

**M.A. (English) (CBCS 2018 Course) Semester – I**  
**PGENG11 : Literature in English 1550 to 1832 – I**

**Course Outcomes:**

At the end of this course, a student shall be able to:

- understand the tradition of English literature from 1550 to 1832
- demonstrate in-depth knowledge and understanding of the religious, socio-intellectual and cultural thoughts of English literature from 1550 to 1832
- engage with the major genres and forms of English literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts
- appreciate and analyze the poems, plays and fiction in the larger socio-political and religious contexts of the time
- examine critically keys themes in representative texts of the period
- show their appreciation of texts in terms of plot-construction, socio-cultural contexts and genre of poetry, drama and fiction
- analyze literary devices forms and techniques in order to appreciate and interpret the texts

**Total Credits: 04**

**Total Lectures: 60**

**Course content:**

Historical background to the period with special reference to the texts.

**A) Poetry:**

- |                   |   |  |
|-------------------|---|--|
| 1. Edmund Spenser | : | i. Epithalamion  |
| 2. John Donne     | : | i. The Good Morrow<br>ii. A Valediction: Forbidding Mourning |
| 3. John Milton    | : | i. Lycidas, ii. On His Blindness                             |
| 4. William Blake  | : | i. The Lamb, ii. The Tiger                                   |

**B) Drama:**

- |                        |   |                |
|------------------------|---|----------------|
| 1. William Shakespeare | : | <i>Othello</i> |
|------------------------|---|----------------|

**C) Fiction:**

- |                 |   |                      |
|-----------------|---|----------------------|
| 1. Daniel Defoe | : | <i>Moll Flanders</i> |
|-----------------|---|----------------------|

**Note:** Standard and authentic editions of the texts published by the publishers like OUP, CUP, Longman, Macmillan, Penguin, Routledge, Signet Classic, Allen and Unwin etc.

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**M.A. (English) (CBCS 2018 Course) Semester – I**  
**PGENG 12 : Introduction to the Study of English Language – I**

**A. Course Outcomes:**

At the end of this course, a student shall be able to:

- familiarize with the basic concepts of Phonology, Morphology, Syntax and Semantics
- recognize their own ability to improve their own competence in using the language
- identify deviant use of English both in written and spoken forms
- understand and appreciate English spoken by people
- familiarise with language i.e. English as a means of communication
- use English confidently, appropriately and accurately in an intelligible and acceptable manner

**Total Credits: 04**

**Total Lectures: 60**

**Course content:**

1. The Phonology of English:
 

i. Phonemes/Sounds of English	ii. Syllable	iii. Word Stress
iv. Sentence Stress	v. Intonation	
2. The Morphology of English
 

i. The structure of words	ii. Morphemes & allomorphs
iii. Types of Morpheme	iv. Processes of word formation
3. The Grammar of English
  - i. Elements of grammar: Open Ended class and Closed class of words
  - ii. Phrases: NP, VP, AjP, AvP, PP
  - iii. The simple sentence
4. Semantics
  - i. The Terms ‘Semantics’ and ‘Meaning’
  - ii. Seven Types of Meaning
  - iii. Components and Contrasts of Meaning (Synonymy, Antonymy, Hyponymy, Prototypes)
  - iv. Lexical Relations (Homonymy, Homophony, Polysemy, Metonymy)

**Reference books:**

1. Quirk R, Greenbaum S., & Swartvik J. *A University Grammar of English*, London, Longman, 1973.
1. Quirk R. *The Use of English*, London, Longman, 1962.
2. Gimson, A.C. *An Introduction to The Pronunciation of English*, a revised edition, 1996.
3. Kachru B.B. *The Indianization of English, The English Language in India*, Delhi, OUP, 1983.
4. Kachru B.B. *The Alchemy of English: The spread, functions & models of non-native Englishes*, Delhi, OUP, 1986.

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**M.A. (English) (CBCS 2018 Course) Semester – I**  
**PGENG13 : English Language and Literature Teaching – I**

**Course Outcomes:**

At the end of this course, a student shall be able to:

- identify and classify strategies used by a teacher to teach language
- demonstrate clear understanding of the syllabus, its structure and development
- understand the structure of a textbook and its use
- articulate the reasons for different types of tests the teacher administers
- demonstrate the ways in which technology can be used for learning language

**Total Credits: 04**

**Total Lectures: 60**

**Course content:**

1. The nature of language learning and language teaching, the study of literature and the teaching of literature
2. Language acquisition and language learning
3. Theories of language learning and their implications for teachers and learners
4. Socio-Linguistic Context of English Language and Literature Teaching in India
5. The teaching of language skills, reference skills, study skills and presentation skills
6. Approaches, methods and techniques – communicative approach to language teaching, teaching without lecturing
7. Teaching Without Lecturing: Use of Audio-Visual Aids & Computers in Language Teaching
8. Curriculum and Syllabus
9. Materials Production for English Language and Literature Teaching
10. Developing Pragmatic Competence

**Books for reference:**

1. Brumfit, C. and Carter, R. (1986) *Literature and Language Teaching*, Oxford, OUP.
2. Brumfit & Johnson. (1979) *The Communicative Approach to Language Teaching*, OUP.
3. Byrne, D. (1990) *Teaching Writing Skills*, Longman: London and New York.
4. Carter, R. and Long, M. N. (1991) *Teaching Literature*, Longman: London.
5. Byrne, D. (1990) *Teaching Writing Skills*, Longman, London and New York.
6. Grant, N. (1987) *Making the most of your Textbook*, Longman, London and New York.
7. Crellet, F. (1990) *Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises*, CUP, Cambridge.
8. Havgar, J. (1990) *The Practice of English Teaching*, Longman, London.
9. Huges, A. (1989) *Testing for Language Teachers*, CUP, Cambridge.
10. Krishnaswamy, N. and T. Sriraman (1994), *English Teaching in India*, (TRP, Madras)
11. Kudchedkar, G. (1993), *Literature and Language Teaching* (CUP)
12. Mogran. J. and Rinvoluceri. M. (1993) *Once Upon a Time: Using Stories in the language Classroom*, CUP, Cambridge.
13. Nagaraj, G. (1996) *English Language Teaching. Approaches. Methods and Techniques*, Orient Longman, Hyderabad.
14. Sarasvati, V. (2004), *English Language Teaching: Principles and Practice* (O.L.)
15. Tickoo, M. L. (2002), *Teaching and Learning English* (Orient Longman)

**M.A. (English) (CBCS 2018 Course) Semester – I**  
**PGENG14: a) Postcolonial Literature – I**

**Course Outcomes:**

At the end of this course, a student shall be able to:

- understand the social-historical-political-economic contexts of colonialism and postcolonialism in India and other countries affected by colonial rule
- understand the scope of postcolonial literatures in India and elsewhere, primarily as a response to the long shadow of colonialism, not just of colonial occupation
- see through a corpus of representative postcolonial texts from different colonial locations: the effects of colonial rule on the language, culture, economy and habitat of specific groups of people affected by it
- appreciate and analyze the growing spectres of inequality arising out of colonial occupation and the role played by postcolonial literatures to resist it in India and similar locations
- critically engage with issues of racism and imperialism during and after colonial occupation
- appreciate the changing role and status of English in postcolonial literatures link colonialism to modernity

**Total Credits: 04**

**Total Lectures: 60**

**Course content:**

**A) The Basic Concepts:**

- i. Introduction: situating the postcolonial
- ii. Postcolonial issues in performance
- iii. Postcolonial autobiographical writing
- iv. Appropriating the world: language and voice
- v. Form and genre

**B) Texts:**

- i. Ngugi Wa Thiango : *Decolonising the Mind*
- ii. Dorris Lessing : *The Grass is Singing*

**Reference Books:**

1. Aijaz Ahmad, *In Theory: Classes Nations, Literature*. London: Verso, 1992.
2. Bill Ashcroft, Gareth Griffiths & Helen Tiffin, *The Post-Colonial Reader*. London: Routledge, 1995.
3. Ashok Bery, *Postcolonial Poetry and Cultural Translation*. Basingstoke: Palgrave Macmillan, 2007.
4. Homi Bhabha, *The Location of Culture*. London: Routledge, 1994.
5. Lloyd Brown, *Women Writers in Black Africa*, Westport, CT: Greenwood Press, 1981.
6. Robert Fraser, *Lifting the Sentence: A Poetics of Postcolonial Fiction*. Manchester: Manchester University Press, 2000.
7. Ania Loomba, *Colonialism/Postcolonialism*. 2<sup>nd</sup> edition. London: Routledge, 2005.
8. Gayatri Chakravorty Spivak, *A Critic of Postcolonial Reason: Toward a History of the Vanishing Present*. Cambridge, MA, and London: Harvard University Press, 1999.
9. John Thieme, *Post-Colonial Studies: The Essential Glossary*. London: Arnold, 2003.
10. Robert J.C. young, *Postcolonilism: A Very Short Introduction*. Oxford: OUP, 2003.
11. Roberts, Neil. Ed. *A Companion to Twentieth Century Poetry* Blackwell, 2001

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**M.A. (English) (CBCS 2018 Course) Semester – I**  
**PGENG15: b) Linguistics and Stylistics – I**

**Course Outcomes:**

At the end of this course, a student shall be able to:

- recognize/understand the structure and various parts of the language
- understand the existence of language in the form of different dialects based on a set of established factors
- identify the various functions a language performs and the roles assigned to it
- understand that all languages behave alike and develop a tolerance for other languages
- understand that making errors is a process of learning and not hesitate to use language for the fear of making errors

**Total Credits: 04**

**Total Lectures: 60**

**Course content:**

**1. Orientation:**

Linguistics as a scientific study of language, langue and parole, linguistic competence and linguistic performance; syntagmatic and paradigmatic relations; ordinary language and literary language, free repetition and repetition and parallelism; foregrounding.

**2. Phonology and literature:**

Segmental and suprasegmental features, sound patterns, onomatopoeia and sound symbolism. The importance of the spoken word and pauses in literature.

**3. Syntax and literature:**

Periodic and loose sentence structure, use of the passive voice, direct and indirect speech, free direct speech and free indirect speech, sentence length, types of sentences - declarative, interrogative, imperative and exclamatory; simple, complex and compound. Syntactic cohesion.

**4. Lexis, Semantics and Literature:**

Content words and function words, lexical sets, collocations and selectional restrictions. Lexical cohesion. Synonymy, antonymy, hyponymy, semantic entailments, paraphrase relationship, semantic anomaly, tautology, contradiction, indeterminacy of meaning in literature, figures of speech based on meaning.

**Reading List**

1. Austin, J. L. (1962), *How to do things with words*, Oxford: Clarendon Press.
2. Black, Elizabeth (2006), *Pragmatic Stylistics*, (Edinburgh)
3. Crystal, David, *A Dictionary of Applied Linguistics and Stylistics*
4. Cummings, M. and R. Simmons (1983), *The Language of Literature : A Stylistic Introduction to the Study of Literature*, London : Pergamon
5. Fowler, Roger (1971), *The Language of Literature*, London : Routledge and Kegan
6. Krishnaswamy, Verma & Nagarajan (1992), *Modern Applied Linguistics*, Madras:Macmillan
7. Leech, Geoffrey (1969), *A Linguistic Guide to English Poetry*, London: Longman
8. Lyons, J. (1981), *Language and Linguistics*, Cambridge: CUP.
9. Welsh, Katie (1989), *A Dictionary of Stylistics*, London: Longman
10. Wright & Jonathan Hope (1996), *Stylistics : A Practical Course Book*, London : Routledge

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**M.A. (English) (CBCS 2018 Course) Semester – I**  
**PGENG16: c) American Literature: 19<sup>th</sup> century – I**

**Course Outcomes:**

At the end of this course, a student shall be able to:

- understand the depth and diversity of American literature, keeping in mind the history and culture of the United States of America
- understand the historical, religious and philosophical contexts of the American spirit in literature; social-cultural-ecological-political contexts
- appreciate the complexity of the origin and reception of American literature, given its European and non-European historical trajectories
- critically engage with the complex nature of American society, given its journey from specific religious obligations and their literary transformations (such as Puritanism, Unitarianism, Transcendentalism, etc.) to the growth of anti- or non-Christian sensibilities
- critically appreciate the diversity of American literature in the light of regional variations in climate, cultural traits, economic priorities
- explore and understand the nature of the relationships of human beings to other human beings and other life forms in relation to representative literary texts in various genres
- analyze the American mind from global and Indian perspectives and situate the American in the contemporary world

**Total Credits: 04**

**Total Lectures: 60**

**Course content:**

**1: Terms:** Puritanism, Frontier Myth, Transcendentalism, Philosophy of self-reliance, American Romanticism.

**2: Poetry**

1. Ralph Waldo Emerson
  - i. “The World-Soul” ii. “Each and All” iii. “The Snow-Storm” iv. “Nature”
2. Henry David Thoreau
  - i. “The Inward Morning” ii. “Pray to What Earth”
3. Walt Whitman
  - i. “I Saw in Louisiana a Live-Oak Growing” ii. “A Noiseless, Patient Spider”
  - iii. “O Captain! My Captain!” iv. “On the Beach at Night”
  - v. “On the Beach at Night Alone” vi. “Song of Myself”

**3: Fiction**

- i. Nathaniel Hawthorne: *The House of Seven Gables*
- ii. Herman Melville: *White-Jacket*

**4: Short Stories**

- Edgar Allan Poe
- i. "The Black Cat" ii. "The Fall of the House of Usher" iii. "Hop-Frog"

**Books for reference:**

Abel, Darrel. *Ruined Eden of the Present: Hawthorne, Melville, and Poe: Critical Essays in Honor of Darrel Abel*. eds. G.R. Thompson and Virgil L. Lokke. West Lafayette: Purdue UP, 1981.

- Barrish, Phillip. *American Literary Realism: Critical Theory and Intellectual Prestige, 1880-1995*. Cambridge: Oxford U P, 2001.
- Bell, Michael Davitt. *The Problem of American Realism*. Chicago: U of Chicago P, 1993.
- Belluscio, Steven J. *To Be Suddenly White: Literary Realism and Racial Passing*. Columbia, MO: U of Missouri P, 2006.
- Buell, Lawrence. *Literary Transcendentalism: Style and Vision in the American Renaissance*. Ithaca, NY: Cornell University Press, 1986.
- Chase, Richard. *The American Novel and Its Tradition*. Garden City, N. Y.: Doubleday Anchor, 1957.
- Elliot, Emory., and Cathy N. Davidson, eds. *The Columbia History of the American Novel*. New York: Columbia University Press, 1991.
- Myerson, Joel, ed. *The Transcendentalists: A Review of Research and Criticism*. New York: Modern Language Association, 1984
- Lewis, R. W. B. *The American Adam: Innocence, Tragedy, and Tradition in the Nineteenth Century*. Chicago: University Chicago Press, 1955.
- Pattee, Fred Lewis. *The Development of the American Short Story*. [1966] New York: Harper, 1923.
- Pizer, Donald. *Realism and Naturalism in Nineteenth Century American Fiction*. Carbondale: Southern Illinois U P, 1966.
- Warren, Joyce W., ed. *The (Other) American Tradition: Nineteenth-Century Women Writers*. New Brunswick, NJ: Rutgers University Press, 1993
- Winter, Molly Crumpton. *American Narratives: Multiethnic Writing in the Age of Realism*. Baton Rouge, LA: Louisiana State UP, 2007.

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**M.A. (English) (CBCS 2018 Course) Semester – I**  
**PGENG17: d) Indian Literature in English Translation – I**

**Course Outcomes:**

At the end of this course, a student shall be able to:

- critically appreciate literary achievements of some of the significant Indian writers whose works are available in English Translation
- create an awareness of sub cultural variations in the translated works
- acquaint with major ancient, medieval and modern movements in Indian thought as reflected in the translated works
- acquaint to compare the treatment of different themes and styles in the genres of fiction, poetry and drama as reflected in the prescribed translations

**Total Credits: 04**

**Total Lectures: 60**

**Course content:**

**1: I - Movements of Medieval India**

(A) Bhakti Movement:

- i. Devotion to Spirituality
- ii. Reaction to Brahminical structure of the society
- iii. Medieval Indian Renaissance

(B) Influence of Islamic Culture on life and literature

- i. The Muslim invasions in the medieval period
- ii. Initiatives towards communal harmony
- iii. Growth of Art and literature

**II-Colonial Period and Post-Independence Indian Literature**

- i. Introduction to English Language in Indian Education,
- ii. Romanticism as reflected in Indian Classical Writers,
- iii. The spread of Democratic values and Partition Literature,
- iv. Emergences of Regional and Translated Literatures,
- v. East-West Encounters in language, literature and culture,
- vi. Rise and growth of women's writings during Post-Independence India.

**2: Short Stories**

1. Saadat Hasan Manto, *Mottled Dawn*, Trans. Khalid Hasan, Penguin, 1997.
  - i. Toba Tek Singh, ii. The Dog of Titwal, iii. The Price of Freedom,
  - iv. A Tale of 1947 iv. The New Constitution.
2. Premchand: *Widows, Wives and other Stories* Trans. David Rubin

- 3:**
- i. Amrita Pritam; *The Revenue Stamp*, Trans. Krishna Gorowara
  - ii. Rabindranath Tagore: *Gora*

- 4:**
- i. Haribans Rai Bachchan, *The House of Wine*, **Trans.** By M. Boulton and R.Vyas, Penguin, 1950. Poem Nos.4, 6, 18, 26,44,50,51,121,128,135.
  - ii. *One Hundred Poems of Kabir*, translated by Rabindranath Tagore; Chronicle Books An imprint of DC Publishers, New Delhi, 2003. Poem nos.1, 2, 12, 36, 39, 42, 45, 66, 69, 91.

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**Reference books:**

- K.R.S. Iyengar, *Indian Writing in English*, Bombay, 1962.
- M.K. Naik, *A History of Indian English Literature*, Sahitya Akademi, Delhi, 1982.
- R.K. Dhawan, ed. *50 Years of Indian Writing*
- M.K. Naik, *Macmillan Aspects of Indian Writing in English*, Delhi 1979.
- William Walsh, *Indo-Anglian Literature 1800-1970*, Orient Longman, Madras, 1976.
- R.K. Dhawan, ed *Postcolonial Discourse: A Study of Contemporary Literature*
- Bhagyashree S. Varma ed. *Amrita Pritam: Life as Literature*
- Nivedita Sen, Nikhil Yadav Mahasweta Devi – An Anthology of Recent Criticism, *Gender & Caste: Issues in Contemporary Indian Feminism*. New Delhi, Kali for Women, 2003.
- The Danger of Gender: Caste, Class and Gender in Contemporary Indian Women's Writing*, Clara Nubile 2003 .
- Makarand Paranjape, ed. *Realism and Reality: the Novel and Society in India, Nativism: Essays in Nativism*.
- Manu S. Rajadurai and Geetha Vardarajan *Towards a Non-Brahmin Millennium*.
- K.V. Reddy and R.K. Dhawan, ed. *Flowering of Indian Drama: Growth & Development*.
- Sudhakar Pandey and Freya Barua, ed. *New Directions in Indian Drama*,  
*Towards an Aesthetic of Dalit Literature: History, Controversies and Considerations*, by Sharankumar Limbale. Translated by Alok Mukherjee. Orient Longman, 2004
- From Untouchable to Dalit : Essays on the Ambedkar Movement*: Eleanor Zelliott. Manohar, 1998
- A.P. Pandey(Ed), *New Horizons in Indian English Drama*, Bhasker, Publishers, Kanpur, 2011
- Dalit Movement in South India : 1857-1950*: Swapna H. Samel. New Delhi, Serials, 2004
- Shantha Ramakrishna, ed, *Translation and Multilingualism: Post-Colonial Context*.
- A.P. Pandey, *Flames and Fire In Kabir's Poetry*, Bhasker Publishers ,Kanpur, 2008
- Translation: From Periphery to Centrestage*, Tutun Mukherjee, ed.
- Author, Texts, Issues: Essays on Indian Literature*, K. Satchidanandan

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