

CENTRAL UNIVERSITY OF PUNJAB, BATHINDA



MA English

Session: 2020-22

Department of English

School of Languages, Literature and Culture

Programme Learning Outcome

- The programme focuses on updated knowledge and in-depth understating of recent developments in language and literature and developing linguistic skills, critical talents in literature and acumen for a better understanding of the diversity of human experiences.
- It also targets broadening of outlook and enhancement of sensibility in language and literature and development of aesthetic and intellectual faculties.

Course Structure of the Programme

Semester-I

Course Code	Course Title	Course Type				Cr
			L	T	P	
ENG.506	Introduction to Literature	CC	4	0	0	4
ENG.507	English Literature from Chaucer to Milton	CC	3	2	0	4
ENG.508	English Literature of the Elizabethan Period	CC	3	2	0	4
ENG.515	Research Methodology	CF	1	2	0	2
CST.502	Computer Application (Practical)	CFC	0	0	2	1
ENG.509	Introduction to Language and Linguistics	CC	3	2	0	4
<i>Elective course (any one of the following)/MOOC:</i>						
ENG.510	Literature and Gender	DSE	3	2	0	4
ENG.511	Folklore and Literary Practices	DSE	3	2	0	4
* Inter-disciplinary Course (choose a Course from the Inter-disciplinary Courses offered in the University)		IDC	2	0	0	2
Total Credits			19	5	1	25
<i>Inter-disciplinary Course (for other departments):</i>						
ENG.512	Professional Communication in English- I	IDC	2	0	0	2

Semester-II

Course Code	Course Title	Course Type				Cr
			L	T	P	
ENG.521	English Literature of the Neo-Classical Period	CC	3	2	0	4
ENG.522	English Literature of the Romantic Period	CC	3	2	0	4
ENG.523	Literary Criticism	CFC	3	2	0	4
ENG.524	American Literature	CC	3	2	0	4
<i>Elective course (any one of the following)/MOOC:</i>						
ENG.525	Applied Linguistics	DSE	3	2	0	4
ENG.526	American Fiction	DSE	3	2	0	4
ENG.556	Literature and Allied Arts: Cinema	DSE	3	2	0	4
	* Inter-disciplinary Course <i>(choose a Course from the Inter-disciplinary Courses offered in the University)</i>	IDC	2	0	0	2
Total Credits			17	5	0	22
<i>Inter-disciplinary Course (for other departments):</i>						
ENG.527	Professional Communication in English – II	IDC	2	0	0	2

Semester-III

Course Code	Course Title	Course Type				Cr
			L	T	P	
ENG.551	English Literature of the Victorian Period	CC	3	2	0	4
ENG.552	English Literature of the Modern Period	CC	3	2	0	4
ENG.553	Literary Theory	CC	4	0	0	4
ENG.554	Indian English Literature	CC	3	2	0	4
ENG.543	Seminar	SDC	0	0	0	1
<i>Elective course (any one of the following)/MOOC:</i>						
ENG.555	African- American Literature	DSE	3	2	0	4
ENG.558	Discourse Analysis	DSE	3	2	0	4
ENG.557	Culture Studies: Interpretations of Texts	DSE	3	2	0	4
ENG.574	Colonial Discourse and Postcolonial Studies	DSE	3	2	0	4
	*Value added Course <i>(choose a Course from the Value Added Courses offered in the University)</i>	VAC	1	0	0	1
Total Credits			17	5	0	22
<i>Value Added Course (for other departments):</i>						
ENG.504	Basics of Academic Writing	VAC/EFC	1	0	0	1

Semester-IV

Course Code	Course Title	Course Type				Cr
			L	T	P	
ENG.571	New Literature	CC	3	2	0	4
ENG.577	Overview of English Language and Literature- I	DEC	0	2	0	2
ENG.578	Overview of English Language and Literature- II	DEC	0	2	0	2
ENG.599	Project	SDC	0	0	0	6
ENG.544	Seminar	SDC	0	0	0	1
<i>Elective course (any one of the following)/MOOC:</i>						
ENG.572	English Language Teaching	DSE	3	2	0	4
ENG.573	American Poetry	DSE	3	2	0	4
ENG.575	Classics of World Literature	DSE	3	2	0	4
	VAC for other students					
ENG.504	Basics of Academic Writing	VAC	1	0	0	1
	Value added Course (choose a Course from the Value Added Courses offered in the University)	VAC	1	0	0	1
Total Credits			7	4	0	20

Abbreviations and Explanations

CC: Core Course; CFC: Compulsory Foundation Course

DSE: Discipline Specific Elective; IDC: Interdisciplinary Elective

DEC: Discipline Enrichment Course; SDC: Skill Development Course

EFC: Elective Foundation Course; VAC: Value Added Course

L: Lectures; T: Tutorial; P: Practical; Cr: Credits

Evaluation Criteria for Theory Courses:

A. Continuous Assessment: [25 Marks]

i. Surprise Test (minimum three) - Based on Objective Type Tests [10 Marks]

ii. Term paper [10 Marks]

iii. Assignment(s) [5 Marks]

B. Mid- Semester Test: Based on Subjective Type Test (50% of entire syllabus) [25 Marks]

C. End- Semester Exam-1: Based on Subjective Type Test (100% of entire syllabus) [25Marks]

D. End-Term Exam-2: Based on Objective Type Tests [25 Marks]

SEMESTER – I

Course Code: ENG.506

Course Title: Introduction to Literature

Total Hours: 60

L	T	P	Cr
4	0	0	4

Learning Outcomes:

By the end of this course, students will be able to:

- Identify what literature is, what is enjoyable to read and profitable to learn
- Create some basic questions in the professional study of literature in English
- Critically analyse what makes a piece of writing literature
- Analyze what are the major types/kinds of literature
- Identify what unique qualities and effects they convey to readers
- Critically appreciate how we recognize the language that embodies the literary qualities and effects

Course Contents:

UNIT I

15 Hours

Prose: Definitions, kinds and examples (letter, report, commentary, diary/journal/memoir; annals, memoranda, and documents; biography, autobiography; types of the essay); Broad division into Fiction and Non-fiction; types of each.

“Literature” Entry in *Keywords* by Raymond Williams (pp. 150–154.)

George Orwell: Why I Write

Nissim Ezekiel, “Naipaul’s India and Mine”

M.H. Abrams: Norton Anthology of Prose

Terry Eagleton: How to Read Literature

Politics and the English Language: John Gardener

UNIT II

15 Hours

Poetry: Kinds of poetry; the language of poetry (figurative versus literal language, irony, sounds, rhythms, voices, lexical and syntactic orders, images/imagery.); verse forms and structures.

Edmund Spenser, “One day I wrote her name upon the strand...”

G. M. Hopkins, “God’s Grandeur”, Robert Frost, “Nothing Gold Can Stay” Denise Levertov, “The Secret”, Ted Hughes, “Thought-Fox”.

Essay on Rasa: Indian Literary theory: Kapil Kapoor

Terry Eagleton: *How to Read a Poem*

Abrams, M.H. *A Glossary of Literary Terms*

UNIT III

15 Hours

Drama: Brief introduction to the stage, and the origins of drama; basic concepts such as plot, character, action, climax, suspense, tragedy, comedy, farce, melodrama; the full length/five-act play versus the One-act; stage-set and setting; dramatic irony, the play-text and language.

Vijay Tendulkar: *Sakharam Binder* (Act 1)

William Shakespeare, *Julius Caesar* (Act I Scene 1)

Suggested Reading:
G.N. Devy Reader (Sections)
The Elements of Drama by J. L. Styan

UNIT IV

15 Hours

Definition and kinds of short and long fiction; *katha* versus tale versus story; metafiction; narrative focus/ voice(s), telling and listening, point of view, plot, character, description, setting/ background; allegory and symbolic suggestion; narrative embedding and layering (mise-en-abyme); theme versus motif; text and language.

A. K. Ramanujan, *Folktales from India*, (pp. 3, 4, 30 – 35).

Grace Paley, “A Conversation with My Father”

R. K. Narayan, *The Grandmother’s Tale*.

The Art of Fiction by John Gardener

Literature: Thinking, Reading, and Writing Critically. Ed. Sylvan Barnet et al. 2nd Edition. New York: Longman, 1997.

Literature: An Introduction to Fiction, Poetry, and Drama. Eds. X. J. Kennedy and Dana Gioia. 6th Edition. New York: Harper Collins, 1995.

Transactional Modes:

Lecture, class discussion, recitation, presentations by students, assignments, library research on topics or problems, required term paper, open textbook study, drama-role playing.

Suggested Readings:

1. Abrams, M.H. *A Glossary of Literary Terms*. Singapore: Harcourt Asia Pvt. Ltd., 2000.
2. Barnet, Sylvan et al. *Literature: Thinking, Reading, and Writing Critically*. 2nd Edition. New York: Longman, 1997.
3. Devy, G.N. *The G.N. Devy Reader*. Hyderabad: Orient Blackswan, 2009.
4. Eagleton, Terry. *How to Read a Poem*. London: Blackwell, 2007.
5. Eagleton, Terry. *How to Read Literature*. New York: Yale UP, 2019.
6. Gardener, John. *The Art of Fiction*. New York: Vintage, 1985.
7. J.L. Styan. *The Elements of Drama*. London: CUP, 1986.
8. Kapoor, Kapil and Nalini M. Ratnam. *Literary Theory: Indian Conceptual Framework*. New Delhi: Affiliated East-West Press, 1998.
9. Kennedy X. J. and Dana Gioia, eds. *Literature: An Introduction to Fiction, Poetry, and Drama*. 6th Edition. New York: Harper Collins, 1995.
10. Williams, Raymond. *Keywords: A Vocabulary of Culture and Society*. New York: OUP, 1986.

John Webster *Duchess of Malfi**

UNIT III **15 Hours**

Edmund Spenser Ice and Fire'
'Sonnet 54'
Ben Jonson *The Alchemist**

UNIT IV **15 Hours**

William Shakespeare *Hamlet*
*A Midsummer Night's Dream**

Transactional Modes:

Lecture, class discussion, recitation, presentations by students, assignments, library research on topics or problems, required term paper, open text-book study, drama-role playing.

*= These texts will be taken up in tutorial mode wherein students' presentations and discussion are mandated.

Suggested Readings:

1. Abel, Lionel. *Tragedy and Metatheatre: Essays on Dramatic Form*. New York: Holmes y Meier Publishers, 2003.
2. Bloom, Harold. *Shakespeare: The Invention of the Human*. New York: Riverhead Books; 1998.
3. Bradley, A.C. *Shakespearean Tragedy: Lectures on Hamlet, Othello, King Lear, and Macbeth*. New York and London: Penguin, 1991.
4. Brooks, Cleanth & Heilman, Robert B. *Understanding Drama*. New York: Henry Holt And Company, 1945.
5. Douglas Bruster. *To Be or Not To Be*. New York: Continuum, 2007.
6. Eliot, T.S. *Selected Prose of T.S. Eliot*. Ed. Frank Kermode. New York: Harvest Books, 1975.
7. Erne, Lukas. *Shakespeare as Literary Dramatist*. Cambridge: Cambridge University Press, 2008.
- F. Wilson Knight. *The Wheel of Fire*. London: Methuen, 1930.
8. Harold Bloom. *Hamlet: Poem Unlimited*. New York: Riverhead Trade, 2004.
9. Johnson, Samuel. *The Works of Samuel Johnson, Vols. 7-8: Johnson on Shakespeare (The Yale Edition of the Works of Samuel Johnson)*. Ed. Arthur Sherbo. New Haven: Yale University Press, 1968.
10. Justman, Stewart. *Shakespeare: The Drama of Generations*. New Delhi: Macmillan India, 2007.
11. Leavis, F.R. *The Common Pursuit*. 1952. London: Penguin Books, 1993
12. Shakespeare, William. *Hamlet* (Norton Critical Editions). Ed. Cyrus Hoy. New York: Norton, 1992.
13. Shakespeare, William. *Hamlet* (The Pelican Shakespeare). Ed. A.R. Braunmuller. New York: Pelican, 2001.
14. Toropov, Brandon. *Shakespeare for Beginners*. Hyderabad: Orient Longman, 1999.

Course Code: ENG.515
Course Title: Research Methodology
Total Hours : 30

L	T	P	Cr
1	2	0	2

Learning Outcomes:

By the end of this course, students will be able to:

- Undertake research by learning the various methods and techniques and technical skills
- Critically evaluate current research and propose possible alternate directions for further work
- Develop hypotheses and methodology for research
- Analyse complex research issues in order to communicate their scientific results clearly for peer review.
- Correlate the basic statistics involved in data presentation, critical review of literature and assessing the research trends.

Course Contents:

UNIT I

15 Hours

Basics of Academic Writing, Requirements of Research Paper, How to write a research paper; Format and Components of Research Proposal (Synopsis and Abstract)

Format and Components of Dissertation / Thesis

UNIT II

15 Hours

Tools of Research

MLA Style Sheet (Latest Edition)

Transactional Modes:

Lecture, class discussion, presentations by students, assignments, library research on topics or problems, term paper

Suggested Readings:

1. Ahuja, Ram. *Research Methods*. Jaipur: Rawat Publications, 2009.
2. Anderson, Jonathan and Millicent Poole. *Assignment and Thesis Writing*. New Delhi: Wiley India Pvt. Ltd., 2011.
3. Audi, Robert. *Epistemology: A Contemporary Introduction to the Theory of Knowledge*, Routledge, 2002.
4. Chindhade, Shirish, and Ashok Thorat, *An Introduction to Research: The Rudiments of Literary Research*, New Delhi: Foundation Books, 2009.
5. Correa, Delia Da Sousa and W.R. Owens, eds. *The Handbook to Literary Research*, Oxon: Routledge, 1998.
6. Eliot, Simon and W.R. Owens, eds. *A Handbook to Literary Research*, 2nd ed. Oxon: Routledge, 2009.
7. Ember, Carol R., and Melvin Ember, *Cross-Cultural Research Methods*, 2nd ed. Lanham: Altamira, 2009.
8. Goddard, Wayne, and Stuart Melville, *Research Methodology – An Introduction*, 2nd ed. Lansdowne: JUTA, 2004.

9. Griffin, Gabriele. *Research Methods in English Studies*. Edinburgh University Press, 2005.
10. Harner, James L., *Literary Research Guide*, 5th ed. New York: MLA, 1989.
11. Kothari, C.R., *Research Methodology: Methods and Techniques*, 2nd ed. New Delhi: New Age International (P) Ltd. Publishers, 2004.
12. *MLA Handbook for Writers of Research Papers*. 8th Ed. New Delhi: East-West Press, 2009.
13. Seale, Clive, ed. *Social Research Methods: A Reader*. London: Routledge, 2003.
14. Wayne Booth and Others: *The Craft of Research*. University of Chicago Press; Fourth edition, 2016.
15. Anderson, Jonathan and Millicent Poole, *Assignment and Thesis Writing*, New Delhi: Wiley India Pvt. Ltd., 2019.

Course Code: CST.502

Course Title: Computer Applications

L	T	P	Cr
0	0	2	1

Practical

MS word, MS PowerPoint, Use of Internet for literary search, creating bibliography

Lab Evaluation:

The evaluation of lab criteria will be based on the following parameters:

Evaluation Parameters	Marks
Practical File	5
Implementation	15
Viva-voce	30
Total	50

Suggested Readings:

1. Duncan. *Advanced MS-DOS Programming*.BPB, 1988.
2. Gookin, D. *MS Word 2007 for Dummies*.Wiley, 2007.
3. Harvey, G. *MS Excel 2007 for Dummies*.Wiley, 2007.
4. Johnson, S. *Windows 7 on demand*. Perspiration Inc, 2009.
5. Lambert Joan and Loyce Cox, *Microsoft Word 2013: Step by Step*, PHI Learning Pvt. Ltd. Delhi.
6. Maidasani, Dinesh. *Learning Computer Fundamentals, Ms Office and Internet & Web Technology*. Firewall, 2009.
7. Melton Beth et. al., *Microsoft Office Professional 2013: Step by Step*, PHI Learning Pvt. Ltd. Delhi.
8. Musciano, Chuck and Bill Kennedy. *HTML & XHTML: The Definitive Guide*, 6th Edition. O'Reilly, 2006.
9. Norton, Peter. *Introduction to Computers*, 7th Ed. McGraw Hill Edu. Pvt. Ltd., New Delhi.
10. Parekh, Ranjan. *Principals of Multimedia*, Tata McGraw Hill Edu. Pvt. Ltd., New Delhi.

11. Pilgrim, Mark. *HTML5: Up and Running*. O'Reilly, 2010.
12. Silberschatz, Abraham and Greg Gagne. *Operating System Concepts*. Wiley, 2009.

Course Code: ENG.509

Course Title: Introduction to Language and Linguistics

Total Hours: 60

L	T	P	Cr
3	2	0	4

Learning Outcomes:

By the end of this course, students will be able to:

- Gain an appreciation for the field of linguistics and its main sub-fields.
- Better appraise the structure and components of language.
- Aware of the extent and limit of variation between languages and of some of the principles governing it.
- Grasp how and why language varies across speakers and over time, how individuals acquire language and how language works in the brain.

Course Contents:

UNIT I

15 Hours

Language: Nature of language; Origin of language, Language and communication, Characteristics of human language; Innateness hypothesis; Linguistic classification: Concepts of syntagmatic and paradigmatic relations; Synchronic and diachronic relations; Competence and performance*; Langue and parole; Branches of linguistics; Language families*;

UNIT II

15 Hours

Phonetics and Phonology: Speech sounds*; The phonetic alphabet; Classification of speech sounds; Consonants and vowels; Phonemes; Allophones; Pronunciation of morphemes*; Prosodic features of phonemes
Morphology: Content and function words; The morpheme; Units of meaning; Word formation; Identifying morphemes*

UNIT III

15 Hours

Syntax: Descriptive and prescriptive Grammar; Sentence structure; Rules of syntax; Syntactic categories; Phrase structure trees*; Transformational analysis
Semantics & Pragmatics: Basic concepts of semantics; Truth and meaning; Compositional semantics; Lexical semantics; Semantic feature; Pragmatics; Context; Implicature; Presupposition; Speech act*

UNIT IV

15 Hours

Brain and language; Localization of language*; Aphasia; Language Acquisition: The linguistics capacity; Stages in language acquisition; Input; Second language acquisition, Bilingualism; Native language influence
Types of language change; Language and Society: Sapir- Whorf hypotheses*; regional dialects; Social dialects; Lingua francas; Pidgins and creoles; Styles, slangs and jargons;*

*= These topics will be taken up in tutorial mode wherein students' presentations and discussion are mandated.

Transactional Modes:

Lecture, class discussion, presentations by students, assignments, library research on topics or problems, required term paper, audio-visual lessons, individualized instructions.

Suggested Readings:

1. Akmajian, A.D., Farmer R.A., and Harnish, R.M. *Linguistics: An Introduction to Language and Communication*. Cambridge: Princeton-Hall, 1996.
2. Bloomfield, L. *Language*. London: Allen & Unwin, 1993.
3. Chomsky, Noam. *Language and Mind*. Cambridge: Cambridge University Press, 2006.
4. Clark, John Ellery, Colin Yallop, Janet Fletcher. *An Introduction to Phonetics and Phonology*. Wiley-Blackwell, 2007.
5. Foley, William. *Anthropological Linguistics: an Introduction*. Wiley-Blackwell, 1997.
6. Fromkin, Victoria. *An Introduction to Language*. Cenage, 2015.
7. German, Michael. *Psycholinguistics*. Cambridge UP, 1990.
8. Giegerich, Heinz. *English Phonology: an Introduction*. Cambridge UP, 1992.
9. Halliday, M. A. K. *On Grammar*. Continuum International Publishing Group, 2005.
10. Hockett, Charles F. *Course in Modern Linguistics*. Prentice-Hall College Div, 1958.
11. Hudson, Richard. *Sociolinguistics*. Cambridge UP, 1996.
12. Lyons, J. *Introduction to Theoretical Linguistics*. Cambridge UP, 1968.
13. Mitkov, Ruslan. *The Oxford Handbook of Computational Linguistics*. Oxford UP, 2005.
14. Pinker, S. (2000). *The Language Instinct: How the Mind Creates Language*. New York: Perennial Classics.
15. Reetz, Henning, Allard Jongman. *Phonetics: Transcription, Production, Acoustics, and Perception*. Blackwell, 2008.
16. Roach, Peter. *English Phonetics and Phonology: a Practical Course*. Cambridge UP, 2009.
17. Saussure, Ferdinand de. *Course in General Linguistics*. Eds. Charles Bally and Albert Sechehaye. Trans. Roy Harris. La Salle, Illinois: Open Court, 1983.
18. Syal, Pushpinder. *An introduction to Linguistics: Language, Grammar and Semantics*. PHI Learning Pvt. Ltd., 2007.
19. Wildgen, Wolfgang. *The Evolution of Human Language: Scenarios, Principles, and Cultural Dynamics*. John Benjamins Publishing Company, 2004.
20. Yule, G. (2017). *The study of language*. Cambridge, UK: Cambridge University Press.

Elective Course:

Course Code: ENG.510

Course Title: Literature and Gender

Total Hours: 60

L	T	P	Cr
3	2	0	4

Learning Outcomes:

By the end of this course, students will be able to:

- Analyse how a gendered perspective may change one's perception of literature
- Analyse the writings of key theorists with special reference to literature and gender
- Identify the unique qualities of the authors studied, and compare and contrast them.
- Situate the assigned literary texts in their historical contexts and recognize the impact of major events and transitions.
- Develop a well-written argument about one or more literary texts or authors, and accurately cite literary and other sources.

Course Contents:

UNIT I

15 Hours

Literature and Gender: Introduction to Feminism and gender construction, Performativity, LGBT Routledge: Genders (Anthology)

UNIT II

15 Hours

Simone de Beauvoir The Second Sex ("Introduction")
Virginia Woolf *A Room of One's Own**
Riki Wilchins 'Homosexuality: Foucault and the Politics of the Self',
*excerpts from Queer Theory, Gender Theory: An Instant Primer**

UNIT III

15 Hours

Kamala Das Selected Poetry
Alice Walker *The Color Purple**

UNIT IV

15 Hours

Mahesh Dattani *A Muggy Night in Mumbai*
Geeta Hariharan *The Thousand Faces of Night**

Transactional Modes:

Lecture, class discussion, presentations by students, assignments, library research on topics or problems, required term paper, open text-book study.

*= These texts will be taken up in tutorial mode wherein students' presentations and discussion are mandated.

Suggested Readings:

1. Adichie, Chimamanda N. *We Should All Be Feminists*. New Delhi: PenguinRandomhouse, 2015.
2. Deshraj, Anupama D. *Feminine Self and Feminism in Virginia Woolf*. Nagpur: Dattasons, 2010.
3. Lane, Richard J. ed. *Global Literary Theory: An Anthology*. London: Routledge, 2013.
4. Leitch, Vincent B., ed. *The Norton Anthology of Theory and Criticism*. London: Norton, 2010.
5. New Delhi: Oxford University Press, 1992. (-Introductions to Vol. I and II)
6. Rutherford, Jonathan, ed. *Identity: Community, Culture, Difference*. London: Lawrence and Wishart, 1990.
7. Showalter, Elaine. 'Towards the Feminist Poetics'. *Twentieth-Century Literary Criticism: A Reader*. Ed. David Lodge. New York: Routledge, 2016.
8. Susie, Tharu and K. Lalitha. *Women Writing in India: 600 B.C. to the Early Twentieth Century - Vo. 1.*, s1993.

Elective Course:

Course Code: ENG.511

Course Title: Folklore and Literary Practices

Total Hours: 60

L	T	P	Cr
3	2	0	4

Learning Outcomes:

By the end of the course, the students will:

- Establish the relationships between folklore, oral narratives and culture.
- Develop an understanding of the foundations of human beliefs, the nature of reality, and the norms that guide human behaviour.
- Examine and interpret how the human condition and human values explore through works of art and expressive culture
- Develop an appreciation of folklore that keeps alive the psychological patterns, instincts, or archetypes of the collective mind of a community

Course Contents:

UNIT I

15 Hours

Definition, meaning and scope of folklore; Common Ground of both Folklore and Literature; Relationship between orality and literacy; Key Areas of Differences between Folklore and Literature; Folk narratives

Jacob Grimm and Wilhelm Grimm *Grimm's Fairy Tales*

Marcia R. Lieberman "Some Day My Prince Will Come": Female Acculturation through the Fairy Tale*

UNIT II**15 Hours**

Folklore theory and research; Psychoanalytical theory and folklore; Comparative and cultural theories:

Folklore and Literature in the postcolonial and postmodernist context

Rabindranath Tagore

Lokashahitya: The Oral Tradition in Bengali

Children's Rhymes

Ong, Walter, J. *Orality and Literacy* Routledge, 2002: Chapter 1*

UNIT III**15 Hours**

Cultural studies related to folklore and literature; Folklore approach to the study of gender and literature;

Study of folklore and literature based on community and social background of a text

K. Ramanujan

Folktales from India

Dan Ben-Amos

Toward a Definition of Folklore in Context*

UNIT IV**15 Hours**

Folk narratives of India; Case studies from the West and India; Folklore and Indian English literature

Sohinder Singh Bedi

Folklore of the Punjab

SadhanaNaithani

'The Colonizer-Folklorist'

Transactional Modes:

Lecture, class discussion, recitation, presentations by students, assignments, library research on topics or problems, required term paper, open text-book study, drama-role playing, use of audio-visual aids.

*= These texts will be taken up in tutorial mode wherein students' presentations and discussion are mandated.

Suggested Readings:

1. Amirthalingam, M. "Folklore of Sacred Groves". *Indian Folklife*. 1.3 (2000): 1-22.
2. Ben-Amos, D. "Toward a Definition of Folklore in Context". *The Journal of American Folklore*. 84.331 (1971): 3-15.
3. Blackburn, Stuart H. *Another Harmony, New Essays and the Folklore of India*, Berkeley. Ed. A.K. Ramanujan. California: University of California Press, 1986.
4. Dundes, Alan. "Fairy Tales from a Folklorist Perspective." *Folk and Fairy Tales*. 4th ed. Eds. Martin Hallett and Barbara Karasek. Peterborough: Broadview Press, 2009. 335-342.
5. Handoo, Jawaharlal. *Folklore in Modern India*. Mysore: CIIL Press, 1998.
6. Jan de Vries, 'Theories concerning Nature Myths'. *Sacred Narrative: Readings in the Theory of Myth*. Ed. Alan Dundes. California: University of California Press, 1984.

7. Lieberman, Marcia R. "Some Day My Prince Will Come': Female Acculturation through the Fairy Tale." *College English* 34.3 (1972): 383-95. Web.
8. Muthukumaraswamy, M. D. 'Finding ecological citizenship inside the archives of pain: Famine Folklore.' *Indian Folklife* 3 (2000).
9. Naithani, S. "The Colonizer-Folklorist." *Journal of Folklore Research* 34.1 (1997): 1-14. Retrieved from <http://www.jstor.org/stable/3814697>.
10. Sakthivel, S. *Folklore Literature in India*. MeenaPathippagam, Madurai, 1976
11. Wilson, William. 'Herder, Folklore and romantic Nationalism'. *Folk Groups and Folklore Genres: a Reader*. Ed. Elliott Oring. Utah: Utah State University Press, 1989.

***Interdisciplinary course offered by Department Faculty (for students of other Departments):**

Course Code: ENG512

Course Title: Professional Communication in English-I

Total Hours: 30

L	T	P	Cr
2	0	0	2

Learning Outcomes:

By the end of this course, students will be able to:

- Appraise the basics of human communication
- Improve their language skills required for effective communication in English
- Be aware of common errors in the use of English
- Practice effective written communication in the professional context

Course Contents:

UNIT I

7 Hours

Nature, process and types of communication; barriers to communication; essential of effective professional communication.

UNIT II

8 Hours

Errors in English usage: common errors at the levels of vocabulary, grammar and sentence.

UNIT III

7 Hours

Presentation Skills:nature and types of resumes; process and procedure of formal presentation; requirements for an effective presentation; preparing and delivering an effective presentation.

UNIT IV

8 Hours

Professional Letter and Email writing: nature and types of letters and emails; process and procedure of letters and email writing; requirements for an effective letters and email writing; preparing drafts of letters and emails.

Transactional Modes:

Lecture, class discussion, debate, presentations by students, assignments, library research on topics or problems, required term paper, open text-book study, role-playing.

Suggested Readings:

1. Martinet, A V & Thomson A J. *Practical English Grammar* (4th Edition).Oxford University Press, 2014.
2. Raman & Sharma.*Technical Communication*.Oxford University Press, 2005.
3. Rizvi, Ahraf. *Effective Technical Communication*. Tata Mc Graw Hill, 2006.
4. Yule, George. *Oxford Practice Grammar*.OUP, 2011.

SEMESTER-II**Course Code: ENG.521****Course Title: English Literature of the Neo-Classical Period**

L	T	P	Cr
3	2	0	4

Total Hours: 60**Learning Outcomes:**

By the end of this course, students will be able to:

- Define Neoclassicism in terms of literature
- Connect Neoclassical literature to the Enlightenment and other intellectual and social changes of the era
- Analyse a work of Neoclassical literature in terms of content and style

Course Contents:**UNIT I****15 Hours**

A brief introduction to the historical background of the period

Daniel Defoe

Robinson Crusoe

AphraBehn

*Oronooko, or the Royal Slave****UNIT II****15 Hours**

John Dryden ‘MacFlecknoe’*

Alexander Pope

The Rape of the Lock

Thomas Gray

‘Elegy Written in the Country Churchyard’*

UNIT III**15 Hours**Henry Fielding*Joseph Andrews*Joseph Addison*Essays: * ‘The Aim of the Spectator’;**The Scope of Satire’***UNIT IV****15 Hours**

William Wycherley

*The Country Wife**

Oliver Goldsmith

She Stoops to Conquer

Transactional Modes:

Lecture, class discussion, recitation, presentations by students, assignments, library research on topics or problems, required term paper, open text-book study, drama-role playing.

*= These texts will be taken up in tutorial mode wherein students' presentations and discussion are mandated.

Suggested Readings:

1. Battestin, M.C. *The Moral Basis of Fielding's Art: A Study of Joseph Andrews*. Connecticut: Wesleyan University Press, 1959.
2. Brower, R.A. *Alexander Pope: The Poetry of Allusion*. Oxford: Oxford University Press, 1968.
3. Carter, Ronald & MacRae, John. *The Routledge History of English Literature in English: Britain and Ireland*, New York: Routledge, 1997.
4. Jenkins, Elizabeth. *Henry Fielding*. Dallas: Brown Books, 1948.
5. Johnson, Samuel: *The Lives of the Poets* (Addison). Echo Library, 2010.
6. Kaul, R.K. ed. *The Rape of the Lock*, Cult Series. Oxford: Oxford University Press, 1997.
7. Mack, Maynard. "Wit and Poetry and Pope", *Eighteenth-Century English Literature*, ed., Clifford, 1991.
8. Paulson, Ronald. ed., *Fielding: A Collection of Critical Essays*. New Jersey: Prentice-Hall, 1964.
9. Sanders, Andrew. *The Short Oxford History of English Literature*. Oxford: Clarendon Press, 1994.
10. Smithers, P. *The Life of Joseph Addison*. 2nd ed. Oxford: Clarendon Press, 1968.
11. Watt, Ian: *The Rise of the English Novel*. California: University of California Press, 2001.

Course Code: ENG.522

Course Title: English Literature of the Romantic Period

Total Hours: 60

L	T	P	Cr
3	2	0	4

Learning Outcomes:

By the end of this course, students will be able to:

- Analyse literary trends of the Romantic Period
- Demonstrate knowledge of the style, structure, and content of the seminal texts of the period.
- Identify the unique qualities of the authors studied, and compare and contrast them.
- Situate the assigned literary texts in their historical contexts and recognize the impact of major events and transitions.
- Develop a well-written argument about one or more literary texts or authors, and accurately cite literary and other sources.

Course Contents:

UNIT I 15 Hours

A brief introduction to the historical background of the period

Samuel Taylor Coleridge Selected Poems#
Mary Shelley *Frankenstein**

UNIT II 15 Hours

William Wordsworth Selected Poems#
William Blake Selected Poems#*
Lord Byron Selected Poems#

UNIT III 15 Hours

A brief introduction to the development of the literary forms in the period

John Keats Selected Poems#
P.B. Shelley Selected Poems#

UNIT IV 15 Hours

Jane Austen *Pride and Prejudice*
Charles Lamb *Essays**: 'Dream Children'; 'All Fool's Day'

#= Upto three poems may be selected

Transactional Modes:

Lecture, class discussion, recitation, presentations by students, assignments, library research on topics or problems, required term paper, open text-book study, drama-role playing.

*= These texts will be taken up in tutorial mode wherein students' presentations and discussion are mandated.

Suggested Readings:

1. Bate, Walter Jackson. *John Keats*. Oxford: Oxford University Press, 1967.
2. Bloom, Harold. *The Visionary Company*. Ithaca: Cornell University Press, 1971.
3. Burwick, Fredrick. *Poetic Madness and the Romantic Imagination*. Pennsylvania: Pennsylvania State University Press, 2004.
4. Butler, Marilyn. *Romantics, Rebels, and Reactionaries*. Oxford: Oxford University Press, 1985.
5. Campbell, Colin. *Romantic Ethic and the Spirit of Consumerism*. WritersPrintShop, 1987.
6. Carter, Ronald & MacRae, John. *The Routledge History of English Literature in English: Britain and Ireland*. New York: Routledge, 1997.
7. Copley, Stephen and John Whale, eds. *Beyond Romanticism: New Approaches to Texts and Contexts 1780-1832*. New York: Routledge, 1992.

8. Hanley, Keith and Raman Selden, eds. *Revolution and English Romanticism*. London: Palgrave Macmillan, 1991.
9. Homans, Margaret. *Women Writers and Poetic Identity*. Princeton: Princeton University Press, 1980.
10. Liu, Alan. *Wordsworth: The Sense of History*. Palo Alto: Stanford University Press, 1989.
11. McFarland, Thomas. *Coleridge and Pantheist Tradition*. Oxford: Clarendon Press, 1969
12. Mitchell, W.J.. *Blakel's Composite Art*. Princeton: Princeton University Press, 2019.
13. Poovey, Mary. *The Proper Lady and the Woman Writer*. Chicago: University of Chicago Press, 1985.
14. Richardson, Alan & Sonia Hofkosh. *Romanticism, Race, and Imperial Culture, 1780-1843*. Hoboken: John Wiley & Sons, 1997.
15. Richardson, Alan. *Literature, Education, and Romanticism*. Cambridge: Cambridge University Press, 1994.
16. Roe, Nicholas. *Keats and History*. Cambridge: Cambridge University Press, 1995.
17. Sanders, Andrew. *The Short Oxford History of English Literature*. Oxford: Clarendon Press, 1994.
18. Woodring, Carl. *Politics and English Romantic Poetry*. Cambridge: Harvard University Press, 1970.
19. Wu, Duncan, ed. *Romanticism: A Critical Reader*. Hoboken: Blackwell, 1995

Course Code: ENG.523
Course Title: Literary Criticism
Total Hours: 60

L	T	P	Cr
3	2	0	4

Learning Outcomes:

By the end of this course, students will be able to:

- Approach the field of literary criticism with clarity
- Analyse the historical evolution of literary criticism and theory.
- Identify the unique qualities of the key figures and their contributions and some of their seminal texts
- Appreciate the culture of literary appreciation and criticism over the years

Course Contents:

UNIT I		15 Hours
Plato	<i>Republic</i> (selections/Chapter 10)	
Aristotle	<i>Poetics</i>	
Philip Sidney	'An Apology for Poetry'* (Discussion on Horace "Ars Poetica", and on Longinus "On the Sublime")*	
UNIT II		15 Hours
John Dryden	'An Essay on Dramatic Poesy'*	
Dr. Johnson	'Preface' to <i>Shakespeare</i>	

(Discussion on the influence of Ben Jonson, and on neo-classical criticism)*

UNIT III

15 Hours

William Wordsworth 'Preface' to *The Lyrical Ballads* (1800)*
Samuel Taylor Coleridge *Biographia Literaria*, Chapters XIII, and XIV.
(Discussion on Shelley's "A Defence of Poetry")*

UNIT IV

15 Hours

Matthew Arnold The Function of Criticism at the Present Time'
T.S. Eliot 'Tradition and the Individual Talent'
Cleanth Brooks Ironyas a Principle of Structure*
(Discussion on Mathew Arnold's "The Study of Poetry.")*

Transactional Modes:

Lecture, class discussion, presentations by students, assignments, library research on topics or problems, required term paper, open text-book study.

*= These texts will be taken up in tutorial mode wherein students' presentations and discussion are mandated.

Suggested Readings:

1. Abrams, M. H. *A Glossary of Literary Terms*. Singapore: Harcourt Asia Pvt. Ltd., 2000.
2. Blamires, Harry. *A History of Literary Criticism*. Delhi: Macmillan, 2001.
3. Daiches, David. *Critical Approaches to Literature*. 2nd ed. Hyderabad: Orient Longman, 2001.
4. David Lodge (ed.). *Modern Criticism and Theory*. London, Longman, 1988.
5. David Lodge (ed.). *Twentieth-Century Literary Criticism Reader*. London, Longman, 1972.
6. Ford, Boris (ed.). *The Pelican Guide to English Literature*, Vols.4 & 5. London: Pelican, 1980.
7. Habib, M.A.R. *A History of Literary Criticism: From Plato to the Present*. Oxford: Blackwell, 2005.
8. House, Humphrey. *Aristotle's Poetics*. Ludhiana: Kalyani Publishers, 1970.
9. Lucas, F. L. *Tragedy in Relation to Aristotle's Poetics*. New Delhi: Allied Publishers, 1970.
10. Nagarajan, M.S. *English Literary Criticism & Theory: An Introductory History*. Hyderabad: Orient Longman, 2006.
11. Robert Con Davis (ed). *Contemporary Literary Criticism: Modernism Through Post Structuralism*. London: Longman, 1986.
12. Sethuraman, V S. (ed) *Contemporary Criticism; An Anthology*. Madras: Macmillan, 1989.
13. Waugh, Patricia. *Literary Theory & Criticism: An Oxford Guide*. Delhi: OUP, 2006.
14. Wellek, Rene. *A History of Modern Criticism: 1750-1950*, Vols. I-IV. London: Jonathan Cape, 1958.

15. Wilbur Scott (ed). Five Approaches of Literary Criticism. New York: Macmillan, 1978.

Course Code: ENG.524
Course Title: American Literature
Total Hours: 60

L	T	P	Cr
3	2	0	4

Learning Outcomes:

By the end of this course, students will be able to:

- Develop students’ understanding of the history and cultural progress of the United States of America through literature conveying the perceptions and experiences of American authors.
- Critically analyse the multiple, complex and internally antagonistic realities of the American people.
- Situate the assigned literary texts in their historical contexts and recognize the impact of major events and transitions.
- Critically appreciate the diversity in American literature and thought
- Develop a well-written argument about the seminal texts which depict the regional, cultural, ethnic and racial tensions, diversities and issues in America.

Course Contents:

UNIT I **15 Hours**

A brief introduction to the historical background
 Hector St John de Crevecoeur ‘What is an American?’ (Letter III).
 ‘The American Declaration of Independence’*
 Ralph W, Emerson ‘The American Scholar.’
 H. D. Thoreau ‘Civil Disobedience’*

UNIT II **15 Hours**

Walt Whitman *Song of Myself* (select poems)
 Emily Dickinson (selections)
 Robert Frost (selections)*
 Langston Hughes ‘The Negro Speaks of Rivers’ *
 Wallace Stevens ‘Peter Quince at the Clavier’

UNIT III **15 Hours**

Herman Melville ‘Bartleby the Scrivener’
 Charlotte Perkins Gilman ‘The Yellow Wallpaper’*
 Nathaniel Hawthorne ‘Young Goodman Brown’*
 Ernest Hemingway *The Old man and the Sea*

UNIT IV **15 Hours**

Toni Morrison *Playing in the Dark: Whiteness and the Literary Imagination* (Chapter 1)

Paule Marshall

'The Making of a Writer: From the Poets
in the Kitchen'*

Edward Albee

Who's Afraid of Virginia Woolf?

Adrienne Cecile Rich

'Compulsory Heterosexuality and
Lesbian Existence'*

Transactional Modes:

Lecture, class discussion, recitation, presentations by students, assignments, library research on topics or problems, required term paper, open text-book study, reading assignments in supplementary texts, drama-role playing.

*= These texts will be taken up in tutorial mode wherein students' presentations and discussion are mandated.

Suggested Readings:

1. Bercovitch, Sacvan. Gen. Ed. *The Cambridge History of American Literature*. Cambridge Mass.: CUP, 1999.
2. Elliott, Emory. Gen. Ed. *Columbia Literary History of the United States*. Columbia: Columbia UP, 1988.
3. Gray, Richard. *A History of American Literature*. New York: Blackwell, 2004.
4. Lauter, Paul, et al. ed. *The Heath Anthology of American Literature*. Volume 1 & 2. New York: Heath, 1990.

Elective Course:

Course Code: ENG.525

Course Title: Applied Linguistics

Total Hours: 60

L	T	P	Cr
3	2	0	4

Learning Outcomes:

By the end of this course, students will be able to:

- Familiarise themselves with the broad areas in the field of Applied Linguistics.
- Deepen their knowledge of the role of linguistics in society, culture, communication and technology
- Develop and implement a plan for self-directed language and culture learning.
- Widen their understanding of the potential research areas in Applied Linguistics
- Collect language data, organize it appropriately, and carry out initial linguistic analysis of that data.
- Identify and describe factors that are relevant to language development for language groups in multilingual societies.

Course Contents:**UNIT I****15 Hours**

Applied linguistics: Disciplines, theories, models, descriptions; Interdisciplinary nature of applied linguistics*; Relation between theoretical linguistics and applied linguistics. Scope of applied linguistics

UNIT II**15 Hours**

Theories of behaviourism, competence and cognitivism; First and second language acquisition (SLA); Factors related to SLA*; Bilingualism; Process of perception, comprehension, assessment and production; Language cognition*, language disorder and brain research

UNIT III**15 Hours**

Communication Theory: Philosophy and sociology of communication; Language, culture, socialization and pragmatics; Language planning and policy*; Language and ideology; immersion, heritage and language minority education*

UNIT IV**15 Hours**

Lexicography: Lexical and grammatical meaning; components of lexical meaning; Types of dictionaries; Lexicographic methods; Stylistics; Discourse analysis*; Translation and interpretation; Information design
Computational Linguistics: Computer anatomy; Programming languages; Databases; Introduction to natural language processing

Transactional Modes:

Lecture, class discussion, presentations by students, assignments, library research on topics or problems, required term paper, open text-book study, use of audio-visual aids.

*= These topics will be taken up in tutorial mode wherein students' presentations and discussion are mandated.

Suggested Readings:

1. Berns, M., & Matsuda, P. K. *Applied linguistics: Overview and history*. In K. Brown (Ed.), *The Encyclopedia of language and linguistics* (2nd ed.; pp. 394–405). Elsevier, 2006
2. Cook, G. *Applied Linguistics* (in the series *Oxford Introduction to Language Study*). Oxford University Press, 2003.
3. Davies, A. & Elder, C. (eds.) *Handbook of Applied Linguistics*. Blackwell, 2004.
4. Hall, C. J., Smith, P. H. & Wicaksono, R. *Mapping Applied Linguistics. A Guide for Students and Practitioners*. Routledge, 2011.
5. Johnson, Keith & Johnson, Helen. *Encyclopedic Dictionary of Applied Linguistics*, Oxford/Malden. Blackwell, 1999.
6. McCarthy, Michael. *Issues in Applied Linguistics*, Cambridge University Press, 2001.
7. Pennycook, Alastair. *Critical Applied Linguistics: A Critical Introduction*. Lawrence Erlbaum Associates, 2001.

8. Schmitt, Norbert. *An Introduction to Applied Linguistics*. Arnold, 2002.

Elective Course:

Course Code: ENG.526

Course Title: American Fiction

Total Hours: 60

L	T	P	Cr
3	2	0	4

Learning Outcomes:

By the end of this course, students will be able to:

- Demonstrate knowledge of the style, structure, and content of the assigned literary texts from the early as well as the modern American novelists.
- Identify the unique qualities of the authors studied, and compare and contrast them.
- Situate the assigned literary texts in their historical contexts and recognize the impact of major events and transitions.
- Develop a well-written argument about the seminal texts that depict the regional, cultural, ethnic and racial tensions, diversities and issues in America.

Course Contents:

UNIT I

15 Hours

Mark Twain *The Adventures of Huckleberry Finn*
Harriet Beecher Stowe *Uncle Tom's Cabin**

UNIT II

15 Hours

Nathaniel Hawthorne *The Scarlet Letter**
Herman Melville *Moby Dick or the Whale*

UNIT III

15 Hours

William Faulkner *The Sound and the Fury*
Ralph Ellison *Invisible Man**

UNIT IV

15 Hours

Leslie Marmon Silko *Ceremony*
F. Scott Fitzgerald *The Great Gatsby**

Transactional Modes:

Lecture, class discussion, presentations by students, assignments, library research on topics or problems, required term paper, open text-book study.

*= These texts will be taken up in tutorial mode wherein students' presentations and discussion are mandated.

Suggested Readings:

1. Bercovitch, Sacvan. Gen. Ed. *The Cambridge History of American Literature*. Cambridge Mass.: CUP, 1999.

2. Elliott, Emory. Gen. Ed. *Columbia Literary History of the United States*. Columbia: Columbia UP, 1988.
3. Fiedler, Leslie. *Love and Death in the American Novel*. New York: Dalkey Archive, 1998.
4. Gray, Richard. *A History of American Literature*. New York: Blackwell, 2004.

Elective Course:

Course Code: ENG.556

Course Title: Literature and Allied Arts: Cinema

Total Hours: 60

L	T	P	Cr
3	2	0	4

Learning Outcomes:

By the end of this course, students will be able to:

- Analyse major concepts in cinema.
- Perceive Indian and Western traditions of art and culture with special focus on cinema.
- Critically analyse key films from Indian and Western tradition

Course Contents:

UNIT I

15 Hours

Major Concepts in Cinema

Indian and Western traditions

Misc-en-scene, Montage, Types of Shot, Film Genres

UNIT II

15 Hours

The Formation of Genres like Melodrama, Family and Gender as well as an overview of the Development of Indian Popular Cinema

Teachers will be free to choose the texts of films dependent on availability.

UNIT III

15 Hours

Indian Films suggested for teaching are: Mehboob Khan's 'Mother India'; Guru Dutt's 'KaghazkePhool', 'PatherPanchali', 'Ankur', JaaneBhi Do Yaaro*', 'Maqbool*', 'Gangs of Wasseypur*' 'Masaan

UNIT IV

15 Hours

World Cinema Suggested: Hitchcock's 'Psycho', Vittoria De Sica's 'Bicycle Thieves', Bergman's 'Autumn Sonata*', Rashomon (Akira Kurosawa, 1950), Oldboy*, Amelia

Transactional Modes:

Lecture, class discussion, presentations by students, assignments, library research on topics or problems, required term paper, open text-book study, use of motion pictures, educational films, videotapes, theatre motion pictures, film strips.

*= These texts/films will be taken up in tutorial mode wherein students' presentations and discussion are mandated.

Suggested Readings:

1. Bordwell, David and Kristin Thompson. *Film Art: An Introduction*. New York: McGraw-Hill, 1979.
2. *Contemporary Readings* (Boston and New York: Bedford/St. Martin's, 2011)
3. Corrigan, Timothy, Patricia White, and Meta Mazaj, eds. *Critical Visions in Film Theory: Classic and Contemporary Readings*. New York: Macmillan, 2011.
4. Hill, John and Pamela Church Gibson, eds. *The Oxford Guide to Film Studies*. Oxford and New York: Oxford University Press, 1998.
5. Lal, Vinay and AshisNandy (Ed.). *Fingerprinting Popular Culture: The Mythic and the Iconic in Indian Cinema*. New Delhi: Oxford University Press, 2007.
6. Mazumdar, Ranjani. *Bombay Cinema*. New Delhi: Orient Blackswan Pvt. Ltd., 2009.
7. Nandy, Ashish "An Intelligent Critic's Guide to Indian Cinema." *Reinventing Film Studies*.Ed. Christine Gledhill and Linda Williams. London: Arnold, 2000.
8. Prasad, M. Madhava. *Ideology of the Hindi Film: A Historical Construction*. NewDelhi: Oxford University Press, 2000.
9. R. Dwyer and C. Pinney (Ed.). *Pleasure and the Nation: History, Politics and Consumption of Public Culture in India*.Oxford: Oxford University Press, 2001.
10. Ray, Satyajit. *Our Films Their Films*. New Delhi: Orient Blackswan Pvt. Ltd., 1992.
11. Smith, Geoffrey Nowell, ed. *The Oxford History of World Cinema*.Oxford and New York: Oxford University, 1997.

***Interdisciplinary course offered by Department Faculty (for students of other Departments):**

Course Code: ENG.528

Course Title: Professional Communication in English – II

Total Hours: 30

L	T	P	Cr
2	0	0	2

Learning Outcomes:

By the end of this course, students will be able to:

- Improve their language skills required for effective professional communication.
- Write down their arguments in a well-defined manner.
- Acquire effective academic and professional writing skills.

Course Contents:**UNIT I****7 Hours**

Punctuation, Substitution of words, Restructuring of sentences; parallelism, hanging modifiers, ambiguities and wordiness in sentences

UNIT II**8 Hours**

Report writing: nature and types of report; process and procedure of report writing; requirements for effective report writing; structure and language of a report

UNIT III**7 Hours**

Resume writing: nature and types of resumes; process and procedure of resume writing; requirements for an effective resume; preparing a draft of resume

UNIT IV**8 Hours**

Interview skills: nature and types of interview; process and procedure of interview; requirements for an effective interview; mock interview

Transactional Modes:

Lecture, class discussion, presentations by students, assignments, library research on topics or problems, required term paper, open text-book study, vocabulary drills, writing exercises.

Suggested Readings:

1. Martinet, A V & Thomson A J. *Practical English Grammar* (4th Edition). Oxford University Press, 2014.
2. Raman & Sharma. *Technical Communication*. Oxford University Press, 2005.
3. Rizvi, Ahraf. *Effective Technical Communication*. Tata Mc Graw Hill, 2006.
4. Yule, George. *Oxford Practice Grammar*. OUP, 2011.

SEMESTER-III**Course Code: ENG.551****Course Title: English Literature of the Victorian Period****Total Hours: 60**

L	T	P	Cr
3	2	0	4

Learning Outcomes:

By the end of this course, students will be able to:

- Read closely and appraise the Victorian period.
- Demonstrate knowledge of the style, structure, and content of the assigned literary texts, from the Victorian period.
- Identify the unique qualities of the authors studied, and compare and contrast them.

- Situate the assigned literary texts in their historical contexts and recognize the impact of major events and transitions.
- Develop a well-written argument about one or more literary texts or authors, and accurately cite literary and other sources.

Course Contents:

UNIT I		15 Hours
Alfred Tennyson	‘Ulysses’	
Charles Dickens	<i>Hard Times</i> *	
D.G.Rossetti	‘The Blessed Damozel’*	
UNIT II		15 Hours
G.M.Hopkins	‘The Windhover’	
A. C. Swinburne	‘Atlanta in Calydon’*	
Elizabeth Barret Browning	#select poetry*	
UNIT III		15 Hours
John Ruskin	‘Lamp of Memory’	
Walter Pater	‘Essay on Style’	
Christina Rossetti	#select poetry*	
UNIT IV		15 Hours
Robert Browning	‘My Last Duchess’; ‘Porphyria’s Lover’; ‘The Last Ride Together’	
Emily Bronte	<i>Wuthering Heights</i> *	

Transactional Modes:

Lecture, class discussion, recitation, presentations by students, assignments, library research on topics or problems, required term paper, open text-book study.

*= These texts will be taken up in tutorial mode wherein students’ presentations and discussion are mandated.

Suggested Readings:

1. Carter, Ronald & MacRae, John. *The Routledge History of English Literature in English: Britain and Ireland*, New York: Routledge 1997.
2. Faverty, F.E.L, *The Victorian Poets: a Guide to Research/* (2nd ed.) Cambridge.
3. Flower, Betty S.: *Browning and the Modern Tradition*. Macmillan, 1976.
4. Johnson, E.D.H.: *The Alien Vision of Victorian Poetry*. Princeton: Princeton UP, 1982.
5. Miller, J.H.: *The Disappearance of God*, Law Press, 1963.
6. Robert Browning - *A Collection of Critical Essays*. Drew, Philip, ed, Houghton, Mifflin Co., 1966.
7. Sanders, Andrew. *The Short Oxford History of English Literature*, Oxford: Clarendon Press, 1994.
8. Tracy, Clarence R. *Browning’s Mind and Art*. New York: 1970.

Course Code: ENG.552

Course Title: English Literature of the Modern Period

Total Hours: 60

L	T	P	Cr
3	2	0	4

Learning Outcomes:

By the end of this course, students will be able to:

- Develop familiarity with English literature of the modern period.
- Analyse the literary trends of the Modern Period
- Analyse social and political concerns of writers of the ages

Course Contents:

UNIT I

15 Hours

A brief introduction to the historical background of the period

Joseph Conrad

Heart of Darkness

James Joyce

Portrait of the Artist as a Young Man

UNIT II

15 Hours

D.H. Lawrence

*Sons and Lovers**

Virginia Woolf

Mrs. Dalloway

UNIT III

15 Hours

T.S. Eliot:

'The Waste Land'

W.B. Yeats:

#select poems

W.H. Auden

#select poems*

UNIT IV

15 Hours

G.B. Shaw

Arms and the Man

John Osborne

*Look Back in Anger**

Transactional Modes:

Lecture, class discussion, recitation, presentations by students, assignments, library research on topics or problems, required term paper, open text-book study, drama-role playing.

*= These texts will be taken up in tutorial mode wherein students' presentations and discussion are mandated.

Suggested Readings:

1. Carter, Ronald & MacRae, John. *The Routledge History of English Literature in English: Britain and Ireland*, New York: Routledge 1997.
2. Daiches, David. *The Novel and the Modern World*, Chicago: University of Chicago Press, 1940.
3. Ellmann, Richard: *James Joyce*, Oxford Toronto. Oxford University Press, 1982
4. George Williamson: *A Reader's Guide to T.S. Eliot*, Hudson and Thames, 1955.

5. Karl, Frederick R. *A Reader's Guide to Joseph Conrad*; Weidenfeld and Nicolson, London, 1960.
6. Katherine Worth: *Revolutions in Modern English Drama*; G. Bell, 1973
7. Lubbock, Percy: *The Craft of Fiction*, J. Cape, New York and London, 1924
8. Malcolm Bradbury: *The Modern British Novel*, Secker and. Warburg, 1994.
9. Marwick, Arthur. *British Society Since 1945*. London: Penguin Books, 2003.
10. Murry, John Middleton. *Son of Woman: the story of D. H. Lawrence*. Cape, 1931
11. Sanders, Andrew. *The Short Oxford History of English Literature*, Oxford: Clarendon Press, 1994.
12. Sanders, Andrew. *The Short Oxford History of English Literature*, Oxford: Clarendon Press, 1994. Lubbock, Percy: *The Craft of Fiction*, New York and London, 1924.

Course Code: ENG.553
Course Title: Literary Theory
Total Hours: 60

L	T	P	Cr
3	2	0	4

Learning Outcomes:

By the end of this course, students will be able to:

- Read closely and analyse the seminal writings of select influential figures in literary theory pertaining to different perspectives on literature.
- Demonstrate knowledge of how literature can be variously interpreted
- Identify the unique qualities of the authors studied, and compare and contrast them.
- Analyse important trends in literary theory and key essays pertaining to these trends.
- Identify different theoretical postulates from Formalism to cultural studies

Course Contents:

UNIT I

15 Hours

Formalism, Structuralism and Post-Structuralism

W.K. Wimsatt and Munroe

C. Beardsley: 'The Intentional Fallacy'

Jacques Derrida: 'Structure, Sign and Play in the 'Discourse of the Human Sciences'

UNIT II

15 Hours

Marxism, Feminisms and Gender Studies

Elaine Showalter 'Feminist Criticism in the Wilderness'

Louis Althusser 'Ideology and Ideological State Apparatuses'

UNIT III**15 Hours**

Psychoanalysis, Modernism and Post-Modernism

Lionel Trilling

'Freud and Literature'

Michel Foucault

'What is an Author'

UNIT IV**15 Hours**

Post-Colonialism, New Historicism and Cultural Studies

Edward Said

'Crisis' [in *Orientalism*]

Stuart Hall

'Cultural Studies and its Theoretical Legacies'

Transactional Modes:

Lecture, class discussion, presentations by students, assignments, library research on topics or problems, required term paper, open text-book study.

Suggested Readings:

1. Abrams, M. H. *A Glossary of Literary Terms*. Singapore: Harcourt Asia Pvt. Ltd., 2000.
2. Ashcroft, Griffiths and Tiffin (eds), *The Post-colonial Studies Reader*. London Routledge 1995 Blamires, Harry. *A History of Literary Criticism*. Delhi: Macmillan, 2001.
3. Barry, Peter. *Beginning Theory*. Manchester: Manchester UP, 2002.
4. Daiches, David. *Critical Approaches to Literature*. 2nd ed. Hyderabad: Orient Longman, 2001.
5. Eagleton, Terry. *Literary Theory: An Introduction*. 2nd ed. Minneapolis: U of Minnesota, 1999.
6. Ford, Boris. ed. *The Pelican Guide to English Literature*, Vols.4 & 5. London: Pelican, 1980.
7. Habib, M.A.R. *A History of Literary Criticism: From Plato to the Present*. Oxford: Blackwell, 2005.
8. Homi K. Bhabha: 'How Newness Enters the World: Postmodern space, postcolonial times and the trials of cultural translation', in *The Location of Culture* (London: Routledge, 1994), pp. 212-35.
9. Leitch, V.B. ed. *The Norton Anthology of Theory and Criticism*, New York: W.W.Norton, 2001
10. Lodge, David ed..*Modern Criticism and Theory*, London: Longman, 1988.
11. Mikhail Bakhtin: 'Epic and Novel', trs. Caryl Emerson and Michael Holquist, in M. M. Bakhtin, *The Dialogic Imagination*, ed, Michael Holquist (Austin, Texas: University of Texas Press, 1981), pp. 3-40.
12. Nagarajan, M.S. *English Literary Criticism & Theory: An Introductory History*. Hyderabad: Orient Longman, 2006.
13. Nayar, Pramod K. *Contemporary Literary and Cultural Theory*. New Delhi: Pearson, 2010.
14. Waugh, Patricia. *Literary Theory & Criticism: An Oxford Guide*. Delhi: OUP, 2006.
15. Wellek, Rene. *A History of Modern Criticism: 1750-1950*, Vols. I-IV. London: Jonathan Cape, 1958.
16. Wolfreys, Julian. *Literary Theories: A Reader and Guide*. Edinburgh, Edinburgh UP, 1999.

Course Code: ENG.554
Course Title: Indian English Literature
Total Hours: 60

L	T	P	Cr
3	2	0	4

Learning Outcomes:

By the end of this course, students will be able to:

- Analyse the style, structure, and content of the assigned literary texts, from Indian English literature.
- Identify the unique qualities of the authors studied, and compare and contrast them.
- Situate the assigned the seminal texts in the Indian writing in English and create literary sensibility and emotional response to the Indian literary texts
- Develop a well-written argument about one or more literary texts or authors, and accurately cite literary and other sources.

Course Contents:

UNIT I

15 Hours

An introduction to Indian English Literature

Nissim Ezekiel	Night of the Scorpion' (<i>The Exact Name</i>)
	'Poet, Lover, Birdwatcher' (<i>The Exact Name</i>)
	'Background, Casually' (<i>Hymns in Darkness</i>)
Anita Nair	<i>The Ladies Coupe</i>
Dom Moraes*	'Absences'
	'Rendezvous'
	'Spree'

UNIT II

15 Hours

Manjula Padmanabhan	<i>Lights Out</i>
Girish Karnad	<i>Yayati*</i>

UNIT III

15 Hours

Agha Shahid Ali	'Farewell'; 'Ghazal', ("Where are you now?")
	'The Country without a Post Office'
R.K. Narayan	<i>The Guide*</i>

UNIT IV

15 Hours

Jawaharlal Nehru	<i>Discovery of India</i> , Chapter 3
V.S. Naipaul	<i>The World is What It Is</i> (Introduction)*

Transactional Modes:

Lecture, class discussion, recitation, presentations by students, assignments, library research on topics or problems, required term paper, open text-book study.

*= These texts will be taken up in tutorial mode wherein students' presentations and discussion are mandated.

Suggested Readings:

1. Iyenger, K.R. Srinivasa. *Indian Writing in English*. Sterling Publishers Pvt. Ltd, 2012.
2. King, Bruce. *Modern Indian Poetry in English*. OUP India, 2005.
3. Mehrotra, A.K. *A Concise History of Indian Literature in English*. Palgrave Macmillan, 2009.
4. Naik, M.E. Ed. *Aspects of Indian Writing in English*. Macmillan Publishers India, 2007.
5. Naik, M.K. *A History of Indian English Literature*. Sahitya Akademi, 2009.
6. Naik, M.K. *Indian English Literature: 1980-2000: A Critical Survey*. Pencraft International, 2007.
7. Walsh, William. *Indian Literature in English*. Longman, 1990.
8. Williams, H.M. *Indo-Anglian Literature: 1800-1970: A Survey*. Sangam Books Ltd., 1979.

Course Code: ENG.543**Course Title: Seminar****Total Hours: 15**

L	T	P	Cr
0	0	0	1

Learning Outcomes:

By the end of this course, students will be able to:

- Write a research proposal on an approved topic
- Focus on a particular research question coming under the purview of English literary studies
- Deliver an oral presentation.

Course Contents:

The student will write a research proposal on an approved topic focusing on a particular research question coming under the purview of English literary studies and give an oral presentation.

Transaction Mode: Seminar**Evaluation Criteria:**

The seminar will be of 100 marks:

1. Continuous Assessment (50 marks): Seminar Report
2. End Term Assessment (50 marks): Seminar Presentation (During evaluation adequate weightage will be given to Literature Survey/Background information, Organization of Content, Presentation Skills).

Elective Course:

Course Code: ENG.555

Course Title: African American Literature

Total Hours: 60

L	T	P	Cr
3	2	0	4

Learning Outcomes:

By the end of this course, students will be able to:

- Demonstrate knowledge of the style, structure, and content of the assigned literary texts, from African American literature.
- Identify the unique qualities of the authors studied, and compare and contrast them.
- Situate the assigned literary texts in their historical contexts and recognize the impact of major events and transitions.
- Analyse the contributions of African Americans to the history and cultural progress of the United States of America
- Develop a well-written argument about one or more African American texts or authors, and accurately cite literary and other sources.

Course Contents:

UNIT I

15 Hours

A brief introduction to the historical background

Phillis Wheatley

‘On Being Brought from Africa to America’

Lucy Terry

‘Bars Fight’ *

Maya Angelou

‘I know why the caged bird sings’

Gwendolyn Brooks

‘A song in the Front Yard’

Langston Hughes

‘The Negro Speaks of Rivers’ / ‘Dream’*

UNIT II

15 Hours

Frederick Douglass

Narrative of the Life of Frederick Douglass, an American Slave, Written by Himself *

Frances E.W. Harper

Iola Leroy

UNIT III

15 Hours

Richard Wright

Native Son

Zora Neale Hurston

*Their Eyes Were Watching God**

UNIT IV

15 Hours

C.L. Franklin

‘The Eagle Stirreth Her Nest’*

Martin Luther King Jr.

‘I Have a Dream’ *

Lorraine Hansberry

A Raisin’ in the Sun

Transactional Modes:

Lecture, class discussion, recitation, presentations by students, assignments, library research on topics or problems, required term paper, open text-book study, drama-role playing, use of audio-visual aids.

*= These texts will be taken up in tutorial mode wherein students' presentations and discussion are mandated.

Suggested Readings:

1. Houston Baker, Jr. *Blues, Ideology, and Afro-American Literature*. Chicago: Chicago Univ. Press, 1964.
2. Hubbard, Doland. *The Sermon and the African American Literary Imagination*. Missouri: Uni. of Missouri P., 1996.
3. Lawrence Levine, *Black Culture and Black Consciousness*. Oxford: OUP, 1977
4. Lerone Bennett. *Before Mayflower: A History of the Negro in America, 1619-1964*. Baltimore: Penguin Books. 1966.
5. Richard Barksdale. Ed. *Black Writers of America: A Comprehensive Anthology*. New York: Macmillan, 1972.

Elective Course:

Course Code: ENG.558
Course Title: Discourse Analysis
Total Hours: 60

L	T	P	Cr
3	2	0	4

Learning Outcomes:

By the end of this course, students will be able to:

- Gain an understanding of the essential elements and principles of Discourse Analysis and apply them to the analysis of naturally occurring samples of language□
- Explore the central aspects of spoken and written language in its linguistic and non-linguistic contexts and to identify structures and patterns in stretches of text longer than the sentence□
- Analyze in some detail selected language elements in terms of discourse features
- Develop a critical awareness of both theoretical and practical issues relevant to the field of Discourse Analysis
- Identify, interpret and critically analyze different types of text and discourse types, styles and registers

Course Contents:

UNIT I **15 Hours**
 Discourse analysis-Introduction, Definition and Approaches; Theoretical traditions; Characteristics of Discourse /Speech; Intention and interpretation

UNIT II **15 Hours**
 Written Discourse Analysis: Coherence: Definition and its Contributing Factors: Cohesion: Definition and its Contributing factors; Speech Act theory

UNIT III **15 Hours**
 The spoken discourse: The cooperative principle; The politeness principles; Conversation analysis and negotiation of meaning; Implicatures

UNIT IV

15 Hours

Genre analysis; Corpus-based approaches; Critical discourse analysis; multimodality

Transactional Modes:

Lecture, class discussion, recitation, presentations by students, assignments, library research on topics or problems, required term paper, open text-book study.

Suggested Readings:

1. Austin J. L. (1962). *How to Do Things with Words*. Oxford: Clarendon Press.
2. Blakemore D. (1992). *Understanding Utterances: An introduction to pragmatics*. Oxford: Blackwell.
3. Brown P. & S. Levinson (1987). *Politeness. Some Universals in Language Usage*. Cambridge: Cambridge University Press.
4. Cook, G. (1989). *Discourse*. Oxford: Oxford University Press.
5. Coulthard, M. (2014). *An introduction to Discourse Analysis*. Routledge, New York,
6. Fairclough, N.(2010). *Critical discourse analysis: The critical study of language*. London: Longman.
7. Flowerdew, J. (2013). *Discourse in English language education*. London: Routledge.
8. Gee, J. P. (2005). *An introduction to discourse analysis: Theory and method*. New York: Routledge.
9. Grice, H.P. (1975). "Logic and conversation". Peter Cole and Jerry L. Morgan, (Eds.) *Syntax and Semantics*, 3. New York, NY: Academic Press. 41-58.
10. Halliday and Hasan. (1976). 'Cohesion in English'. Longman: London.
11. Jones, R. (2012). *Discourse analysis: A resource book for students*. Oxford: Blackwell.
12. Levinson, S.C. (1993), *Pragmatics*, Cambridge: Cambridge University Press.
13. Leech, G. N. (1983). *Principles of pragmatics*. London ; New York : Longman,1983. Print.
14. Levinson, Stephen C. (1983). *Pragmatics*. Cambridge: Cambridge University Press.
15. Schiffrin, D. (1994). *Approaches to Discourse*. Malden, Mass.: Blackwell.
16. Searle, J. R. (1969). *Speech acts: An essay in the philosophy of language*. Cambridge University Press, Cambridge.
17. Sutherland, Sean. (2016). *A Beginner's Guide To Discourse Analysis*, Palgrave, 2016
18. Widdowson, H. G. (1995). "Discourse analysis: A critical view". *Language and Literature*, 4 (3): 157 172.

Elective Course:

Course Code: ENG.557

Course Title: Culture Studies: Interpretations of Texts

Total Hours: 60

L	T	P	Cr
3	2	0	4

Learning Outcomes:

By the end of this course, students will be able to:

- Comprehend the discourse on the concept of culture
- Theoretically grasp the development of cultural studies in other disciplines like cultural sociology, cultural anthropology, folkloristics and literary studies
- Trace the emergence of subculture and popular culture
- Learn and apply contemporary interpretations of cultural texts and/or practices like music, advertising, women’s magazines, shopping and sports.

Course Contents:

UNIT I

15 Hours

- Jenks, Chris. “Introduction.” *Culture*. London and New York: Routledge, 2005. 6-24.
- Malinowski, Bronislaw. “What is Culture?” *A Scientific Theory of Culture and Other Essays*. London: Routledge, 2004a. 36-51.
- Tylor, Edward B. “The Science of Culture” *Primitive Culture*. Vol. I. London: John Murray, 1920. 1-22.

UNIT II

15 Hours

- Hall, Stuart. “Culture Studies and its Theoretical Legacies.” *Cultural Studies Reader*. Ed. Simon During. New York: Routledge, 1999. 97-109.
- Williams, Raymond. “Advertising: The Magic System.” *The Cultural Studies Reader*. Ed. Simon During. Chapter 29. London and New York: Routledge, 1999. 410-23.
- McLuhan, Marshall. “Television.” *Understanding Media: The Extensions of Man*. Chapter 31. London: Routledge and Kegan Paul, 1964. 308-37.

UNIT III

15 Hours

- Lyotard, Jean-François. “Defining the Post-Modern.” *Cultural Studies Reader*. Ed. Simon During. New York: Routledge, 1999. 141-44.
- Adorno, Theodor and Max Horkheimer. “The Culture Industry: Enlightenment as Mass Deception.” *Cultural Studies Reader*. Ed. Simon During. New York: Routledge, 1999. 31-41.

UNIT IV

15 Hours

- Hebdige, Dick. “Subculture: The Meaning of Style.” *Culture: Critical Concepts in Sociology*. Ed. Chris Jenks. Vol. III. London and New York: Routledge, 2003. 221-34.
- Cohen, Albert K. “A General Theory of Subcultures.” *Culture: Critical Concepts in Sociology*. Ed. Chris Jenks. Vol. III. London and New York: Routledge, 2003. 259-69.

- Schiach, Morag. "A History of the Changing Definitions of the Popular." *Discourse on Popular Culture: Class, Gender and History in Cultural Analysis, 1730 to the Present*. Chapter I. London: Polity Press, 1989. 19-34.

Transactional Modes:

Lecture, presentations by students, multi-media viewing, screening of cultural texts like movies, advertisements and music, assignments, term paper, analysis and interpretation of visual cultural texts

*= These texts will be taken up in tutorial mode wherein students' presentations and discussion are mandated.

Suggested Readings:

1. David, Oswell. *Culture and Society An Introduction to Cultural Studies*. New Delhi: Sage Publications India Pvt Ltd., 2006.
2. Gray, Ann. *Research Practice for Culture Studies*. London: Sage, 2003.
3. Smith, Philip. *Cultural Theory an Introduction*. Oxford: Blackwell Publishers Ltd., 2001.

Elective Course:

Course Code: ENG.574

Course Title: Colonial Discourse and Postcolonial Studies

Total Hours: 60

L	T	P	Cr
3	2	0	4

Learning Outcomes:

By the end of this course, students will be able to:

- Read closely and analyse post-colonial literature.
- Analyse how literature can be variously interpreted by using post-colonial theories and study key essays pertaining to colonial discourse and postcolonial studies

Course Contents:

UNIT I

15 Hours

Introduction to postcolonial studies: Concepts of Inbetweenness, Mimicry, Identity, Subaltern.

UNIT II

15 Hours

GayatriChakravortySpivak
Frantz Fanon

'Can the Subaltern Speak'
'On National Culture' from *The Wretched of the Earth* (Harmondsworth: Penguin, 1967): 166-99.

UNIT III

15 Hours

Stuart Hall
HomiBhabha

'Cultural Identity and Diaspora'
'Of Mimicry and Man'

UNIT IV**15 Hour**Arundhati Roy
Mahasweta Devi*God of Small Things**
'Draupadi'**Transactional Modes:**

Lecture, class discussion, presentations by students, assignments, library research on topics or problems, required term paper, open text-book study, use of audio-visual aids.

*= These texts will be taken up in tutorial mode wherein students' presentations and discussion are mandated.

Suggested Readings:

1. Anderson, Benedict. *Imagined Communities*. London: Verso, 1983.
2. Bhabha, Homi K. *The Location of Culture*. London and New York: Routledge, 1994.
3. Leela Gandhi, *Postcolonial Theory*. Oxford: Oxford UP, 1988).
4. Loomba, Ania. *Colonialism/Postcolonialism*. London and New York: Routledge, 1998.
5. McLeod, John. *Beginning Postcolonialism*. Manchester and New York: Manchester UP, 2000.
6. Rajan, Rajeswari Sunde (ed.). *The Lie of the Land: English Literary Studies in India*. Delhi: OxfordUP, 1992.
7. Sangari, Kumkum and Sudesh Vaid (eds.). *Recasting Women*. New Delhi: Kali, 1989.
8. Sethi, Rumina Sethi. *Myths of the Nation: National Identity and Literary Representation*. Oxford: Clarendon, 1999.
9. Sethi, Rumina. *The Politics of Postcolonialism*. London: Pluto, 2011.
10. Young, Robert J. C. *Postcolonialism: A Very Short Introduction*. Oxford: Oxford UP, 2003.

SEMESTER-IV**Course Code: ENG.571****Course Title: New Literature****Total Hours: 60**

L	T	P	Cr
3	2	0	4

Learning Outcomes:

By the end of this course, students will be able to:

- Analyse some of the seminal texts of 20th and 21st century.
- Demonstrate knowledge of the style, structure, and content of the assigned literary texts.
- Identify the unique qualities of the authors studied, and compare and contrast them.
- Situate the assigned literary texts in their historical contexts and recognize the impact of major events and transitions.
- Develop a well-written argument about one or more literary texts or authors, and accurately cite literary and other sources.

Course Contents:

UNIT I

15 Hours

Gabriel Garcia Marquez *One Hundred Years of Solitude*.
'On the Beach', in *Too Soon, Too Late: History in Popular Culture*
(Bloomington: Indiana University Press, 1988), pp. 93-119. *

UNIT II

15 Hours

Michael Ondaatje 'The Cinnamon Peeler'; 'The Time
Around Scars'; 'Letters and Other
Worlds'; 'Billboards', in *The Cinnamon
Peeler: Selected Poems* (London: Picador,
1989). *
Margaret Atwood *Surfacing*.

UNIT III

15 Hours

'Nature as Monster', in *Survival* (Concord, Ont.: Anansi, 1972, rpt.
1991), pp. 45-67.*
Naguib Mahfouz *Search*

UNIT IV

15 Hours

Jean Rhys *Wide Sargasso Sea*
'The Drover's Wife', in *The Arnold Anthology of Post-Colonial Literatures
in English*, ed. John Thieme (London: Arnold, 2000).pp. 162-67. *

Transactional Modes:

Lecture, class discussion, recitation, presentations by students, assignments,
library research on topics or problems, required term paper, open text-book
study, drama-role playing.

*= These texts will be taken up in tutorial mode wherein students'
presentations and discussion are mandated.

Suggested Readings:

1. Anderson, Benedict. *Imagined Communities: Reflections on the Origins
and Spread of Nationalism*. New York: Verso, 1991.
2. Atwood, M.: *Survival: A Thematic Guide to Canadian Literature*.
Toronto: House of Anansi, 1972.
3. Ashcroft, Bill, et al. eds. : *The Post-Colonial Studies Reader*. London and
New York: Routledge, 2003.
4. Bartels, Anke and Dirk Wiemann, eds. *Global Fragments:
(Dis)Orientation in the New World Order*. New York: Rodopi, 2007.
5. Goldie, Terry. *Fear and Temptation: the Image of the Indigene in
Canadian, Australian, and New Zealand Literatures*. Kingston: McGill-
Queen's UP, 1989.
6. Lee, Julia H. *Interracial Encounters : Reciprocal representations in
African American and Asian American Literatures, 1896-1937*. New
York: New York UP, 2011.

7. Mohaghegh, Jason Bahbak. *New Literature and Philosophy of the Middle East: the Chaotic Imagination*. New York: Palgrave, 2010.
8. Mohr, Dunja M. ed. *Embracing the Other: Addressing Xenophobia in the New Literatures in English*. New York: Rodopi, 2008.
9. Robbins, Timothy R. and José Eduardo González, eds. *New Trends in Contemporary Latin American Narrative: Post-National Literatures and the Canon*. New York: Palgrave, 2014.
10. Volkmann, Laurenz, et al. *Local Natures, Global Responsibilities and Ecocritical Perspectives on the New English Literatures*. New York: Rodopi, 2010.

Course Code: ENG.577

Course Title: Overview of English Language and Literature- I
Total Hours: 30

L	T	P	Cr
0	2	0	2

Learning Outcomes:

By the end of this course, students will be able to:

- Revise and review of the literary and linguistic concepts from the earlier semester
- Prepare for the competitive exams like the UGC-NET, SLET

Course Contents:

UNIT I

15 Hours

British Literature from Chaucer to the present day
 American and other non – British Literature's

UNIT II

15 Hours

Literary Theory and Criticism
 Rhetoric and Prosody

Transactional Modes:

Lecture, class discussion, presentations by students, assignments, library research on topics or problems, required term paper, open text-book study.

Suggested Readings:

1. Baker, E. *The History of the English Novel*, 10 vols, Barnes and Noble, 1966-1967.
2. Daiches, D. *A Critical History of English Literature*. 2nd ed. in 4 vols., Secker and Warburg, 1971-1972
3. Elton, O. *A Survey of English Literature*, 1730-1780, 1780-1830, 1830-1880, 6 vols, Edward Arnold Publishers, 1948.
4. Ford, B. ed. *The New Pelican Guide to English Literature*, rev. and enlarged ed. in 9 vols., Penguin Books, 1982-1988.
5. Hogg, Richard M., ed. *The Cambridge History of the English Language*. Cambridge: Cambridge UP, 1992. Print.

6. Legouis, E., Cazamian. L. *A History of English Literature*, Dent and Sons, 1964.
7. *Longman Literature in English*. Gen. Ed. Carroll, D., Walsh, C. An M. Wheeler. (14 volumes in the series), Longman, 1987-2004.
8. Pyles, Thomas, and John Algeo. *The Origins and Development of the English Language*. New York: Harcourt Brace Jovanovich, 1993.
9. *The Cambridge History of English Literature*. Ed. Ward, A.W., Waller, A.R., 15 vols., Cambridge University Press, 1907-1927
10. *The Oxford History of English Literature*. Ed. Wilson, F.P., Dobree, B., 14 vols., Oxford University Press, since 1945 (series not complete)
11. Ward, A.C. *Illustrated History of English Literature*. 3 vols., Longmans, 1953-1955.

Evaluation Criteria:

Evaluation will include a 50 marks test (objective type) at the end of the semester

Course Code: ENG.578

Course Title: Overview of English Language and Literature- II

L	T	P	Cr
0	2	0	2

Total Hours: 30

Learning Outcomes:

By the end of this course, students will be able to:

- Revise and review of the literary and linguistic concepts from the earlier semester
- Prepare for the competitive exams like the UGC-NET, SLET

Course Contents:

UNIT I

15 Hours

History of English Language, English Language Teaching

UNIT II

15 Hours

European Literature from Classical Age to the 20th Century

Indian writing in English and Indian Literature in English translation

Transactional Modes:

Lecture, class discussion, presentations by students, assignments, library research on topics or problems, required term paper, open text-book study, use of audio-visual aids.

Suggested Readings:

1. Baker, E. *The History of the English Novel*, 10 vols, Barnes and Noble, 1966-1967.
2. Daiches, D. *A Critical History of English Literature*. 2nd ed. in 4 vols., Secker and Warburg, 1971-1972
3. Elton, O. *A Survey of English Literature*, 1730-1780, 1780-1830, 1830-1880, 6 vols, Edward Arnold Publishers, 1948.

4. Ford, B. ed. *The New Pelican Guide to English Literature*, rev. and enlarged ed. in 9 vols., Penguin Books, 1982-1988.
5. Hogg, Richard M., ed. *The Cambridge History of the English Language*. Cambridge: Cambridge UP, 1992. Print.
6. Legouis, E., Cazamian. L. *A History of English Literature*, Dent and Sons, 1964.
7. *Longman Literature in English*. Gen. Ed. Carroll, D., Walsh, C. An M. Wheeler. (14 volumes in the series), Longman, 1987-2004.
8. Pyles, Thomas, and John Algeo. *The Origins and Development of the English Language*. New York: Harcourt Brace Jovanovich, 1993.
9. *The Cambridge History of English Literature*. Ed. Ward, A.W., Waller, A.R., 15 vols., Cambridge University Press, 1907-1927
10. *The Oxford History of English Literature*. Ed. Wilson, F.P., Dobree, B., 14 vols., Oxford University Press, since 1945 (series not complete)
11. Ward, A.C. *Illustrated History of English Literature*. 3 vols., Longmans, 1953-1955.

Evaluation Criteria:

Evaluation will include a 50 marks test (objective type) at the end of the semester.

Course Code: ENG.599

Course Title: Project

Total Hours: 80

L	T	P	Cr
0	0	0	6

Learning Outcomes:

By the end of this course, students will be able to:

- Write a project report on the approved topic
- Focus on a particular research question coming under the purview of English literary studies during a seminar

Course Contents

The student will write a project on an approved topic, the proposal of which was presented in the previous semester, focusing on a particular research question coming under the purview of English literary studies during a seminar.

Transactional Modes:

Project Method

Evaluation Criteria: As per the University regulations:

- a) For a Semester results, the Research Credits shall be evaluated on 2-point scale as Satisfactory/Unsatisfactory.

The project report will be of 100 marks:

1. Continuous Assessment (50 marks): Interaction with supervisor and attendance

2. End Term Assessment (50 marks): Presentation (During evaluation adequate weightage will be given to Literature Survey/Background information, Organization of Content, Presentation Skills).

Course Code: ENG.544

Course Title: Seminar

Total: 15 Hours

L	T	P	Cr
0	0	0	1

Learning Outcomes:

- Present a project report using PPT on the approved topic
- Focus on a particular research question coming under the purview of English literary studies during a seminar

Course Contents:

The Project written by the students on an approved topic, the proposal of which was presented in the previous semester, focusing on a particular research question coming under the purview of English literary studies shall be presented in this Seminar.

Evaluation Criteria:

The seminar will be of 100 marks:

1. Continuous Assessment (50 marks): Seminar Report
2. End Term Assessment (50 marks): Seminar Presentation (During evaluation adequate weightage will be given to Literature Survey/Background information, Organization of Content, Presentation Skills).

Transactional Modes:

Seminar presentation

Elective Course:

Course Code: ENG.572

Course Title: English Language Teaching

Total Hours: 60

L	T	P	Cr
3	2	0	4

Learning Outcomes:

By the end of this course, students will be able to:

- Develop an understanding of the history of the English language and ELT in India
- Critically examine different factors responsible for successful second language acquisition
- Inculcate knowledge of the different teaching and testing methods in ELT

Course Contents:**UNIT I****15 Hours**

English language learning and teaching in India; Second language acquisition (SLA); Theories of SLA; non-linguistics factors in SLA*

UNIT II**15 Hours**

Approaches and methods of teaching English: grammar translation method, direct method, structural approach, communicative approach*, recent trends

UNIT III**15 Hours**

Teaching English at primary, secondary and tertiary level; Principles and techniques of Teaching of language skills: listening, speaking, reading, writing, grammar and vocabulary; Teaching of prose and poetry*

UNIT IV**15 Hours**

Technology, teaching aids and ICT tools for teaching/ learning English;* Curriculum design, testing and evaluation in ELT

Transactional Modes:

Lecture, class discussion, presentations by students, assignments, library research on topics or problems, required term paper, open text-book study, use of audio-visual aids.

*= These topics will be taken up in tutorial mode wherein students' presentations and discussion are mandated.

Suggested Readings:

1. Agnihotri, R. K & Khanna, A.L. *English Language Teaching in India*. New Delhi: Sage Publications, 1995.
2. Baumgardner R.J., Greenbaum S., Kachru B.B. *South Asian English: Structure, Use, and Users*. University of Illinois Press, 1996.
3. Bright, J.A. and G.C. Macgreager. *Teaching English as a Second Language*. ELBS and Longman 1970.
4. Dhanavel, S.P. *English Language Teaching in India*. Tata McGraw Hill, 2014.
5. Kachru, B.B. *The Indianization of English: The English Language in India*. Oxford University Press, 1983.
6. Larsen-Freeman, D. *Techniques and Principles in Language Teaching*. New Delhi: Oxford University Press, 2004.
7. Littlewood W. *Communicative Language Teaching*. Cambridge University Press, 1986.
8. Raman R. *English Language Teaching*. Atlantic Publishers, 2004.
9. Richards, J.C. and T. S. Rogers. *Approaches and Methods in Language Teaching*. Cambridge University Press, 1986.
10. Richards, J.C. and S. Rodgers. *Approaches and Methods in Language Teaching*. Cambridge University: Cambridge University Press, 1985.
11. Saraswathi, V. *English Language Teaching –Principles and Practice*. Orient Longman, 2004.

12. Tickoo, M. L. *Teaching and Learning English –A Sourcebook for Teachers and Teacher Trainers*. Hyderabad: Orient Longman, 2003.
13. Widdowson, W.G. *Stylistics and Teaching of Literature*. Oxford University Press, 1978

Elective Course:

Course Code: ENG.573

Course Title: American Poetry

Total Hours: 60

L	T	P	Cr
3	2	0	4

Learning Outcomes:

By the end of this course, students will be able to:

- Read closely and analyse American Poetry.
- Demonstrate knowledge of the style, structure, and content of the assigned literary texts, from Chaucer to Milton.
- Identify the unique qualities of some of the seminal American poems which depict American perceptions and concerns, and poetic styles

Course Contents:

UNIT I

15 Hours

Anne Bradstreet	‘To My Dear and Loving Husband’ *
Walt Whitman	‘A passage to India’
Allan Poe	‘The Raven’
Emily Dickinson	(select poems)*

UNIT II

15 Hours

Robert Frost	‘Birches’; ‘Home Burial’*
Wallace Stevens	‘Anecdote of the Jar’/ ‘The Emperor of Ice Cream’*
Edwin Arlington Robinson	‘Richard Cory’
Hart Crane	‘Poem: To Brooklyn Bridge’

UNIT III

15 Hours

Sylvia Plath	‘Lady Lazarus’
Audre Lorde	‘Martha’*
Robert Lowell	‘For the Union Dead’
Sonia Sanchez	‘Homecoming’*

UNIT IV

15 Hours

Ezra Pound	‘Hugh Selwyn Mauberley’
Allen Ginsberg	‘America’
H. D.	‘The Garden’*
E.E. Cummings	‘Anyone Lived in a Pretty How Town/ Buffalo Bill’*

Transactional Modes:

Lecture, class discussion, recitation, presentations by students, assignments, library research on topics or problems, required term paper, open text-book study.

*= These texts will be taken up in tutorial mode wherein students' presentations and discussion are mandated.

Suggested Readings:

1. Alan Nadel. *Containment Culture: American Narratives, Postmodernism, and the Atomic Age*. New York: Duke UP, 1995.
2. Axelrod, Steven Gould, Thomas J. Travisano, and Camille Roman, eds. *The New Anthology of American Poetry: Postmodernisms: 1950-Present*. New York: Rutgers UP, 2012.
3. Brooks, Jr., Cleanth and Robert Penn Warren. *Understanding Poetry: An Anthology for College Students*. New York: Henry Holt, 1939.
4. Deborah Nelson. *Pursuing Privacy in Cold War America*. New York: Columbia UP, 2002.
5. Elaine Tyler May. *Homeward Bound: American Families in the Cold War*. New York: Basic Books, 2008.
6. Puissant, Susanne Christine. *Irony and the Poetry of the First World War*. New York: Palgrave, 2009. Wolosky, Shira. *The Art of Poetry: How to Read a Poem*. New York: OUP, 2001.

Elective Course:**Course Code: ENG.575****Course Title: Classics of World Literature****Total Hours: 60**

L	T	P	Cr
3	2	0	4

Learning Outcomes:

By the end of this course, students will be able to:

- Read closely and analyse the classics of world literature.
- Demonstrate knowledge of the style, structure, and content of the assigned literary texts.
- Identify the unique qualities of the authors studied, and compare and contrast them.
- Situate the assigned literary texts in their historical contexts and recognize the impact of major events and transitions.
- Widen the horizons of their knowledge and show the depth of human experience through literature.

Course Contents:**UNIT I**

Sophocles	<i>Oedipus Rex</i> *
Guy de Maupassant	Selected stories

15 Hours

UNIT II	Rabindranath Tagore Mirza Ghalib	<i>Gitanjali</i> (Selections)* #Select poems	15 Hours
UNIT III	Chinua Achebe Franz Kafka	<i>Things Fall Apart</i> * <i>Trial</i>	15 Hours
UNIT IV	Pablo Neruda Luigi Pirandello	#Select poems <i>Six Characters in Search of an Author</i> *	15 Hours

Transactional Modes:

Lecture, class discussion, recitation, presentations by students, assignments, library research on topics or problems, required term paper, open text-book study, use of audio-visual aids.

Suggested Readings:

1. Apfel, L.J. 2011. *The Advent of Pluralism: Diversity and Conflict in the Age of Sophocles*. Oxford: Oxford University Press.
2. Austin, Norman. 2011. *Sophocles' Philoctetes and the Great Soul Robbery Madison*: University of Wisconsin Press
3. David, Damrosch. *What Is World Literature?* Princeton: Princeton U. P., 2003.
4. DeBevoise, M. B. trans. *The World Republic of Letters*, Harvard U.P., 2004.
5. --, *How to Read World Literature*. New York and London: Blackwell, 2009.
6. David et al., Damrosch eds., *The Longman Anthology of World Literature*. New York: Pearson Longman, 6 vols., 2d ed. 2009.
7. Davis, Paul et al., eds., *The Bedford Anthology of World Literature*. New York: Bedford/St. Martin's, 6 vols., 2004.
8. D'haen et al., Theo eds., *The Routledge Companion to World Literature*. London: Routledge, 2011.
9. ----, *World Literature: A Reader*. London: Routledge, 2012.
10. Moss, Joyce & Valestuk, Lorraine, eds., *World Literature and Its Times*, New York: Gale group, 2001
11. Storey, Ian Christopher and Arlene Allan. *A Guide to Ancient Greek Drama*. Malden: Blackwell. 2005.
12. Whitman, C. H. *Sophocles: A Study of Heroic Humanism*. Cambridge: Harvard University Press. 1951

Value Added Course (for students of other departments)

Course Code: ENG.504

Course Title: Basics of Academic Writing

Total Hours: 15

L	T	P	Cr
1	0	0	1

Learning Outcomes:

By the end of this course, students will be able to:

- Write well (grammatically correct, clear, effective prose).
- Communicate ideas effectively and coherently, in a variety of forms.
- Identify and apply rhetorical models of thinking and writing in practical exercises.

Course Contents:

UNIT I

4 Hours

Introduction to academic writing; Writing process (pre-writing, writing, re-writing); Paragraph structure; Parts of an Argument

UNIT II

4 Hours

Writing Vocabulary and language; precision, clarity, conciseness, academic vocabulary, word choice; grammar & mechanics

UNIT III

4 Hours

Avoiding plagiarism; effective use of quotation, paraphrase and summary

UNIT IV

3 Hours

Structure of research paper; (organising the document, transition, data implementation and display)

Transactional Modes:

Lecture, class discussion, presentations by students, assignments, library research on topics or problems, required term paper, open text-book study, use of audio-visual aids.

Suggested Readings:

1. Cohen, R. F., & Miller, J. L. (2014). *Longman Academic Reading Series 4*. White Plains, NY: Pearson Education.
2. Swales, J. M., & Feak, C. B. (2012). *Academic Writing for Graduate Students: Essential Tasks and Skills* (3rd ed.). Ann Arbor, MI: University of Michigan.