

# REGULATIONS AND SYLLABUS

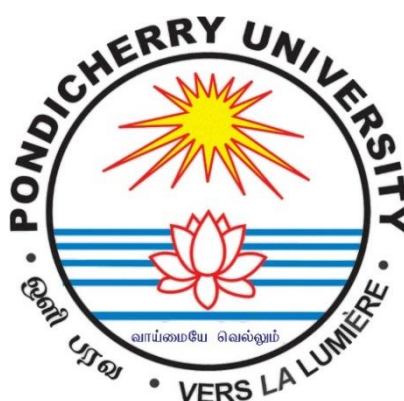
FOR

## M.A. ENGLISH

### [AFFILIATED COLLEGES]

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[FOR THE YEAR 2021-22 ONWARDS]



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PONDICHERY UNIVERSITY  
PUDUCHERRY - 605 014

# **PONDICHERRY UNIVERSITY**

## **M.A. English** (CBCS)

### **PROGRAMME VISION**

The Programme aims at enhancing critical thinking of students, cultivating language competency of students by introducing them to structures of language through a wide variety of literary texts and instilling a critical perspective with which students approach the disciplines

### **Programme Objectives:**

1. Critically interact with works from different socio political contexts
2. Become thorough with reading works with theoretical basis
3. Interpreting and exploring relationships from the points of view of different people.
4. Approaching and appreciating literature in English and explore its uniqueness and its place among the various other disciplines.
5. Get sensitized with the critical tools used in the reading and understanding of literature

### **TITLE OF THE PROGRAMME**

#### **Master of Arts (English)**

The MA English programme offers specializations in 19th century literature, 20th century literature, contemporary literature, medieval literature, New literatures, American literature, Shakespeare, modernism, feminism, and major genres.

### **DURATION OF THE PROGRAMME**

The programme of study shall be for a duration of TWO academic years with FOUR semesters

## **ELIGIBILITY FOR ADMISSION**

Bachelor's Degree in any discipline with a minimum of fifty per cent (50%) marks. The basis of selection shall be the marks secured in the entrance examination as per University norms.

Reservation of seats and other concessions will be in line with the University rules and norms.

**LATERAL ENTRY:** Not applicable

**COURSE STRUCTURE:** (Enclosed)

## **SCHEME OF EXAMINATION**

This is in accordance with the CBCS Regulations, Pondicherry University, that has come into effect from 2010 and changes effected from time to time shall also become automatically applicable.

## **PASSING MINIMUM**

A candidate can be admitted to appear in the MA degree end semester examinations only if he / she has undergone the course of study as prescribed by Pondicherry University and having put in not less than 70 percent of attendance. The academic calendar comprises of at least 15 weeks or 90 days per semester/term and an annual calendar of at least 30 weeks or 180 days.

The passing minimum is in accordance with the CBCS Regulations, Pondicherry University, that has come into effect from 2010 and changes effected from time to time shall also become automatically applicable.

## **CLASSIFICATION OF SUCCESSFUL CANDIDATE**

This is in accordance with the CBCS Regulations, Pondicherry University, that has come into effect from 2010 and changes effected from time to time shall also become automatically applicable.

**DETAILED SYLLABUS** (Enclosed)

**PATTERN OF QUESTION PAPER:** (Enclosed)

**PONDICHERRY UNIVERSITY AFFILIATED COLLEGES**  
**M.A. ENGLISH**  
**(UNDER CHOICE BASED CREDIT SYSTEM 2021 ADMISSION)**

Course Code	Title of the Paper	Hard Core/Soft Core	Credits
<b>SEMESTER 1</b>			
ENG H401	English Poetry I	HC	3
ENG H402	Indian Writing in English	HC	3
ENG H403	Fiction	HC	3
ENG H404	English Drama	HC	3
ENG S450	Mass Communication and Journalism	SC	4
ENG S451	Prose writing	SC	4
	<b>Total Credits: 4 hard core and 1 soft core</b>		<b>16</b>
<b>SEMESTER 2</b>			
ENG H405	American Literature	HC	3
ENG H406	Modern Linguistics and stylistics	HC	3
ENG H407	Literary Theory I	HC	3
ENG H408	Diaspora Writing	HC	3
ENG S455	Women's Writing	SC	4
ENG S456	Communicative English	SC	4
	<b>Total Credits: 4 hard core and 1 soft core</b>		<b>16</b>
<b>SEMESTER 3</b>			
ENG H501	Shakespeare	HC	3
ENG H502	English Poetry II	HC	3
ENG H503	Literary theory II	HC	3
ENG H504	Short Fiction	HC	3
ENG S460	Canadian and Australian Literature	SC	4
ENG S461	Advanced Writing Skill and Soft Skill	SC	4
	<b>Total Credits: 4 hard core and 1 soft core</b>		<b>16</b>

<b>SEMESTER 4</b>			
ENG H505	Postcolonial Literature	HC	3
ENG H506	Comparative Literature and Literature in Translation	HC	3
ENG H507	English Language Teaching	HC	3
ENG H508	General Essay	HC	4
ENG H 509	Project Work and Seminar presentation	HC	7
ENG S465	New Literatures	SC	4
ENG S466	Feminist Studies	SC	4
	<b>Total Credits: 5 hard core and 1 soft core</b>		<b>24</b>
	<b>TOTAL OVERALL 72 CREDITS</b>		

**Hard Core Courses** are given course code based on the semester and year of study ENG H401-408 for I year MA and ENG H501-508 for II year MA.

**Soft Core Courses** can begin with course codes of ENG S450 so that courses as and when can be added.

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# M.A. Syllabus (CBCS), Pondicherry University affiliated Colleges

## SEMESTER – 1

### ENG H401 ENGLISH POETRY – I

**Objectives:** To introduce learners to the evolution of poetry.

To give an extensive study of English poetry from Chaucer's period to Romantic period.

**Learning Outcome:** By dint of specific texts of English Literature, a holistic development of an understanding of English Poetry from Chaucer's period to Romantic period, and acquirement of rudiments of Rhetoric and Prosody.

#### Unit – 1

1. Geoffrey Chaucer – *The Canterbury Tales* – “General Prologue”; “The Knight’s Tale”.

#### Unit – 2

1. Edmund Spenser – *Amoretti* : “The Sovereign Beauty”.
2. Thomas Campion – “Cherry-Ripe”
3. Andrew Marvell – “An Horatian Ode on Cromwell’s Return from Ireland”
4. John Milton – “Lycidas”

#### Unit - 3

1. John Dryden – “Mac Flecknoe”
2. Thomas Gray – “Elegy Written in a Country Churchyard”
3. William Blake – “On Another’s Sorrow” (From Songs of Innocence).

#### Unit- 4

1. William Wordsworth – Book 1: “Childhood and School-time” from *The Prelude*
2. S.T. Coleridge – “Frost at Midnight”  
- “Christabel”
3. Robert Southey – “The Battle of Blenheim”

#### Unit – 5

1. Lord George Gordon Byron – Canto 3 from *Don Juan*
2. P.B. Shelly – “Adonais: An Elegy on the Death of John Keats”
3. John Keats – “To Autumn”

#### Books for Reference:

Reeves, James. *A Short History of English poetry*, 1340- 1940. New York: Dutton, 1962.

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## ENG H402 INDIAN WRITING IN ENGLISH

**Objectives:** To enable the students to get an insight into Indian writing style, sensibility, and subject matter in a foreign language.

**Learning Outcome:** Awareness towards the problems of interpreting Indian Culture via the English Language and acquaintance with the work of significant Indian writers of poetry, prose, drama, fiction and short stories.

### Unit 1 – Poetry

1. Nissim Ezekiel – “Background Casually”
2. Kamala Das – “Forest fire”
3. Sarojini Naidu – “In the Bazaars of Hyderabad”
4. Swami Vivekananda – “Kali, the Mother”

### Unit 2 – Prose

1. S.Radhakrishnan – “India and Western Religious thoughts: Christendum I” from *Eastern Religions and Western Thought*
2. Dr. A.P.J. Abdul Kalam – Part 3 : “Fusion of Science and Spirituality” from *Transcendence: My Spiritual Experiences with Pramukh Swamiji*
3. Nirad C. Chaudhuri – *A Passage to England*

### Unit 3 – Drama

1. Badal Sarkar – *There is no End*
2. Girish Karnad – *Tughlaq*
3. Mahesh Dattani- *Thirty Days in September*

### Unit 4 – Fiction

1. Shashi Deshpande – *In the Country of Deceit*
2. Amitav Ghosh – *The Shadow Lines*
3. Kiran Desai - *The Inheritance of loss*

### Unit 5 – Short Story

1. Mulk Raj Anand – “Why Does the Child Cry?”
2. Rabindranath Tagore – “Punishment”
3. Jhumpa Lahiri – “This Blessed House”

### Books for Reference:

King, Bruce. *Modern Indian Poetry in English*. Delhi: Oxford UP, 1987  
King, Bruce. *Three Indian Poets: Nissim Ezekiel, A.K. Ramanujam, Dom Moraes*. Chennai: Oxford UP, 1991.  
Naik. M.K. *A History of Indian English Literature*. Sahitya Akademi  
Naik, M.K. *Aspects of Indian Writing in English: Essays in honour of Professor K.R. Srinivasa Iyengar*. Delhi: Macmillan, 1979.  
Srinivasa, Iyengar K.R. *Indian writing in English*. London: Asia Pub. House, 1962.

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## ENG H403 FICTION

**Objectives:** To enable the students understand and appreciate the various genres of fiction like Gothic fiction, psychological fiction, science fiction etc.

**Learning Outcome:** Advancement of their acquaintance with fiction writers from the 18<sup>th</sup> to the 20<sup>th</sup> Century, and learn the relevant literary terms through exposure to various texts from across the literary ages and genres.

- UNIT 1** Jane Austen – *Northanger Abbey*  
N. Hawthorne – *The Scarlet Letter*
- UNIT 2** Charles Dickens – *David Copperfield*  
Herman Melville – *Moby Dick*
- UNIT 3** D. H. Lawrence - *Sons and Lovers*  
James Joyce – *Ulysses*
- UNIT 4** Virginia Woolf - *To the Lighthouse*  
Aldous Huxley – *Brave New World*
- UNIT 5** Albert Camus – *The Plague*  
Miguel de Cervantes - *Don Quixote*

### Books for Reference:

Cecil, David. *Early Victorian Novelists: Essays in Revaluation*. London: Constable&Co.,Lt, 1934.

Leavis, F.R, and Q.D. Leavis. Dickens. *The Novelist*. New York: Pantheon Books, 1971.

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## **ENG H404 ENGLISH DRAMA**

**Objectives:** To make learners understand and appreciate the plays from various periods of English literature. To enable them to reflect upon the features, theme, and various other special qualities of the drama.

**Learning Outcome:** A critical understanding of social and cultural contexts through the study of dramatists of the Elizabethan to Modern period and their works.

### **UNIT 1**

Thomas Kyd - *The Spanish Tragedy*  
Christopher Marlowe - *Edward II*

### **UNIT 2**

Ben Johnson - *The Alchemist*  
John Webster - *The White Devil*

### **UNIT 3**

John Dryden - *All for Love*  
William Congreve – *The Way of the world*

### **UNIT 4**

Geroge Bernard Shaw - *Pygmalion*  
T.S. Eliot – *Murder in the Cathedral*

### **UNIT 5**

Samuel Beckett – *Waiting for Godot*  
Harold Pinter – *The Birthday Party*

### **Books for Reference:**

Barton, Anne. *Ben Jonson, Dramatist*. Cambridge: Cambridge UP, 1984.  
Levin, Harry. *Christopher Marlowe: The Overreacher*. London: Faber, 1961.

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## ENG S450 MASS COMMUNICATION AND JOURNALISM

**Objectives:** To expose the students to the various aspects and functions of mass communication and journalism.

**Learning Outcome:** Students will be able to write a variety of mass media products, including news stories, press releases, and advertising copy, following accepted journalistic standards. They will be able to create and design emerging media products, including blogs, social media.

### UNIT 1: PRINT MEDIA

1. Structuring of news relating to
  - a) Politics b) science and technology c) sports d) cultural activities
  - e) Trade and commerce f) disasters g) profiles h) social issues
- i) State visits j) summits k) scandals l) scams m) obituaries n) crimes

Types of Reporting:

- b) Investigative
- b) Development

2. News Editing (with focus on language)
  1. Passive voice construction
  2. Focus on ambiguity
  3. Paragraphing and sentence length
  4. Constructing headlines and sub-headings
  5. Reporting

#### II. PRACTICE

1. Feature analysis
2. News items in inverted pyramid style
3. News analysis
4. Opinion articles
5. Letters to the Editor
6. Interviewing

### UNIT 2: ELECTRONIC MEDIA (Radio and Television)

1. News writing
2. Editing and analysis
3. Interview and group discussion techniques
4. Documentaries

#### II PRACTICE

1. News writing
2. Review of programmes
3. Review of books, plays, concerts and films
4. Comparison of the electronic media with the print media.

### UNIT 3: INTERNET

1. Browsing important websites
2. Online publications
3. Web English
4. Blog Social Networking

**UNIT 4: ADVERTISING**

1. Types of advertising
2. The ethics of advertising
3. The language of advertising
4. Photo Journalism

**II. PRACTICE**

1. Ad-writing for products such as cosmetic items, textile items, automobiles etc.
2. Analysis of the language of advertisement.

**UNIT 5: FILM MEDIA**

1. Art films and feature films
2. Documentaries
3. Children's films
4. Graphics in Movies

**ASSIGNMENT:**

1. Media Watch
2. Film appreciation and review writing
3. Script writing based on stories and plays

**Books for Reference:**

Natarajan J. *History of Indian Journalism, Publications Divisions, Ministry of Information & Broadcasting*. Govt. of India, 1997.

Ambrish Saxena. *Fundamentals of Reporting & Editing*. Kanishka Publications, Delhi.

Keval J Kumar – *Mass Communication in India*

Vir Bal Aggarwal and V.S. Gupta – *Handbook of Journalism and Mass communication*.

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## ENG S451 PROSE WRITING

**Objectives:** To acquaint the readers with the unique qualities of the essays of English literature across centuries.

**Learning Outcome:** Advancement of their acquaintance with non-fiction writers from 16th to the 20th Century; and development of critical and creative writing.

### UNIT 1

Francis Bacon: “Of Adversity”; “Of Marriage and Single Life”

Addison and Steele: “Of the Club”; “False Wit and Humor”; “Party Patches”

### UNIT 2

Jonathan Swift: *The Battle of the Books*

Dr. Johnson – *Preface to Shakespeare*

### UNIT 3

Charles Lamb: “Oxford in the Valediction”; “A Bachelor’s Complaint of the Behavior of Married People”; “Dream Children- a Reverie”

W. Hazlitt – “On reading old books”

### UNIT 4

Bertrand Russell – *Philosophy and Politics*; “The Future of Mankind”; “The functions of a Teacher”

R.W. Emerson – “Self- reliance”

G. Orwell- “Shooting an elephant”

### UNIT 5

Matthew Arnold – *Culture and Anarchy*

John Ruskin - *Unto This Last*

Thomas Carlyle- “Hero as a man of Letters”

### Books for Reference:

Bacon, Francis, and F.G. Selby. *Bacon’s Essays*, Ed. With Introductions and Notes. London: Macmillan, 1927.

Lamb, Charles. And Ernest D. North. *The Wit and Wisdom of Charles Lamb*. Folcroft: Folcroft Library Editions, 1974.

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## SEMESTER – 2

### ENG H405-AMERICAN LITERATURE

**Objectives:** To enhance students' understanding of the history and cultural progress of the United States of America through literature

To give students an idea of the multiple, complex and internally antagonistic realities of the American people.

**Learning Outcomes:** Students will be able to understand differences amongst the varied literary adventures which shall assist them to enhance their abilities of literary studies.

#### **Unit-I: Outline of American Literature**

Introduction to American Literature, Mapping American Poetry, Transcendentalism, Experimentation in Poetry and Fiction, Important writers, Genres

#### **Unit-II Poetry:**

Edgar Allan Poe: "The Raven"

Emily Dickinson: "A Narrow Fellow in the Grass," "Success Should not be Counted," "Because I could not stop for Death,"

Adrienne Rich: "Snapshots of a Daughter-in-law"

Maya Angelou: "Phenomenal Woman"

#### **Unit-III Short Stories/Prose:**

Edgar A Poe: 'Philosophy of Composition'

Emerson: 'Self Reliance'

#### **Unit-IV Novels:**

Ralph Ellison: Invisible Man

James Baldwin: The Fire Next Time

#### **Unit-V Drama:**

Arthur Miller: Tragedy of the Common Man

American Son: Christopher Demon-Brown

#### **References:**

*The Cambridge History of American Poetry.* Alfred Bendixen (Editor), Stephen Burt (Editor)

*The Penguin Anthology of Twentieth-Century American Poetry.* Rita Dove (Editor)

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## **ENG H406-MODERN LINGUISTICS AND STYLISTICS**

**Objectives:** To introduce students to the basic tools essential for a systematic study of language

To acquaint students with the basic concepts and issues in linguistics and stylistics

**Learning Outcomes:** Learners will enable to use English with confidence and with a better understanding of its appropriate social applications.

### **Unit-I- Linguistics**

#### **A) Ferdinand De Saussure:**

Langue and Parole

Signifier and Signified

Synchronic and Diachronic Linguistics

Syntagmatic Paradigmatic Relations

#### **B) Noam Chomsky**

Linguistic Theory

Universal Grammar

Chomsky's Hierarchy

#### **C)**

### **Unit-II Phonology and Literature**

Vowels and consonants in English Rhyme schemes and sound patterns

Types of meter

Types of feet

### **Unit III Syntax and semantics**

What is syntax?

Background and usage

Clauses and sentences

IT analysis

Theories of Meaning

Connotation and Collocation

Semantic field

### **Unit-IV Stylistics**

What is Style? What is Stylistics?

Brief history of stylistics Types of stylistics

Stylistics and Linguistics

Stylistics and Literature

### **Unit-V Stylistics and Literature**

Stylistics and Poetry – poetic diction and license, foregrounding, figures of speech

Stylistics and Drama – speech act theory, cooperative and politeness principles

Stylistics and Novel – Narrative Strategy, Point of view

**References:**

- Leech, Geoffrey: A Linguistic Guide to English Poetry.*  
*Leech, Geoffrey: Language in Literature: Style and Foregrounding.*  
*Leech, Geoffrey and Short, Michael: Style in Fiction.*  
*Krishnaswami, Verma and Nagarajan: Modern Applied Linguistics.*  
*Crystal, David – A Dictionary of Applied Linguistics and Stylistics*  
*Cummings, M. and R. Simmons (1983), The Language of Literature: A Stylistic Introduction to the Study of Literature, London : Pergamon*  
*Leech, Geoffrey (1969), A Linguistic Guide to English Poetry, London: Longman • Leech Geoffrey and Short M. (1981), Style in Fiction, Harlon Longman*  
*Tragott and Pratt, 1980), Linguistics for the Students of Literature, Harcourt Brace Jovenica Inc.*  
*Paul Simpson,(2004), Stylistics; A Resource Book for Students, Routledge, London and New York.*

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## **ENG H407-LITERARY THEORY- I**

**Objectives:** The course intends to introduce basic issues in western literary theory and criticism.

To motivate learners for wide learning and discussions to comprehend western thoughts in the domain literary criticism and theory.

**Learning Outcomes:** Learners will be able to deal with western legacy of critical thinking so that it will help them to widen their abilities critical thinking.

**Unit-I:** Samuel Johnson: Preface to Shakespeare  
P.B. Shelly: A Defense of Poetry

**Unit-II:** M. Arnold: Function of Criticism at the Present Time

**Unit-III:** T.S. Eliot: The Metaphysical Poets  
I. A. Richards —Metaphor" and "The Command of Metaphor

**Unit-IV:** Cleanth Brooks —The Formalist Critics  
F.R. Leavis: Philosophy and Literary Criticism

**Unit-V:** Northrop Frye —Archetypes of Literature  
Sigmund Freud: The Premises and Techniques of interpretation, and manifest and latent elements.

### **References:**

Habib M. A. R. *A History of Literary Criticism: from Plato to the Present*. Blackwell, 2005.  
Seturaman V. S. (ed.) *Contemporary Criticism: An Anthology*. Macmillan, 2011 edition.  
Seturaman V. S. (ed.) *Indian Aesthetics: An Introduction*. Macmillan, 1992.  
Kulkarni Anand and Chaskar Ashok. *Introduction to Literary Theory and Criticism*. Orient Blackswan, 2013.  
Freud, Sigmund. *Introductory Lectures on Psychoanalysis*.

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## **ENG H408-DIASPORA WRITING**

**Objectives:** The course intends to introduce students to literatures written by writers uprooted from their cultures.

To explore a trend of writing having deep sensibilities of nation, culture and language.

**Learning Outcomes:** Learners will be able to experience sense of migration, gender discriminations, and political imbalances in their social structures.

### **Unit-I Diaspora Writing: An Introduction**

#### **Unit- II Poetry**

Wole Soyinka: In the Small Hours

Derek Walcott: A Far Cry from Africa

Chitra Banerjee: Leaving Yuba City

Meena Alexander: House of a Thousand Doors  
Muse

#### **Unit- III Drama**

George F Walker: Escape from Happiness

Femi Osofisan: Once Upon Four Robbers

#### **Unit-IV Prose**

M.G. Varsanji: Am I Canadian Writer

V.S. Naipaul: An Area of Darkness (Section-I)

#### **Unit-V Fiction**

Rohinton Mistry: A Fine Balance

Shyam Selvadurai: Funny Boy

Jhumpa Lahiri: The Namesake

Michael Ondaatje: The English Patient

#### **References:**

*Identity, Diaspora and Literature: Theorising New Diasporic Consciousness.* Nitesh Narnolia (Author), Mousam (Author)

Diaspora Theory and Transnationalism (Literary/Cultural Theory). Allen Hibbard (Ed.)

Himadri Lahiri (Author)

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## ENG S 455-WOMEN'S WRITING

**Objectives:** To introduce students to varied shades of women writers' and their thoughts from different perspectives.

**Learning Outcomes:** Students are expected to be sensitive and conscious of problems of women in general and how these need a different perspective from people in general.

### Unit-I: Introduction

Outline of women's writing, the contexts and the texts

### Unit-II: Poetry

Emily Dickinson: "Success Should be Counted"

E.B. Browning: "How do I Love Thee? Let me count the Ways"

Sylvia Plath: Lady Lazarus

Maya Angelou: "Phenomenal Women"

Toru Dutt : "Sita"

### Unit-III Prose

Virginia Woolf: "A Room of One's Own"

Arundhati Roy: "The Algebra of Infinite Justice"

### Unit-IV Drama

Manjula Padmanabhan – *Lights Out*

Caryl Churchill: *Top Girls*

### Unit-V Fiction

Tony Morrison: *Beloved*

Chitra Banerjee: *Mistress of Spices*

### References:

*Literary Women* (Gb 785). Ellen Moers (Author)

Betty, Frieday. *The Feminine Mystique*. New York. Dell, 1963.

Mukherjee, Meenakshi. *The Perishable Empire: Essays on Indian Writing in English* New Delhi: OxfordUniversityPress.2000

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## **ENGS456-COMMUNICATIVE ENGLISH**

**Objectives:** To train and prepare the students to seek and find employment in the corporate, media, English language teaching and content writing sectors.

To develop communicative competence in students.

**Learning Outcomes:** The students will be able to deal with the employment opportunities, challenges, job roles and establishment of self-employment strategies.

### **Unit-I -Phonetics**

The production of speech sounds

Air stream mechanism

Human Organs of Speech

#### **Phonology**

The phoneme • Allophones • Symbols and transcription

#### **Intonation**

The structure of the tone-unit • Pitch possibilities in the simple tone-unit • Fall-rise and rise-fall tones followed by a tail • Problems in analyzing the form of intonation

### **Unit-II Grammar and Usages**

Words often confused and misused

Synonyms and antonyms

Understanding American expressions

Common Grammatical Errors

Phrasal Verbs and Idioms

Word Class: Lexical and Functional Category

Sentence Structure

Verbs – Classification • Infinitive and Gerund • Voice • Concord

### **Unit-III Reading and Comprehension**

Reading Comprehension

Skimming and Scanning

Identifying Main Ideas

Drawing inferences

### **Unit-IV Writing Skills**

Summarizing

Precis

Reports

Abstract

Resume/ CV

writingArticle

Writing Expansion

Writing

Composition: Reflective, Descriptive, Narrative and Argumentative

Dialogue Writing

### **Unit-V Presentation Skills**

Extempore

PPT making skills

Debate

Interview Skills

Presentation (practical)

**References:**

*Writing with a Purpose, C. Tickoo and J. Sasikumar, OUP*

*Speaking Effectively- Jeremy Comfort- Cambridge University Press*

*Oxford Practice Grammar – John Eastwood – Oxford University Press*

*A Remedial English Grammar – F.T. Woods*

*A Textbook of English Phonetics for Indian Students – T. Balasubhramanian-  
Macmillan Publications*

*The Phonetics and Phonology of English: A Handbook – D Thakur – Bharati Bhawan  
Publication*

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## SEMESTER – 3

### ENG H501 SHAKESPEARE

**Objectives:** To enable learners understand the characterization, dramatic, and poetic techniques of Shakespeare.

**Learning Outcome:** Through the reading of some specific literary texts, the students examine the themes and structures of Shakespearian theatre and get acquainted with his techniques. The students also learn the critical aspects and poetic style of Shakespeare.

**UNIT 1 –**     *Julius Caesar*

**UNIT 2 -**     *The Tempest*

**UNIT 3 -**     *Henry IV*

**UNIT 4 -** “Sonnets” 15 – 25; William Shakespeare - Song: “Blow, blow, thou winter wind”.

**UNIT 5 -**     Edward Dowden - *Shakespeare - A critical Study of his Mind and Art*

#### **Books for Reference:**

Bradley, A.C. *Shakespearean Tragedy: Lectures on Hamlet, Othello, King Lear, Macbeth*. London: Macmillan and Co, 1905.

Charlton, H.B. *Shakespearean Comedy*. London: Methuen, 1938.

## ENG H502 ENGLISH POETRY II

**Objectives:** To enable the students to understand the spirit of Victorian and Modern England; and their influence on poetry.

**Learning Outcome:** Achievement of an understanding of vocabulary, figures of speech, and poetic structures; and capability to appreciate the poetic works of great writers of the 18th to 20<sup>th</sup> century.

### UNIT 1

- Matthew Arnold – “Dover Beach”  
– “The Scholar - Gipsy”.  
E. B. Browning – “How Do I Love Thee”  
– “My Letters! all dead paper”.

### UNIT 2

- Wilfred Owen – “Strange Meeting”.  
W. H. Auden – “The Shield of Achilles”.  
G. M. Hopkins – “Pied Beauty”.

### UNIT 3

- Ted Hughes – “The Jaguar”; “Hawk Roosting”, “November”.  
W. H. Auden – “The Shield of Achilles”  
– “In Memory of W. B. Yeats”  
– “Consider”

### UNIT 4

- W. B. Yeats – “The Second Coming”  
– “Sailing to Byzantium”  
– “The Tower”  
– “Among School Children”  
T. S. Eliot – “The Waste Land”

### UNIT 5

- Philip Larkin – “Going, Going”  
“Aubade”  
Ted Hughes – “The casualty”  
“Pike”  
Geoffrey Hill – “Wreath”  
“Holbein”

### Books for Reference:

- Malins, Edward G. *A Preface to Yeats*. New York: Scribner, 1974.  
Martin, Jay, and T S. Eliot. *A Collection of Critical Essays on "The Waste Land."* Englewood Cliffs: Prentice-Hall, 1968.  
*Modern Poets Four* (Faber and Faber, London, Rpt., 1970).  
Rosenthal, M. L. *The Modern Poets: A Critical Introduction* (O.U.P.).

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## ENG H503 LITERARY THEORY II

**Objectives:** To introduce learners to literary theory from the beginning of

To enable the students to apply theory in the analysis of texts and appreciate the literary texts.

**Learning Outcome:** The students understand the contemporary concepts and debates in literary theory and methodology; and evaluate and apply relevant theoretical arguments or methodological techniques to the analysis of literary texts.

### UNIT 1

Gayatri Chakravorty Spivak – “Feminism and Critical Theory”

Elaine Showalter – “Towards a Feminist Poetics”

Terry Eagleton – “Capitalism, Modernism and Postmodernism”

### UNIT 2

Jonathan Culler – “Structuralism and Literature”

Jacques Derrida – “Structure, Sign and Play in the Discourse of the Human Science”

### UNIT 3

M.H. Abrams – “The Deconstructive Angel”

Stanley Fish – “Interpreting the Variorum”

Jean Baudrillard – *Simulacra and Simulation*

### UNIT 4

Edward Said - *Orientalism*

Gayatri Spivak – “Post-structuralism, Marginality, Postcoloniality and Value”

### UNIT 5

Aijaz Ahmad – “Indian Literature”

Rachel Carson - *Silent Spring* (A Fable of Tomorrow, Elixirs of Death).

### Books for Reference:

Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester UP, 2009.

Culler, Jonathan. *Literary Theory*. New Delhi: Oxford UP, 2011

Habib, M.A.R. *A History of Literary Criticism: From Plato to the Present*. USA: Blackwell Publishing, 2005.

Said, Edward W. *Orientalism*. London: Vintage Books, 1979.

Showalter, Elaine. *Towards a Feminist Poetics. Twentieth Century Literary Theory*.

Ed. K.M. Newton. London: Macmillan, 1988.

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## ENG H504 SHORT FICTION

**Objectives:** To enable the students to understand the techniques of short fiction like - the economy of setting, concise narrative, simple plot and the disclosure of characters in action.

**Learning Outcome:** The students learn to identify the types of plot, makes character analysis, explains themes, identifies the figures of speech, and describes the setting in short stories. They understand the significance of the period, the literary movements and the writers' background in short story analysis.

**Unit 1** O. Henry – “The Gift of the Magi”; “The Ransom of Red Chief”  
Walter Scott – “The Highland Widow”; “The Two Drovers”

**Unit 2** Thomas Hardy – “The Three Strangers”; “A Mere Interlude”  
H. G. Wells – “The Country of the Blind”

**Unit 3** E.T.A. Hoffmann – “Nutmacker and Mouse king”  
Leo Tolstoy- “How much land does a man need?”

**Unit 4** Edgar Allan Poe – “The Fall of the House of Usher”; “The Murders in the Rue Morgue”  
Washington Irving – “The Legend of Sleepy Hollow” Henry James –  
“The Beast in the Jungle”

### UNIT-5

Rabindranath Tagore – “The Hungry Stones”; “The Parrot’s Training”  
Sarat Chandra Chattopadhyay - “Bindu's son”; “Ram's good lesson”; “Lalu”  
Munshi Premchand – “The Shroud”; “The cost of milk”; “Lottery”

### Books for Reference:

Friedman, Norman. “What Makes a Short Story Short?” *Modern Fiction Studies*.  
4(1958): 103-17.

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## ENG S460 CANADIAN AND AUSTRALIAN LITERATURE

**Objectives:** To understand the history and culture of Canada and Australia and the impact of the same on the literature.

**Learning Outcome:** Acquaintance with features of Canadian and Australian Culture and the work of significant Canadian and Australian writers of poetry, prose, fiction and drama from across a wide range of literary history.

**Unit 1** – Introduction to the culture, background and of Canadian and Australian literature.

### Unit 2: Poetry

Margaret Atwood – “Notes Towards a Poem that Can Never Be Written”; “The Rest”; “Helen of Troy”

Judith Wright – “Five Senses”; “Legend”; “Bullocky”

C. J. Dennis – “An Old Master”

Andrew Barton Paterson – “In defence of the bush”

### Unit 3 –Short Story/Novel

Alice Munro – “Dear Life”

Henry Lawson – “The Drover’s Wife”; “Shooting the Moon”

Patrick White – *The Tree of Man*

Yann Martel – *Life of Pi*

### Unit 4 –Aboriginal/Indigenous writing

Beatrice Mosionier – *In search of April Raintree*

Sally Morgan: *My Place*

### Unit 5: Drama

George Ryga: *Ecstasy of Rita Joe*

David Williamson: *The Removalists*

### Books for Reference:

Andrew Taylor. *Reading Australian poetry*. Queensland: 1987.

Bennet, Bruce. *The Oxford Literary History of Australia*. O.U.P.

Dutton, Geoffrey. *The Literature of Australia*. Pelicon Original.

Gary, Geddes. Ed. *Fifteen Canadian poets*. Toronto: Oxford University Press, 2001.

Kroller, Eva-Marie. *The Cambridge Companion to Canadian Literature*. C.U.P.

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## ENG S461 ADVANCED WRITING SKILL AND SOFT SKILLS

**Objectives:** To help learners write effectively - both technical and creative writing.

**Learning Outcome:** Enablement of writing skills that are relevant and can empower in real life experiences in interview and professional fields, and in everyday life. They can interact effectively with peers, and build good relationship in all social circumstances.

**UNIT 1** – The Use of English for Academic and practical purposes, Research Papers, Articles Writing, Essay Writing.

**UNIT 2** – Note Making, Review Writing, Report Writing, Notices, Agenda, Minutes.

**UNIT 3** – Body Language, Team Building, Problem Solving, Time Management.

**UNIT 4** – Persuasion skills  
Negotiation skills  
Analytical skills  
Conflict Management  
Assertiveness skills

**UNIT 5** – Feedback  
Counselling  
Presentation  
Mentoring  
Flexibility  
Self-awareness

### Books for Reference:

*English and Soft Skills* by S. P. Dhanavel (Orient Blackswan).  
*Handbook of Motivation Counselling*. Ed., E. Klinger & W. M. Cox.  
*Language Use in Industries* by Kamlesh Sadanand – Bahri Publications, 1993.  
McAdams, D. P. *The Person: A New Introduction to Personality Psychology* (4th edition). John Wiley and Sons, 2006.  
Nitin Bhatnagar and Mamta Bhatnagar. *Effective Communication and Soft Skills: Strategies for Success*. Pearson Pub. 2012.

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## SEMESTER – 4

### ENG H505- POSTCOLONIAL LITERATURE

**Objectives:** To introduce students to issues in postcolonial literature and culture.  
To bring attention of learners towards writings from Afro-Asian and Latin American writings as a voice of resistance.

**Learning Outcomes:** Students of colonised world would be able to study another vogue of writings apart from Western writings that will provide them space to think about their own culture and nationalities.

#### Unit 1: Brief History of Postcolonial Literature

##### Unit-II

##### Poems:

Nissim Ezekiel: "Night of the Scorpion"  
Wole Soyinka: "Telephone Conversation"  
Arun Kolatkar: "Jejuri"  
Sylvia Plath: "Daddy"  
Derek Walcott: "Map of the New World"

##### Unit-III

##### Drama:

Aime Cesaire: *A Tempest*  
Wole Soyinka: *Death and the King's Horseman*

##### Unit-IV

##### Novels:

Ngugi Wa Thiong'o: *Matigari*  
Amitav Ghosh: *The Hungry Tide*

##### Unit-V Prose

Makarand Paranjape: "Situating the Contemporary Indian (English) Novel"  
V.S. Naipaul: "Reading and Writing: Personal Account"

##### References:

*Post-Colonial Poems – Kamal Kumar Tanti (Author), Shalim M Hussain & Dibyajyoti Sarma (Translator)*  
*Bill Ashcroft, Gareth Griffiths and Helen Tiffin. The Empire Writes Back: Theory and Practice in Post-Colonial Literatures, 2nd edition.*  
*Ngugi wa Thiong'o. Decolonising the Mind: The Politics of Language in African Literature.*  
*John McLeod. Beginning Postcolonialism*  
*Paranjape, Makarand. Another Canon*  
*Naipaul, V.S. Literary Occasions: Essays*

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## ENG H506- COMPARATIVE LITERATURE AND LITERATURE INTRANSLATION

**Objectives:** To inculcate comparative insights in the minds of the students to grasp its cultural significance in the present context.  
To induce students to understand the Indian local languages and literatures.

**Learning Outcomes:** Students are expected to deal with translations and its urgency to expand the span of Indian literatures in local Languages and compare it to global literatures.

**Unit-I:** The Emergence of Comparative Literature, Difference/ Alterity and the Ethics of Plurality, Limitations of the Idea of National Literature, Theories of Interpretation

**Unit-II:** History and Politics of Translation; Translation as Reception; Problems and Promises of Translation in Multilingual Situations Untranslatability and Silence

### **Unit-III: Short Fiction/Novella**

U.R. Ananthmoorthy: *Samskara*

O.V. Vijayan: "After the Hanging"

### **Unit-IV:Novels:**

Bhalchandra Nemade: *Cocoon*

Ngugi Wa Thiong'o: *Devil on the Cross*

### **Unit V: Poetry**

Poems from Tagore's *Gitanjali*

SubramaniaBharati. "Wind, 9" (Tamil. Tr. A. K. Ramanujan)

K. Ayyappa Paniker. "The Itch" (Malayalam Tr. K. AyyappaPaniker)

### **References:**

Basnet, Susan. *Comparative Literature*. Blackwell

Guillen, Claudio. *The Challenge of Comparative Literature*. Cambridge.

Weisstein, Ulrich. *Comparative Literature and Literary Theory*. Bloomington

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## ENG H507-ENGLISH LANGUAGE TEACHING

**Objectives:** To introduce the students to the major issues in ELLT in the Indian context.  
To acquaint them with the main geographical, registral and social varieties of English.

**Learning Outcomes:** Learners will acquaint with different approaches, methods and techniques of teaching English language and literature.

**Unit-I-** English in India: Sociolinguistic perspectives;  
English Studies in India: Before and After Independence

**Unit II:** Decolonization of English Studies: shift from 'English literature' to 'literatures in English'  
English Language Teaching as an imperialist programme: A critique

**Unit- III-** Some basic concepts

- i) Linguistic/grammatical competence
- ii) Communicative competence
- iii) Pragmatic competence
- iv) Curriculum and syllabus

**Unit-IV- Teaching of Language Skills**

- a) Teaching of (i) Listening (ii) Reading (iii) Writing (iv) Speaking
- b) Teaching of (i) Pronunciation (ii) Vocabulary (iii) Grammar

**Unit-V-** Study skills and dealing with learners' errors

- a) Teaching of (i) Note taking and Note making (ii) Using Dictionaries b) Contrastive analysis c) Error analysis d) Remedial Teaching.

### **References:**

Babu, Prabhakar (1993), *Teaching Spoken English in Colleges* (CIEFL, Hyderabad)  
Bassnet, S. And P. Grundy (1993), *Language Through Literature* (Longman)  
Krishnaswamy, N. and T. Sriraman (1994), *English Teaching in India*, (T. R. Publications, Madras)  
Krishnaswamy, N. And T. Krishnaswamy (2006), *The Story of English in India*, (Foundation Books)  
Kudchedkar, S. (Ed.) (2002), *English Language Teaching in India*

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## **ENG H508- GENERAL ESSAY**

### **UNIT 1: Literature**

#### 1. Drama

- a) The Elizabethan Drama (except Shakespeare)
- b) The Restoration Drama
- c) The Twentieth Century British Drama
- d) The Twentieth Century American Drama

#### 2. Fiction

- a) The Eighteenth and Nineteenth Century British Fiction
- b) The Twentieth Century British Fiction
- c) The Twentieth Century American Fiction

#### 3. Poetry

- a) The Victorian Poetry
- b) The Twentieth Century Poetry
- c) The Nineteenth and Twentieth Century American Poetry

### **UNIT 2: Movements and Genres**

- a) The Impact of Renaissance and the Reformation on British Literature
- b) The Essay from Bacon to the Eighteenth Century
- c) The Neo-Classical Age
- d) The Romantic Age
- e) The Psychological Novel
- f) The Theatre of the Absurd
- g) Science Fiction
- h) The Twentieth Century Essay

### **UNIT 3: Literary Criticism**

- a) Criticism from Sidney to Johnson
- b) The Romantic Criticism
- c) The Nineteenth Century Criticism
- d) The Twentieth Century Criticism (up to New Criticism)
- e) Structuralist and Post-Structuralist Criticism

### **UNIT 4: Shakespeare**

- a) The Nineteenth Century Shakespeare Criticism
- b) The Twentieth Century Shakespeare Criticism
- c) Shakespearean Tragedy
- d) Shakespearean Comedy
- e) Shakespeare's Problem Plays
- f) Shakespeare's Histories
- g) Fools and Clowns in Shakespeare
- h) Villains in Shakespeare's Plays
- i) Women in Shakespeare's Plays
- j) The Roman Plays of Shakespeare

**UNIT 5: Language**

- a) Approaches and Methods to Language Teaching
- b) Varieties of Language
- c) English for Specific Purposes (ESP)
- d) The Role of English today
- e) Englishes

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## **ENG H 509: PROJECT WORK**

Independent Study with a Seminar presentation

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## **ENG S465-NEW LITERATURES IN ENGLISH**

### **Unit 1: Introduction**

Spread of English: Many englishes and English writing  
Background of Caribbean, Indian and other English-speaking nations

### **Unit-II Poetry I**

Margaret Atwood: "You Fit Into Me"  
"Journey to the Interior"  
James McAuley: "Terra Australis"  
Gabriel Okara: "The Mystic Drum"  
Jessie Mackay: "The Noosing of the Sun God"  
Allen Curnow: "House and Land"  
Michael Ondaatje: "The Cinnamon Peeler"

John Pepper Clark: "The Casualties"

### **Unit-III Prose**

Terry Eagleton: "What is Literature?"  
Ananda Coomarasamy: "Dance of Siva"

### **Unit-IV Drama**

Wole Soyinka : *The Lion and the Jewel*

### **Unit-V Fiction**

Chinua Achebe : *Man of the People*  
V.S. Naipaul: *A House for Mr. Biswas*

### **References**

*An Anthology of Commonwealth Poetry* – ed. C.D. Narasimhaiah

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## ENG S466- FEMINIST STUDIES

**Objectives:** The course introduces students to major writers, concepts, and debates of feminist/gender literary studies and hopes to acquaint students the way we interpret literature in relation to gender.

**Learning Outcomes:** Students will be familiar with main ideas, concepts, and concerns of feminist literatures. They will be able to analyse these authors and raise questions about them, and contextualize them within larger historical, social and cultural contexts.

### Unit I: Introduction:

Feminism and stages of Feminism  
Feminist criticism and overview

### Unit-II Poetry

Christine Rosetti: Remember  
Elizabeth Barret Browning: A Dead Rose  
Emile Dickenson: Hope in the thing with Feather  
I Taste a Liquor never  
Michael Field: A Girl  
Sylvia Plath: Ariel  
Sujata Bhatt: A Different History

### Unit-III Fiction

Arundhati Roy: *The Ministry of Utmost Happiness* (Novel)  
R. Raj Rao: *Hostel room 131* (Novel)  
Baby Kamble: *The Prison We Broke*  
Chimamanda Ngogi Adichie: *The Thing around your Neck*  
Charlotte Perkins Guliman: 'The Yellow Wallpaper'

### Unit-IV Drama

Zora Neale Hurston: *Color Struck*  
Linde Griffiths: *Jessica*

### Unit-V Essays

Sundra Gilbert and Susan: Mad Women in Attic  
Gayatri Spivak: Can the Subaltern Speak?

### References:

*The Second Sex.* Simone De Beauvoir, 1949.  
*Feminism is for Everybody.* bell hooks.  
*Gender Trouble.* Judith Butler.  
*We Should All Be Feminists* by Chimamanda Ngozi Adichie.

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