contrastive analysis
- C) Error analysis
- D) Remedial teaching

**Unit II- Literature Teaching-I****(15 Clock Hours)**

A) Stylistic approach to the teaching of literature

**Recommended Unit (II Approaches in Teaching Literature)**

B) Information-based Approach

C) Personal-Response Approach and Moral-Philosophical Approach

**Unit III-Literature Teaching –II****(15 Clock Hours)**

A) Teaching of Poetry

B) Teaching of Drama/One Act Play

C) Teaching of Fiction (Short/Long)

D) Teaching Biography/Autobiography

**Unit IV- Instructional Materials and Classroom Issues (15 Clock Hours)**

A) 1-Materials development: print and non-print materials

2) Audiovisual Aids in language teaching

3) ICT-based language teaching

B) Major Issues:

1) Teaching English in Large Classes

2) Teaching English to mixed ability students

3) Using mother-tongue in ELT

C) Lesson Planning for Literature Teaching

**References:**

*Approaches and Methods in Language Teaching*-Jack C. Richards- Cambridge English Press

*Teaching of English*-Dr. Manju Sood- Bookman Publication

*Teaching and Learning English*-M.L. Tickoo

*Resisting Linguistic Imperialism in English Teaching* -Canagarajah S Oxford University Press

*New Horizons in the Study of Language and Mind*- Chomsky N- Cambridge University Press

*How to teach a Foreign Language*- Jespersen O-London Press

*Language through Literature* (Book1 and 2) - Landau S. Oxford University Press

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**Course Structure for M.A. II English Language and Literature Teaching  
Paper – 3.2**

<b>Semester</b>	<b>Paper Code</b>	<b>Title of Paper</b>	<b>No. of Credits</b>
I	ENG 5302	English Language and Literature Teaching	4

## **SYLLABUS (CBCS) FOR M.A. II Paper –3.2**

**(w.e. from June 2020)**

**Academic Year 2020-2021**

Class : M.A. II (Semester- III)

Paper Code: ENG 5102

Paper : 3.2

Title of Paper: English Language and Literature Teaching

Credit: 4 : No. of lectures: 60

### **Learning Objectives:**

- 1-To acquaint the students with different theoretical and practical aspects of language and literature teaching
- 2-To acquaint them with different approaches, methods and techniques of teaching English language and literature
- 3-To sensitize the students to the major issues in ELT in the Indian Context
- 4-To enhance literary and linguistic competence of students

### **Learning Outcomes:**

- 1-The students become aware in both the artistry and utility of the English language through the study of literature and basic language skills
- 2-The students become conscious in the development of intellectual flexibility and creativity through language and literature teaching
- 3-The students become competent in literary and linguistic skills.

### **TOPICS/CONTENTS:**

#### **Unit 1- Theories of Language Learning**

**(15 Lectures)**

A- Behaviorism and its educational implications

- B- Nativism (Universal Grammar/Innate) and its educational implications
- C) The concept of Language Acquisition Device (LAD)
- D) Language acquisition and language learning

## **Unit II- English in India: Sociolinguistic Perspectives**

**(15 Lectures)**

- A) English studies in India: beginnings (pre-independence scenario)
- B) English studies in India: later developments (post-independence scenario)
- C) Identity of Indian English
- D) Standard Indian English

## **Unit III-Tools and Methods of Teaching**

**(15 Lectures)**

### **A) Some basic concepts**

- 1-Linguistic/grammatical competence
- 2-Communicative competence
- 3) Pragmatic competence

### **B) Curriculum and Syllabus**

- 1-Difference between curriculum and syllabus
- 2-Different kinds of syllabus (structural, notional-functional/product and process syllabuses)
- 3) EGP and ESP syllabuses

### **C) Methods**

- 1) Grammar-Translation method
- 2) Structural method
- 3) Communicative method

## **Unit IV-Teaching of Language Skills and Testing:**

**(15 Lectures)**

- A) Teaching of 1) Listening 2) Reading 3) Writing 4) Speaking
- B) Teaching of 1) Pronunciation 2) Vocabulary 3) Grammar
- C) Testing and Evaluation
  - 1) Difference between testing and evaluation
  - 2) Formative and summative evaluation
  - 3) Types of tests and qualities of good test 4) Different types of questions

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**Course Structure for M.A. II English Language and Literature Teaching  
Paper – 4.2**

<b>Semester</b>	<b>Paper Code</b>	<b>Title of Paper</b>	<b>No. of Credits</b>
I	ENG 5402	English Language and Literature Teaching	4



## **SYLLABUS (CBCS) FOR M.A. II Paper –3.2**

**(w.e. from June  
2020)**

**Academic Year 2020-2021**

Class : M.A. II (Semester- IV)

Paper Code: ENG 5202

Paper : 4.2

Title of Paper: English Language and Literature Teaching

Credit: 4 : No. of lectures: 60

### **Learning Objectives:**

- 1-To acquaint the students with different theoretical and practical aspects of language and literature teaching
- 2-To acquaint them with different approaches, methods and techniques of teaching English language and literature
- 3-To sensitize the students to the major issues in ELT in the Indian Context
- 4-To enhance literary and linguistic competence of students

### **Learning Outcomes:**

- 1-The students become aware in both the artistry and utility of the English language through the study of literature and basic language skills
- 2-The students become conscious in the development of intellectual flexibility and creativity through language and literature teaching
- 3-The students become competent in literary and linguistic skills.

### **TOPICS/CONTENTS:**

#### **Unit I- Study Skills and Dealing with Learners' Errors**

**(15 Clock Hours)**

A) Teaching of 1) Note taking and note making 2) Using dictionaries

- B) Contrastive analysis
- C) Error analysis
- D) Remedial teaching

**Unit II- Literature Teaching-I**

**(15 Clock Hours)**

- A) Stylistic approach to the teaching of literature

**Recommended Unit (II Approaches in Teaching Literature)**

- B) Information-based Approach
- C) Personal-Response Approach and Moral-Philosophical Approach

**Unit III-Literature Teaching –II**

**(15 Clock Hours)**

- A) Teaching of Poetry
- B) Teaching of Drama/One Act Play
- C) Teaching of Fiction (Short/Long)
- D) Teaching Biography/Autobiography

**Unit IV- Instructional Materials and Classroom Issues**

**(15 Clock Hours)**

- A) 1-Materials development: print and non-print materials
- 2) Audiovisual Aids in language teaching
- 3) ICT-based language teaching
- B) Major Issues:
  - 1) Teaching English in Large Classes
  - 2) Teaching English to mixed ability students
  - 3) Using mother-tongue in ELT
- C) Lesson Planning for Literature Teaching

**References:**

*Approaches and Methods in Language Teaching*-Jack C. Richards- Cambridge English Press

*Teaching of English*-Dr. Manju Sood- Bookman Publication

*Teaching and Learning English*-M.L. Tickoo

*Resisting Linguistic Imperialism in English Teaching* -Canagarajah S Oxford University Press

*New Horizons in the Study of Language and Mind*- Chomsky N- Cambridge University Press

*How to teach a Foreign Language*- Jespersen O-London Press

*Language through Literature* (Book1 and 2) - Landau S. Oxford University Press

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**Course Structure for M.A. English II (Semester III)**

**From the academic year 2020-2021**

<b>Semester</b>	<b>Paper Code</b>	<b>Title of Paper</b>	<b>No. of Credits</b>	<b>No of Lectures</b>
III	ENG 5303	Drama in English	4	60

## **SYLLABUS (CBCS) FOR M.A. II Paper – 3.3**

**(w.e. from June 2020)**

**Academic Year 2020-2021**

Class : M.A. English II (Semester- III)

Paper Code : ENG 5103

Paper : 3.3

Title of Paper : Drama in English

Credits 4

No. of lectures : 60 hours

### **A) Learning Objectives:**

- 1) To acquaint students with the richness of Greek and Elizabethan drama, especially Sophocles, Shakespeare, Marlowe and his contemporaries.
- 2) Students will be exposed to the origin and development of English drama, various themes and forms of different ages.
- 3) To learn historical contexts, psycho-social aspects and discern various cultural and moral values associated with texts.
- 4) To create literary sensibility for appreciation in students and expose them to artistic and Innovative use of language by writers and to various worldviews

### **B) Learning Outcomes:**

- 1) It enables students to analyses literature and drama by using appropriate theoretical, historical and cultural apparatus.
- 2) Students get to know about various cultures through literature.
- 3) It helps students to explore the creative use of language and the entire range of human experiences through dramas.
- 4) They learn the dramatic structure, dramatic devices and analyze its effect on the readers.

### **C) Course Contents:**

Unit-I: Sophocles: *Oedipus Rex* (15 clock hours)

Unit II: Christopher Marlowe -*Dr. Faustus* (15 clock hours)

Unit III: -William Shakespeare: *Romeo and Juliet* (15 clock hours)

Unit IV: William Congreve -*The Way of the World* (15 clock hours)

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**Course Structure for M.A. English II (Semester IV)**

**From the academic year 2020-2021**

<b>Semester</b>	<b>Paper Code</b>	<b>Title of Paper</b>	<b>No. of Credits</b>	<b>No of Lectures</b>
IV	ENG 5403	Drama in English	4	60

## SYLLABUS(CBCS) FOR M.A. II Paper – 4.3 (Semester IV)

(w.e. from June 2020)

Academic Year 2020-2021

Class	: M.A. English: Part-II (Semester- IV)
Paper Code	: ENG 5203
Paper	: 4.3
Title of Paper	: Drama in English
Credit	: 4      No. of lectures      60

### D) Course Contents:

Unit I: Anton Chekhov- <i>The Cherry Orchard</i>	(15 clock hours)
Unit II: John Osborne- <i>Look Back in Anger</i>	(15 clock hours)
Unit III: Bertolt Brecht- <b>Mother Courage and Her Children</b>	(15 clock hours)
Unit IV: Wole Soyinka- <b>A Dance of the Forests</b>	(15 clock hours)

### E) Suggestions for Teachers:

It is important that teachers introduce students to the socio-political and historical background of the prescribed period, the tendencies and trends dominant in the period, the stylistic features of the prescribed authors and the major characteristics of their works. Such information provides students with background and necessary contexts. Teachers can encourage students to read original texts prescribed, literary histories and critical works. Exercises into literary pieces, practical criticism and analytical discussions may be conducted in the classroom for effective understanding. Teachers can make use of ICT methods to create interest and promote literary sensibility in students.



## **F) Reference books:**

Standard and recognized editions of textbooks and reference books may be used

Bowers, Fredson, *Elizabethan Revenge Tragedy*. Princeton, N.J: Princeton University Press, 1940.

Bloom, Harold. *Elizabethan Drama*. New York: Infobase Publishing, 2004.

Boulton, Marjorie. *Anatomy of Drama*

Brooks Cleanth and Fiedelston. *Understanding Drama*

Braunmuller, A.R. and Hathaway, M. *Cambridge Companion to English Renaissance Drama*. New York: Cambridge University Press, 2003.

Bradbrook, M. C. *Themes and Conventions of Elizabethan Tragedy*, Cambridge, 1935

Heilman, Robert. *Tragedy and Melodrama: Versions of Experience*. London and Seattle: 1968.

Maus, Katherine (ed.), *Four Revenge Tragedies*. Oxford: OUP, 1995.

Nicoll, Allardyce, *Theory of Drama*. New York, Thomas Crowell Co., 1931.

Steiner, George *The Death of Tragedy*. London: Faber and Faber, 1961.

## **Oedipus the Rex**

Sophocles. *The Three Theban Plays*. By Robert Fagles, Harmondsworth, Penguin Classics, 1984.

Else Gerald, *The Origin and Early Form of Greek Tragedy*. Martin Lectures, vol.20. Cambridge: Harvard University Press, 1965.

Kott, Jan *The Eating of Gods: An Interpretation of Greek Tragedy*, New York: Random House, 1973.

Adams, S.M. *Sophocles the Playwright*, Toronto: Toronto University Press, 1957

Bowra, Sir Maurice. *Sophoclean Tragedy*, Oxford, 1944.

Fergusson, Francis. *The Idea of a Theatre* (chapter 1) London: Oxford University Press, 1949.

Goheen, R.F. *The Imagery of Sophocles' Antigone: A Study of Poetic Language and Structure*, Princeton: Princeton University Press, 1951

Jones, John. *On Aristotle and Greek Tragedy* (section 3, chapters 5 and 6) London: Chatto and Windus, 1962.

Kitto, H.D.F. *Form and Meaning in Drama: A Study of Six Greek Plays and of Hamlet* (chapter 5) London: Methuen, 1964

----- Sophocles, *Dramatist and Philosopher*, London: Oxford University Press, 1958.

## **Dr. Faustus**

Christopher Marlowe. *Doctor Faustus*, edited by Kitty Dutta, New Delhi: Oxford University Press, 1980 rpt. 1986

Jump John D. (ed.) *Christopher Marlowe, Doctor Faustus: A Casebook*: London: Macmillan, 19

Leech, Clifford. *Marlowe: A Collection of Critical Essays*, London, 1964

Levin Harry, *The Overreacher: A Study of Christopher Marlowe*. London: 1952

## **Romeo and Juliet**

Bradley, A.C. *Shakespearean Tragedy*. London: Macmillan and Company, 1904.

Dutton, Richard and Howard, Jean. *A Companion to Shakespeare's Works* Vol. II. Oxford: Blackwell, 2003.

Legatt, Alexander. *Shakespeare's Political Drama*. London: Routledge, 2005.

Granville-Barker, Harley. *Prefaces to Shakespeare*. first series. London: Sidgwick and Jackson, 1927.

Webster, Margaret. *Shakespeare Without Tears*. Cleveland and New York: The World Publishing Company, 1955.

## **The Way of the World**

Congreve, William (2000). *The Way of the World*. London, England: A & C Black Limited.

Linda Zionkowski and Cynthia Klekar. Ed. *The Culture of the Gift in Eighteenth-Century England*. New York: Palgrave MacMillan, 2009.

## **The Cherry Orchard**

Anton Chekhov: *Selected Works*, vol.2. Moscow: Progress Publishers, 1973.

Styan, J.L. *The Dark Comedy*, Cambridge, 1962.

## **Look Back in Anger**

John Osborne, *Look Back in Anger* ed. by Prashant Sinha, Mumbai: Oxford University Press, 1992.

Anderson, Michael. *Anger and Detachment: A Study of Arden, Osborne and Pinter*. London: Putnam Publishing, 1976

Gascoigne, Bamber, *Twentieth Century Drama*, London: Hutchinson, 1962.

Taylor, John Russell. *Anger and After*. Baltimore: Penguin Books, 1963.

----- *John Osborne: Look Back in Anger: A Casebook*. London: Macmillan, 1968.

## **Mother Courage and Her Children**

Brecht, Bertolt. *Brecht on Theatre*, Edited by John Willett

Brecht, Bertolt. *The Good Woman of Setzuan, Parables for the Theatre*. New York: Grove Press, 1948.

Sargisson, Lucy. *Contemporary Feminist Utopianism*. New York: Routledge, 1996.

## **A Dance of the Forests**

Hans M. Zell, Carol Bundy, Virginia Coulon, *A New Reader's Guide to African Literature*, Heinemann Educational Books, 1983.

Gikandi, Simon, ed. *Encyclopedia of African Literature*. London: Routledge, 2003.

Irele, Abiola. "The Significance of Wole Soyinka". *Perspectives on Nigerian Literature 1700 to the Present* 1. (1988).

Jeyifo, Biodun. *Wole Soyinka: Politics, Poetics, and Postcolonialism*. Cambridge: CUP, 2003.

Soyinka, Wole. *A Dance of the Forests*, 1963. Oxford: OUP, 1979.

Wright, Derek. *Wole Soyinka Revisited*. New York: Twayne Publishers, 1993.

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**Course Structure for M.A Paper – 1.1**

<b>Semester</b>	<b>Paper Code</b>	<b>Title of Paper</b>	<b>No. of Credits</b>
I	ENG 4101	English Literature from 1550-1798	4

**SYLLABUS (CBCS) FOR M.A Paper – 1.1  
(w. e. from June, 2019)**

**Academic Year 2019-2020**

Class : M.A. (Semester- I)

Paper Code : ENG 4101

Paper : 1.1

Title of Paper: English Literature from 1550-1798

Credit: 4                      No. of lectures: 60

**A) Learning Objectives:**

- 1) To introduce students to major movements and figures of English Literature through the study of selected literary texts
- 2) To create literary sensibility and emotional response to the literary texts and implant sense of appreciation of literary texts
- 3) To expose students to the artistic and innovative use of language employed by the writers
- 4) To instill values and develop human concern in students through exposure to literary texts
- 5) To enhance literary and linguistic competence of students

**Learning Outcomes:**

1. The students get familiar with the major movements and figures of English Literature.
2. The students develop the literary sensibility and emotional response to the literary texts. And they learn to appreciate the literary texts.
3. The students are exposed to the artistic and innovative use of language and they try to write the creative language.
4. The values and human concern is instilled in students through exposure to literary texts.
5. The students become competent in literary and linguistic skills.

**TOPICS/CONTENTS:**

**1) Unit I:** Sidney, Spenser- 15 clock hours (7 clock hours to poems by Sidney and 8 clock hours to poems by Spenser)

**2) Unit II:** Herrick, Donne, Marvell-18 clock hours (6 clock hours to poems by Herrick, Donne and Marvell)

**3) Unit III:** The Spanish Tragedy- (12 clock hours)

Course Content

**Unit I:**

Sir Philip Sidney: Following lyrics from Astrophel and Stella i)

‘Loving in Truth...’ ii) ‘The Curious Wits...’ iii) ‘Stella since thou...’

Edmund Spenser: Following lyrics from Amoretti – i) ‘In that proud port...’

ii) ‘What guile is this...’ iii) ‘The merry Cuckow...’

**Unit II:**

Robert Herrick: i) Upon Julia’s Clothes, ii) Delight in Disorder, iii) To Daffodils

John Donne: i) The Sunne Rising, ii) A Valediction Forbidding Mourning, iii)

Canonization

Andrew Marvell: i) Definition of Love, ii) To His Coy Mistress

**Unit III**

Thomas Kyd: The Spanish Tragedy

**Unit IV:**

William Shakespeare: Othello

**References:**

Standard and recognized editions of textbooks and reference books may be used as bibliography for the course contents.

Elizabethan and Metaphysical Poetry

Bennett, Joan, Five Metaphysical Poets, (Cambridge: 1934)

Berger, Harry, Jr.(ed.) Spenser: a collection of critical essays (Englewood Cliffs,N.J. Princeton-Hall Inc. 1968)

Bullet, Gerald (ed.), Silver Poets of the Sixteenth Century (London:J.M.Dent and Sons Ltd; 1947)

Gardner, Helen (ed.), Metaphysical Poetry (Harmondsworth: Penguin, 1957)

Inglis, Fred, The Elizabethan Poets (London: Evans Brothers, 1969)

Thomas Kyd

Bowers, Fredson, Elizabethan Revenge Tragedy (Princeton,N.J. Princeton University Press, 1940)

Bradbrook, M.C. Themes and Conventions of Elizabethan Tragedy (Cambridge, 1935)

Heilman, Robert, Tragedy and Melodrama: Versions of Experience (London and Seattle, 1968)

Shakespeare, William. Othello (Pan Macmillan India, 2017)

Maus, Katherine,(ed.), Four Revenge Tragedies (Oxford, 1995)

William Shakespeare

Bradley, A.C. Shakespearean Tragedy (London: Macmillan and Company,1904,  
reprinted several times)

Granville-Barker, Harley, Prefaces to Shakespeare, first series,( London: Sidgwick  
and Jackson, 1927)

Muir, Kenneth (ed.) King Lear (London: Methuen &Co. 1972).

Nagarajan, S. and Vishwanathan,(ed.) Shakespeare in India ( OUP,1987)

Webster, Margaret, Shakespeare Without Tears (Cleaveland and New York: The  
World Publishing Company, 1955)

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**Course Structure for M.A Paper – 2.1**

<b>Semester</b>	<b>Paper Code</b>	<b>Title of Paper</b>	<b>No. of Credits</b>
II	ENG 4201	English Literature from 1550-1798	4



## **SYLLABUS (CBCS) FOR M.A Paper – 2.1**

**(w. e. from June, 2019)**

**Academic Year 2019-2020**

Class : M.A. (Semester- II)

Paper Code : ENG 4201

Paper : 2.1

Title of Paper: English Literature from 1550-1798

Credit: 4                      No. of lectures: 60

### **A) Learning Objectives:**

- 1) To introduce students to major movements and figures of English Literature through the study of selected literary texts
- 2) To create literary sensibility and emotional response to the literary texts and implant sense of appreciation of literary texts
- 3) To expose students to the artistic and innovative use of language employed by the writers
- 4) To instill values and develop human concern in students through exposure to literary texts
- 5) To enhance literary and linguistic competence of students

### **Learning Outcomes:**

6. The students get familiar with the major movements and figures of English Literature.
7. The students develop the literary sensibility and emotional response to the literary texts. And they learn to appreciate the literary texts.
8. The students are exposed to the artistic and innovative use of language and they try to write the creative language.
9. The values and human concern is instilled in students through exposure to literary texts.
10. The students become competent in literary and linguistic skills.

### **TOPICS/CONTENTS:**

**Unit I:** Paradise Lost (Book IX)

(10 clock hours)

**Unit II:** Dryden, Goldsmith- 20 clock hours (10 clock hours to Dryden's poem and 10 clock hours to Goldsmith's poem)

**Unit III:** The Duchess of Malfi (15 clock hours)

**Unit IV:** Daniel Defoe: Robinson Crusoe

## Course Content

**Unit I:** John Milton: Paradise Lost (Book IX)

**Unit II:** John Dryden: MacFlecknoe

Oliver Goldsmith: Deserted Village

**Unit III:** John Webster: The Duchess of Malfi

**Unit IV:** Daniel Defoe : Robinson Crusoe

## References:

Standard and recognized editions of textbooks and reference books may be used as bibliography for the course contents.

John Milton

Campbell, Gordon and Corns, Thomas. John Milton: Life, Work, and Thought.

Oxford: Oxford University Press, 2008.

Hunter, William Bridges. A Milton Encyclopedia. Lewisburg: Bucknell University Press, 1980.

Johnson, Samuel. Lives of the Most Eminent English Poets. London: Dove, 1826.

Wilson, A. N. The Life of John Milton. Oxford: Oxford University Press, 1983.

John Dryden

Hopkins, David, John Dryden, ed. by Isobel Armstrong, (Tavistock: Northcote House Publishers, 2004)

Hopkins David (ed.) John Dryden Selected Poems. (London: Everyman Paperbacks, 1998)

Marriott, David (ed.) The Works of John Dryden. (Hertfordshire: Wordsworth Editions, 1995)

Winn, James Anderson. John Dryden and His World New Haven: Yale UP, 1987

John Webster

Rene Weis, (ed) John Webster: The Duchess of Malfi and Other Plays. (Oxford World's Classics, 1996)

Forker Charles R. Skull beneath the Skin: The Achievement of John Webster.

Defoe, Daniel. Robinson Crusoe (Fingerprint Publishing, 2017)

Austin Dobson, Henry (Editor) The Complete Poetical Works of Oliver Goldsmith

Rousseau, George (1974), Goldsmith: The Critical Heritage (London:Routledge and Kegan Paul, 1974)

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**Course Structure for M.A Paper – 1.2**

<b>Semester</b>	<b>Paper Code</b>	<b>Title of Paper</b>	<b>No. of Credits</b>
I	ENG 4102	English Literature from 1798-2000	4

## **SYLLABUS (CBCS) FOR M.A Paper – 1.2 (w. e. from June, 2019)**

**Academic Year 2019-2020**

Class : M.A. (Semester- I)

Paper Code: ENG 4102

Paper : 1.2 Title of Paper: English Literature from 1798-2000

Credit: 4 No. of lectures: 60

### **A) Learning Objectives:**

- 1) To introduce students to major movements and figures of English Literature through the study of selected literary texts
- 2) To create literary sensibility and emotional response to the literary texts and implant sense of appreciation of literary texts
- 3) To expose students to the artistic and innovative use of language employed by the writers
- 4) To instill values and develop human concern in students through exposure to literary texts
- 5) To enhance literary and linguistic competence of students

### **Learning Outcome:**

- 1) To introduce students to major movements and figures of English Literature through the study of selected literary texts
- 2) To create literary sensibility and emotional response to the literary texts and implant sense of appreciation of literary texts
- 3) To expose students to the artistic and innovative use of language employed by the writers
- 4) To instill values and develop human concern in students through exposure to literary texts
- 5) To enhance literary and linguistic competence of students

### **TOPICS/CONTENTS:**

**1) Unit I: Coleridge, Wordsworth- 18 clock hours** (9 clock hours to poems by Coleridge and 9 clock hours to poems by Wordsworth)

**2) Unit II: Shelley, Keats- 18 clock hours** (9 clock hours to poems by Shelley and 9 clock hours to poems by Keats)

**3) Unit III: Emma: (12 clock hours)**

**4) Unit IV: A Tale of Two Cities (12 clock hours)**

## Course Content

### Unit I:

**S.T. Coleridge:** The Rime of Ancient Mariner

**William Wordsworth:** i) Ode Intimations of Immortality ii) Lines composed a few lines above Tintern Abbey

### Unit II:

**P. B. Shelley:** i) The World is too Profaned ii) Ozymandias

**John Keats:** i) On First Looking into Chapman's Homer ii) Ode to Nightingale  
iii) Ode to Psyche

### Unit III:

**Jane Austen:** Emma

### Unit IV:

**Charles Dickens:** A Tale of Two Cities

### References:

Standard and recognized editions of textbooks and reference books may be used as bibliography for the course contents.

#### S. T. Coleridge

1. Barth, J. Robert. *The Symbolic Imagination* (New York: Fordham, 2001).
2. Beer, John B. *Coleridge the Visionary* (London: Chatto and Windus, 1970).
3. Engell, James. *The Creative Imagination* (Cambridge: Harvard, 1981).
4. Holmes, Richard *Coleridge*. (Oxford University Press, 1982).
5. House, Humphry. *Coleridge. The Clark Lectures 1951-52*. (Lyal Book Depot, Ludhiana, 1968).
6. Vallins, David. *Coleridge and the Psychology of Romanticism: Feeling and Thought* (London: Macmillan, 2000).

#### William Wordsworth

1. Stephen Gill, *William Wordsworth: A Life*, (Oxford University Press, 1989).
2. Emma Mason, *The Cambridge Introduction to William Wordsworth* (Cambridge University Press, 2010)
3. Abrams, M. H. *Naturalism Supernaturalism*. (New York: W. W. Norton & Company, 1973).
4. Bradley, Andrew. *Oxford Lectures on Poetry*. (London: Macmillan, 1909).
5. Davies, Hunter. *William Wordsworth: A Biography*. (New York: Atheneum, 1980).

#### P.B. Shelley

1. Altick, Richard D., *The English Common Reader*. (Ohio: Ohio State University Press, 1998).
2. Holmes, Richard. *Shelley: The Pursuit*. (New York: E.P. Dutton, 1975).
3. Hay, Daisy. *Young Romantics :the Shelleys ,Byron, and Other Tangled Lives*, (Bloomsbury, 2010).

#### John Keats

1. Colvin, Sidney. *John Keats :His Life and Poetry, His Friends Critics and After-Fame*. (London: Macmillan, 1917).

2. Gittings, Robert *John Keats*. (London: Heinemann, 1968).
3. Hirsch, Edward (Ed.) *Complete Poems and Selected Letters of John Keats*. (Random House Publishing, 2001).
4. Vendler, Helen *The Odes of John Keats*. (Belknap Press, 1983).

#### **Jane Austen**

1. Galperin, William. *The Historical Austen*. (Philadelphia: University of Pennsylvania Press, 2003).
2. Kirkham, Margaret. *Jane Austen, Feminism and Fiction*. Brighton: Harvester, 1983).
3. Lascelles, Mary. *Jane Austen and Her Art*. (Original publication 1939. Oxford University Press, 1966).
4. Page, Norman. *The Language of Jane Austen*. (Oxford: Blackwell, 1972).
5. Todd, Janet. *The Cambridge Introduction to Jane Austen*. (Cambridge: Cambridge University Press, 2006).

#### **Charles Dickens**

1. Ackroyd, Peter *Dickens*. (London: Sinclair-Stevenson. 1990).
2. Davis, Paul *Charles Dickens A to Z*. (Checkmark Books, 1999).
3. Johnson, E.D.H. *Charles Dickens: An Introduction to His Novels*. (Random House, 1969).

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**Course Structure for M.A Paper – 2.2**

<b>Semester</b>	<b>Paper Code</b>	<b>Title of Paper</b>	<b>No. of Credits</b>
II	ENG 4202	English Literature from 1798-2000	4



## **SYLLABUS (CBCS) FOR M.A Paper – 2.2 (w. e. from June, 2019)**

**Academic Year 2019-2020**

Class : M.A. (Semester- II)

Paper Code: ENG 4202

Paper : 2.2

Title of Paper: English Literature from 1798-2000

Credit: 4 No. of lectures: 60

### **A) Learning Objectives:**

- 1) To introduce students to major movements and figures of English Literature through the study of selected literary texts
- 2) To create literary sensibility and emotional response to the literary texts and implant sense of appreciation of literary texts
- 3) To expose students to the artistic and innovative use of language employed by the writers
- 4) To instill values and develop human concern in students through exposure to literary texts
- 5) To enhance literary and linguistic competence of students

### **Learning Outcome:**

- 1) To introduce students to major movements and figures of English Literature through the study of selected literary texts
- 2) To create literary sensibility and emotional response to the literary texts and implant sense of appreciation of literary texts
- 3) To expose students to the artistic and innovative use of language employed by the writers
- 4) To instill values and develop human concern in students through exposure to literary texts
- 5) To enhance literary and linguistic competence of students

### **TOPICS/CONTENTS:**

**Unit I: Tennyson, Browning, Arnold- 15 clock hours** (5 clock hours to poems by Tennyson, Browning and Arnold)

**Unit II: Eliot, Yeats, Thomas, Heaney - 20 clock hours** (05 clock hours to poems by Eliot, Yeats, Thomas, Heaney)

**Unit III: Lord of the Flies: (12 clock hours)**

**Unit IV: Waiting for Godot: (13 clock hours)**



## Course Content

**Unit I: Alfred Lord Tennyson:** i) Ulysses ii) Tithonus

**Robert Browning:** i) My Last Duchess ii) My Last Ride Together

**Mathew Arnold:** Dover Beach

**Unit II: T. S. Eliot:** i) The Love Song of J. Alfred Prufrock ii) The Journey of Magi

**W. B. Yeats** i) The Second Coming ii) When You are Old

**Dylan Thomas:** Fern Hill

**Seamus Heaney:** i) Bogland ii) The Tollund Man

**Unit III: William Golding:** Lord of the Flies

**Unit IV: Samuel Beckett:** Waiting for Godot

### References:

Standard and recognized editions of textbooks and reference books may be used as bibliography for the course contents.

#### **Alfred Lord Tennyson**

1. Culler A. Dwilight, *The Poetry of Tennyson*. ( London: Yale Univ. Press, 1977).
2. Valerie, Pitt *Tennyson Laureate*. (London: Barrie & Rockliff., 1962).
3. Turner, Paul. *Tennyson*. (Boston & London: Routledge & Kegan Paul 1976).

#### **Robert Browning**

1. Drew, Philip. *The poetry of Robert Browning: A critical introduction*. (Methuen,1970)
2. Hudson, Gertrude., Reese. *Robert Browning's Literary Life from First Work to Masterpiece* (Texas, 1992).
3. Litzinger, Boyd and Smalley, Donald (eds.) *Robert Browning: the Critical Heritage*. (Routledge, 1995).

#### **Mathew Arnold**

1. Kenneth Allott (ed.) *The Poems of Matthew Arnold* (London and New York: Longman Norton, 1965)
2. Renzo D'Agnillo. *The Poetry of Matthew Arnold* (Aracne: Professors Chauncey Brewster 2005).
3. Tinker and Howard Foster Lowry. *The Poetry of Matthew Arnold: A Commentary* (New York: Oxford University Press, 1940)

#### **T. S. Eliot**

1. Madge V. M. *The Knight and the Saint: A Study of T. S. Eliot's Development*. (Jaipur: Book Enclave, 2004).
2. Kenner, Hugh. *The Invisible Poet: T. S. Eliot*. (1969).
3. Maxwell, D. E. S. *The Poetry of T. S. Eliot*, Routledge and Keagan Paul. (1960).
4. Raine, Craig. *T. S. Eliot*. (Oxford University Press 2006).

5. Drew, Elizabeth. *T. S. Eliot: The Design of His Poetry* (New York: Charles Scribner's Sons, 1949).

### **W. B. Yeats**

1. Jeffares, A Norman. *A Commentary on the Collected Poems of W. B. Yeats*. (Stanford University Press 1968).
2. Pritchard, William H. *W. B. Yeats: A Critical Anthology*. (Penguin.1972).
3. Vendler, Helen (2004). *Poets Thinking: Pope, Whitman, Dickinson, Yeats*. Harvard University Press.

### **Dylan Thomas**

1. Bold, Norman. *Cambridge Book of English Verse, 1939–1975* (Cambridge University Press 1976).
2. Ferris, Paul *Dylan Thomas, A Biography*. (New York: Paragon House 1985).
3. Charles B. Cox (editor), *Dylan Thomas: a Collection of Critical Essays*, (1966).

### **Seamus Heaney**

1. Corcoran, Neil. *The Poetry of Seamus Heaney: A Critical Study*, 1998.
2. Elmer Andrews (ed.) *The Poetry of Seamus Heaney*, 1993.
3. Garratt, Robert F. (ed.) *Critical essays on Seamus Heaney*, 1995.
4. Parker, Michael. *Seamus Heaney: The Making of the Poet*, 1993.

### **William Golding**

1. Carey, John *William Golding: The Man Who Wrote Lord of the Flies*. (New York: Simon & Schuster 2009).
2. L. L. Dickson. *The Modern Allegories of William Golding* (University of South Florida Press, 1990).

### **Samuel Beckett**

1. Ackerley, C. J. and S. E. Gontarski, ed. *The Grove Companion to Samuel Beckett*. (New York: Grove Press 2004).
2. Casanova, Pascale *Beckett. Anatomy of a Literary Revolution*. Introduction by Terry Eagleton. (New York : Verso Books 2007).
3. Cronin, Anthony. *Samuel Beckett: The Last Modernist*. (New York: DaCapo Press 1997).
4. Esslin, Martin. *The Theatre of the Absurd*. (Garden City, NY: Anchor Books 1969).
5. Fletcher, John. *About Beckett*. (Faber and Faber, London 2006).

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**Course Structure for M.A Paper – 1.3**

<b>Semester</b>	<b>Paper Code</b>	<b>Title of Paper</b>	<b>No. of Credits</b>
I	ENG 4103	Contemporary Studies in English Language	4

**SYLLABUS (CBCS) For M. A. – I Contemporary Studies in English  
Language Paper – 1.3  
(w. e. from June, 2019)**

**Academic Year 2019-2020**

Class : M.A- I (Semester- I)

Paper Code: ENG 4103

Paper : 1.3

Title of Paper: Contemporary Studies in English

Credit: 4                      No. of lectures: 60

**A) Learning Objectives:**

1. To introduce students to the basic tools essential for systematic study of language
2. To acquaint students with the basic concepts and issues in linguistics
3. To introduce them to various sub-disciplines of linguistics
4. To initiate them into theoretical perspectives and enable them to apply the acquired linguistic skills in real life situations

**Learning Outcome:**

1. Students understand the basic tools essential for systematic study of language
2. They get acquainted with the basic concepts and issues in linguistics
3. They are introduced to various sub-disciplines of linguistics
4. They learn theoretical perspectives and also learn how to apply the acquired linguistic skills in real life situations

**TOPICS/CONTENTS:**

**Unit I:**

Contemporary Theories/Views of Language (15 clock hours)

**Unit II:** Phonology (15 clock hours)

**Unit III:** Morphology (15 clock hours)

**Unit IV:** Syntax: A Descriptive View (15 clock hours)

Course Content:

**Unit 1: Cotemporary Theories/Views of Language**

i) What is Linguistics?

Linguistics in a Historical Context

1. The traditional approach to linguistics
2. The structural approach to linguistics
3. The cognitive approach to linguistics

ii) Saussure's Theory of Structuralism:

a) Synchronic and Diachronic Studies

Langue and Parole

Syntagmatic and Paradigmatic Relations

iii) Chomsky's Theory of Generative Grammar:

Competence and Performance

The Concept of Universal Grammar

iv) Michael Halliday's Concept of Systemic Grammar

**Unit 2: Phonology**

Phonemes of English: Description and Classification

Syllable : Structure and Types, Syllabic Consonants

Word Stress, Degrees of Stress, Stress Shift, Grammatical Stress

Sentence Stress: Use of Weak and Strong Forms, Tone Groups, The Concept of Nucleus (types-end-placed and contrastive), Tonic Accents, Pre-tonic Accent, Post-tonic Accent

Intonation Patterns/Uses of Tones, Grammatical and Attitudinal Function of Intonation

**Unit 3: Morphology**

Structure of words, Concepts of Morpheme and Allomorph

Types of Morpheme (free, bound, prefixes, suffixes: class changing, class-maintaining, inflectional, derivational)

Morphophonemic changes, Phonological and Morphological Conditioning

Word-building processes

**Unit 4: Syntax: A Descriptive View**

Elements of Grammar

Verbs and Verb Phrase

Nouns, Pronouns and basic Noun Phrase

iv) IC Analysis

v) The Concepts of Kernel and Non- Kernel Sentences (i.e. Deep and Surface Structure)



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**Course Structure for M.A Paper – 2.3**

<b>Semester</b>	<b>Paper Code</b>	<b>Title of Paper</b>	<b>No. of Credits</b>
II	ENG 4203	Contemporary Studies in English Language	4

**SYLLABUS (CBCS) For M. A. – I Contemporary Studies in English  
Language Paper – 2.3  
(w. e. from June, 2019)**

**Academic Year 2019-2020**

Class : M.A- I (Semester- II)

Paper Code: ENG 4203

Paper : 2.3

Title of Paper: Contemporary Studies in English

Credit: 4                      No. of lectures: 60

**A) Learning Objectives:**

1. To introduce students to the basic tools essential for systematic study of language
2. To acquaint students with the basic concepts and issues in linguistics
3. To introduce them to various sub-disciplines of linguistics
4. To initiate them into theoretical perspectives and enable them to apply the acquired linguistic skills in real life situations

**Learning Outcome:**

1. Students understand the basic tools essential for systematic study of language
2. They get acquainted with the basic concepts and issues in linguistics
3. They are introduced to various sub-disciplines of linguistics
4. They learn theoretical perspectives and also learn how to apply the acquired linguistic skills in real life situations

**TOPICS/CONTENTS:**

**Unit I:** Sociolinguistics (15 clock hours)

**Unit II:** Syntax Theoretical Perspectives (15 clock hours)

**Unit III:** Semantics (15 clock hours)

Course Content

**Unit 1: Sociolinguistics**

Language Variation: Regional Dialects, Social Dialects/ Sociolects, Idiolects, Formal and Informal Styles, Registers, Standard and Non-Standard Varieties, Slang, Jargon

Language Contact:

Code Switching and Code Mixing

b) Pidgins and Creoles            c) Borrowing

**Unit 2: Semantics**

Nature of Semantics

Seven Types of Meaning

Lexical Semantics:

Synonym, Antonym

Homonymy, Polysemy

Hyponymy, Super ordinate Terms

Metonymy, the Concept of Prototype

**Unit 3: Pragmatics**

1. Elements of Meaning
2. Meaning Relations
3. Elements of Pragmatics
4. Text and Discourse

**Unit 4: Speech Act Theory and Discourse Analysis**

J. L. Austin's Speech Act theory:

Constative and Performative Utterances

Felicity Conditions

J. R. Searle's Typology of Speech Acts:

- a) Assertives
- b) Directives
- c) Expressives
- d) Commissives

Declarations

**(IV) References:**

Akmajian, et al. (1995), *Linguistics: An Introduction to Language and Communication*, Prentice Hall of India: New Delhi.

Anderson, W. L. and Stageberg, N. C. (1975), *Introductory Readings on Language*, Holt, Rinehart & Wilson (4th edn.): New York

Balasubramaniam, T. (1981), *A Text book of English Phonetics for Indian Students* (Macmillan)

Bansal, R. K. and J. B. Harrison (1972), *Spoken English for India*, New Delhi : Orient Longman

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Press. Cook, Guy (2003), *Applied Linguistics*, Oxford : OUP. Cook, Guy (1989), *Discourse*, Oxford : OUP.

Crystal, David (1980 rpt. 2008), *A Dictionary of Linguistics and Phonetics*, Cambridge: Blackwell.

Crystal, David (1987), *The Cambridge Encyclopaedia of Language*, Cambridge: CUP.

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Gimson, A. C. (1996), *An Introduction to The Pronunciation of English*, Revised edition.

Hudson, R. A. (2003), *Sociolinguistics*, Cambridge: CUP.

Koach, P. (1983), *English Phonetics and Phonology* (CUP)

Krishnaswamy, Verma and Nagarajan (1992), *Modern Applied Linguistics* (Macmillan)

Leech, G. N. (1983), *Principles of Pragmatics*, London: Longman.

Levinson, S. C. (1983), *Pragmatics*, Cambridge: CUP.

Kennedy, Graeme (2011), *Structure and Meaning in English* (New Delhi: Pearson).

Lyons, J. (1981), *Language, Meaning and Context*, Cambridge: CUP.

Lyons, J. (1981), *Language and Linguistics*, Cambridge: CUP.

Lyons, J. (1977), *Semantics, Vols. 1 & 2*, Cambridge: CUP.

Mohan Krishna and Banerjee Meera, *Developing Communication Skills*, Madras: Macmillan, 1990.

O'Connor, J. D. (1980, rpt. 1992), *Better English Pronunciation (New Edition)*, New Delhi :Universal Book Stall,

Palmer, Frank (1982), *Semantics*, Cambridge : CUP

Prasad, Tarni (2008), *A Course in Linguistics*, New Delhi : Prentice Hall of India

Quirk, R, S. Greenbaum (1973), A University Grammar of English, London: Longman.

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Saeed, John (1997), Semantics, Oxford: Blackwell.

Saussure, Ferdinand De (1974), Course in General Linguistics (with introduction by Jonathan Culler), Fontana: Collins.

Sethi and Dhamija (1989), A Course in Phonetics and Spoken English (Prentice Hall of India)

Syal, Pushpinder and D.V. Jindal (2001), An Introduction to Linguistics : Language Grammar and Semantics, (Prentice Hall of India)

Thakur, Damodar, (1998), Linguistics Simplified : Syntax. BharatiBhawan : Patna

Trask, R. L. (2003), Language : The Basics. (Routledge)

Verma and Krishnaswamy (1989), Modern Linguistics: An Introduction (OUP)

Verschueren, Jeff (1999), Understanding Pragmatics (London: Edward Arnold)

Yule, George (1996), Pragmatics, Oxford : OUP.

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**Course Structure for Paper – 1.4: Literary Criticism and Theory**

<b>Semester</b>	<b>Paper Code</b>	<b>Title of Paper</b>	<b>No. of Credits</b>
I	4104	Literary Criticism and Theory	4

# SYLLABUS (CBCS) FOR M.A-I Literary Criticism and Theory

(w. e. from June, 2019)

Academic Year 2019-2020

Class : M.A- I (Semester- I)  
Paper Code: ENG 4104  
Paper : Paper – 1.4 Title of Paper: Literary Criticism and Theory  
Credit: 4 No. of lectures: 60

## A) Learning Objectives:

- 1) To introduce students to the nature, function and relevance of literary criticism and theory
- 2) To introduce them to various important critical approaches and their tenets
- 3) To encourage them to deal with highly intellectual and radical content and thereby develop their logical thinking and analytical ability
- 4) To develop sensibility and competence in them for practical application of critical approach to literary texts

## Learning Outcome:

1. The Students get familiar with the nature and of literary criticism. They also get theoretical knowledge.
2. The students understand various important critical approaches and their applications.
3. The students learn to deal with highly intellectual and radical content and they develop their logical thinking and analytical ability.
4. They become sensitive and competent in practical criticism and they learn to apply the critical approaches to literary texts.

## TOPICS/CONTENTS:

### SEMESTER-I

<b>Background survey and tenets of critical approaches</b>	4 clock hours
<b>Unit I:</b> Classical Criticism (7 clock hours to each essay)	14 clock hours
<b>Unit II:</b> Neoclassical Criticism- (7 clock hours to each essay)	14 clock hours
<b>Unit III:</b> Romanticism and Victorian Criticism- (7 clock hours to each essay)	14 clock hours
<b>Unit IV:</b> Modernism and New Criticism (7 clock hours to each essay)	14 clock hours

(III) Course Content

**Semester- I**

**Unit I: Classical Criticism**

- i) Aristotle: Poetics (Chapter 1 to 10)
- ii) Longinus: On the Sublime (Chapter 2 to 8)

**Unit II: Neoclassical Criticism**

- i) Pierre Corneille: Of the Three Unities of Action, Time and Place
- ii) Samuel Johnson: The Rambler, No.4 [On Fiction]

**Unit III: Romanticism**

- i) William Wordsworth: Preface to Lyrical Ballads
- ii) P. B. Shelley: Defence of Poetry

**Unit IV: Modernism and New Criticism**

- i) T. S. Eliot: Tradition and the Individual Talent
- ii) John Crowe Ransom: Criticism, Inc.



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**Course Structure for Paper – 2.4: Literary Criticism and Theory**

<b>Semester</b>	<b>Paper Code</b>	<b>Title of Paper</b>	<b>No. of Credits</b>
II	4204	Literary Criticism and Theory	4

## SYLLABUS (CBCS) FOR M.A-I Literary Criticism and Theory

(w. e. from June, 2019)

Academic Year 2019-2020

Class : M.A- I (Semester- II)

Paper Code: ENG 4204

Paper : Paper – 2.4 Title of Paper: Literary Criticism and Theory

Credit: 4 No. of lectures: 60

### A) Learning Objectives:

- 1) To introduce students to the nature, function and relevance of literary criticism and theory
- 2) To introduce them to various important critical approaches and their tenets
- 3) To encourage them to deal with highly intellectual and radical content and thereby develop their logical thinking and analytical ability
- 4) To develop sensibility and competence in them for practical application of critical approach to literary texts

### Learning Outcome:

5. The Students get familiar with the nature and of literary criticism. They also get theoretical knowledge.
6. The students understand various important critical approaches and their applications.
7. The students learn to deal with highly intellectual and radical content and they develop their logical thinking and analytical ability.
8. They become sensitive and competent in practical criticism and they learn to apply the critical approaches to literary texts.

### TOPICS/CONTENTS:

#### SEMESTER-II

Background survey and tenets of critical approaches	6 clock hours
<b>Unit I:</b> Structuralism and Poststructuralism (6 clock hours to each essay)	12 clock hours
<b>Unit II:</b> Psychoanalysis and Reader Response Criticism (6clock hours to each essay)	12 clock hours

**Unit III: Marxist Criticism, Cultural Studies and Digital Humanities** 18 clock hours  
(6 clock hours to each essay)

**Unit IV: Feminist Criticism and Postcolonialism** 12 clock hours  
(6 clock hours to each essay)

#### Course Content

**Unit I: Structuralism and Poststructuralism**

- i) Tzvetan Todorov: Structural Analysis of Narrative
- ii) J. Hillis Miller: Derrida and Literature

**Unit II: Psychoanalysis and Reader Response Criticism**

- i) Feirstein, Frederick: Psychoanalysis and Poetry
- ii) Wolfgang Iser: Interaction between Text and Reader

**Unit III: Marxist Criticism and Modernism**

- i) Terry Eagleton: Marxism and Literary Criticism (Chapters 1&2)
- ii) T. S. Eliot: Tradition and Individual Talent

**Unit IV: Feminist Criticism and Postcolonialism**

- i) Simone de Beauvoir: Woman's Situation and Character, Chapter 6 (from The Second Sex)
- ii) Gauri Viswanathan: The Beginnings of English Literary Study in British India

## **(V) References**

- Kulkarni Anand and Chaskar Ashok (2013). Introduction to Literary Theory and Criticism. Orient Blackswan.
- Leitch Vincent. B. (ed.): The Norton Anthology of Theory and Criticism. W. Norton & Company, Inc. 2001.
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- Bloom, Harold. ed. The Art of The Critic: Literary Theory and Criticism from the Greek to the Present. Vol. II, Early Renaissance. New York: Chelsea House, 1986
- Bloom, Harold. ed. The Art of The Critic: Literary Theory and Criticism from the Greek to the Present. Vol. 5, Early Romantics. New York: Chelsea House, 1988
- Bloom, Harold. ed. The Art of The Critic: Literary Theory and Criticism from the

Greek to the Present. Vol. 6, Later Romantics. New York: Chelsea House, 1988

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Ashcroft, B., Griffiths, G. and Tiffin, H. (1995) The Post-Colonial Studies Reader, London: Routledge.

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Anekant Education Society's  
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**Baramati**  
**Autonomous**

**Course Structure for M.A. English II**

<b>Semester</b>	<b>Paper Code</b>	<b>Title of Paper</b>	<b>No. of Credits</b>
III	ENG 5304	American Literature	4

**SYLLABUS (CBCS) FOR M. A. English II  
(w. e. from June 2020)**

**Academic Year 2020-2021**

Class: M. A. II (Semester-III)

Paper Code: ENG 5104

Title of Paper: American Literature

Credit: 4                  No. of lectures: 60

**A) Learning Objectives:**

- 1) To introduce students to the major literary movements, literary works and writers in America through selected texts.
- 2) To enhance the literary sensibility of students by exposing them to the American writers of various times.
- 3) To instill values and develop human concern in students through exposure to literary texts.
- 4) To enhance literary and linguistic competence of students.

**B) Learning Outcome:**

- 1) Students learn major literary movements, literary works and writers in America.
- 2) The literary sensibilities for American literature of the students are enhanced.

**TOPICS/ CONTENTS:**

<b>Unit-I:</b> Slave Narratives in America: A Survey	<b>15 Lectures</b>
<b>Unit-II:</b> Henry David Thoreau: Walden	<b>15 Lectures</b>
<b>Unit-III:</b> Nathaniel Hawthorne: <i>The Scarlet Letter</i>	<b>15 Lectures</b>
<b>Unit-IV:</b> Walt Whitman:	<b>15 Lectures</b>



- i) From The Song of Myself, Sections: "Myself," "Leaves of Grass"
- ii) "O Captain! My Captain!"
- iii) "When Lilacs Last in the Dooryard Bloom'd"

Emily Dickinson:

- i) "After Great Pain a Formal Feeling Comes"
- ii) "I Heard a Fly Buzz
- iii) "This is my letter to the World"

Ralph Waldo Emerson:

- i) "The Problem"
- ii) The Snow-Storm
- iii) "Days"

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Commerce, Baramati**  
**Autonomous**

**Course Structure for M.A. English – II**

<b>Semester</b>	<b>Paper Code</b>	<b>Title of Paper</b>	<b>No. of Credits</b>
IV	ENG 5404	American Literature	3

**SYLLABUS (CBCS) FOR M. A. English – II  
(w. e. from June 2020)**

**Academic Year 2020-2021**

Class: M. A. II Semester-IV

Paper Code: ENG 5204

Title of Paper: American Literature

Credit: 4                  No. of lectures: 60

**A) Learning Objectives:**

- 1) To introduce students to the major literary movements, literary works and writers in America through selected texts.
- 2) To enhance the literary sensibility of students by exposing them to the American writers of various times.
- 3) To instill values and develop human concern in students through exposure to literary texts.
- 4) To enhance literary and linguistic competence of students.

**B) Learning Outcome:**

- 1) Students learn major literary movements, literary works and writers in America.
- 2) The literary sensibilities for American literature of the students are enhanced.

**TOPICS/ CONTENTS:**

<b>Unit-I:</b> Henry James: 'The Turn of the Screw' Ernest Hemingway: 'The Old Man and the Sea'	<b>15 Lectures</b>
<b>Unit-II:</b>  William Faulkner: <i>The Sound and the Fury</i>	<b>15 Lectures</b>
<b>Unit-III:</b>  Eugene O' Neill: <i>The Hairy Ape</i>	<b>15 Lectures</b>

Arthur Miller: *A View from the Bridge*

**Unit-IV:**

**15 Lectures**

Robert Frost:

- i) "Birches"
- ii) "Mending Wall"
- iii) "After Apple Picking"

Ezra Pound:

- i) from Hugh Selwyn Mauberley: "E. P. Ode...."
- ii) "Envoi"

Wallace Stevens:

- i) "The Emperor of Ice Cream"
- ii) "The Snowman"
- iii) "A Mythology Reflects Its Region"

Sylvia Plath:

- i) "Daddy"
- ii) "Tulips"

\*\*\*\*\*

## Select Bibliography:

Standard and recognized editions of textbooks and reference books may be used as bibliography for the course contents.

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O'Connor, William Van, ed. Seven Modern American Novelists. Minneapolis: University of Minnesota Press, 1959.

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**Autonomous**

**Course Structure for M.A Part II Paper – 3.1**

<b>Semester</b>	<b>Paper Code</b>	<b>Title of Paper</b>	<b>No. of Credits</b>
I	ENG 5101	Indian Writing in English (Core Paper)	4

**SYLLABUS (CBCS) FOR M.A.II Paper – 3.1**  
**(w. e. from June 2020)**  
**Academic Year 2020-2021**

Class : M.A. II (Semester- III)  
Paper Code : ENG 5101  
Paper : 3.1  
Title of Paper: Indian Writing in English (Core Paper)  
Credit: 4 No. of lectures: 60

**(1) Learning Objectives**

- 1) To introduce students to major movements and figures of Indian Literature in English through the study of selected literary texts
- 2) To create literary sensibility and emotional response to the literary texts and implant sense of appreciation of literary text
- 3) To expose students to the artistic and innovative use of language employed by the writers
- 4) To instill values and develop human concern in students through exposure to literary texts
- 5) To enhance literary and linguistic competence of students

**(2) Learning Outcomes**

1. Students get acquainted with the major movements and figures of Indian Literature in English
2. The syllabus creates literary sensibility among the students
3. The students get exposure to the artistic and innovative use of language of writers
4. Literary texts instill and develop human concern in students
5. Literary and linguistic competence are enhanced among students

**TOPICS/CONTENTS:**

**Unit-I:** R K Narayan- **The Bachelor of Art** (15 clock hours)

**Unit-II:** Khushwant Singh- **Train to Pakistan** (15 clock hours)

**Unit-III:** *Derozio to Aurobindo* -15 clock hours

**Henry Derozio:** 1) The Harp of India, 2) India-My Country

3) To the Pupils of the Hindu College

**Toru Dutt:** 1) Lakshman 2) The Lotus 3) Our Casuarina Tree

**Swami Vivekananda:** Kalithe Mother (Complete *Works of Swami Vivekananda*, vol.4, p.38  
Advaita Ashram, 14<sup>th</sup> rpt.1992)

**Tagore:** Playthings

**Joseph Furtado:** The Fortune Teller (Available in *Gems of English Prose and Poetry*, Orient  
Blackswan, 2013)

**Sri Aurobindo:** 1) The Pilgrim of the Night 2) The Stone Goddess 3) Surreal Science (*An  
Anthology of Commonwealth Poetry* edited by C D Narasimhaiah, Macmillan,  
1990)

**Unit-IV:** Rohinton Mistry- **A Fine Balance** (15 clock hours)

### Course Structure for M.A Part II Paper – 4.1

<b>Semester</b>	<b>Paper Code</b>	<b>Title of Paper</b>	<b>No. of Credits</b>
I	ENG 5201	Indian Writing in English (Core Paper)	4

**SYLLABUS (CBCS) FOR M.A II Paper – 4.1**  
**(w. e. from June 2020)**  
**Academic Year 2020-2021**

Class : M.A. II (Semester- IV)  
Paper Code : ENG 5201  
Paper : 4.1  
Title of Paper: Indian Writing in English (Core Paper)  
Credit: 4 No. of lectures: 60

**(1) Learning Objectives**

- 1) To introduce students to major movements and figures of Indian Literature in English through the study of selected literary texts
- 2) To create literary sensibility and emotional response to the literary texts and implant sense of appreciation of literary text
- 3) To expose students to the artistic and innovative use of language employed by the writers
- 4) To instill values and develop human concern in students through exposure to literary texts
- 5) To enhance literary and linguistic competence of students

**(2) Learning Outcomes**

1. Students get acquainted with the major movements and figures of Indian Literature in English
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4. Literary texts instill and develop human concern in students
5. Literary and linguistic competence are enhanced among students

**(3) TOPICS/CONTENTS:**

**Unit-I:** Amitav Ghosh-*The Shadow Lines*(15 clock hours)

**Unit- II:** Arundhati Roy- *The God of Small Things*(15 clock hours)

**Unit-III:** *Dom Moraes to Present Day* -15 clock hours

**Dom Moraes:** 1) Letter to my Mother 2) Future Plans

**Nissim Ezekiel:** 1) Background, casually, 2) Enterprise 3) Poet, Lover, Birdwatcher 4) Goodbye Party for Miss Pushpa T.S.

**Kamala Das:** An Introduction

**A. K. Ramanujan:** Obituary (*An Anthology of Commonwealth Poetry*)

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**Jayant Mahapatra:** Dawn at Puri

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**Syed Ammanuddin:** Don't Call me Indo-Anglian (*An Anthology of Commonwealth Poetry*)

**Note: Unless otherwise stated the poems are all available in *Indian English Poetry* edited by Makarand Paranjape, (Macmillan, 1993)**

**Unit- IV: Mahesh Dattani- Final Solutions (15 clock hours)**

#### **4) Suggestions for teachers:**

Teachers are expected to discuss literary background, movements, important writers and works in the beginning. The selected texts are representatives of a specific genre. Teachers are expected to compare and contrast these texts with their contemporaries from Indian Writing in English. The topics are suggested as examples only; teachers may discuss other relevant topics as well.

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**Course Structure for M.A Part II Paper – 3.1**

<b>Semester</b>	<b>Paper Code</b>	<b>Title of Paper</b>	<b>No. of Credits</b>
I	ENG 5301	Indian Writing in English (Core Paper)	4



**SYLLABUS (CBCS) FOR M.A. II Paper – 3.1**  
**(w. e. from June 2020)**

**Academic Year 2020-2021**

Class : M.A. II (Semester- III)  
Paper Code : ENG 5101  
Paper : 3.1  
Title of Paper: Indian Writing in English (Core Paper)  
Credit: 4                      No. of lectures: 60

**(1) Learning Objectives**

- 1) To introduce students to major movements and figures of Indian Literature in English through the study of selected literary texts
- 2) To create literary sensibility and emotional response to the literary texts and implant sense of appreciation of literary text
- 3) To expose students to the artistic and innovative use of language employed by the writers
- 4) To instill values and develop human concern in students through exposure to literary texts
- 5) To enhance literary and linguistic competence of students

**(2) Learning Outcomes**

1. Students get acquainted with the major movements and figures of Indian Literature in English
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**TOPICS/CONTENTS:**

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3) To the Pupils of the Hindu College

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**Unit-IV: Rohinton Mistry- A Fine Balance (15 clock hours)**

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**Course Structure for M.A Part II Paper – 4.1**

<b>Semester</b>	<b>Paper Code</b>	<b>Title of Paper</b>	<b>No. of Credits</b>
I	ENG 5401	Indian Writing in English (Core Paper)	4

**SYLLABUS (CBCS) FOR M.A II Paper – 4.1  
(w. e. from June 2020)**

**Academic Year 2020-2021**

Class : M.A. II (Semester- IV)  
Paper Code : ENG 5201  
Paper : 4.1  
Title of Paper: Indian Writing in English (Core Paper)  
Credit: 4 No. of lectures: 60

**(1) Learning Objectives**

- 1) To introduce students to major movements and figures of Indian Literature in English through the study of selected literary texts
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Anderson, Linda. *Autobiography*. London: Routledge, 2001.

Pradeep Trikha, Ajmar. *Multiple Celebration, Celebrating Multiplicity*: Girish Karnad. Madras: ARAW LII publication, 2009.

Ansani, Shyam M. *New Dimensions of Indian English Novels*, Delhi: Doaba House, 1987.

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