



M. C. E. Society's

Abeda Inamdar Senior College

Of Arts, Science and Commerce, Camp, Pune-1

(Autonomous) Affiliated to Savitribai Phule Pune University

NAAC accredited 'A' Grade

FACULTY OF HUMANITIES

Syllabus as per NEP Guidelines

MA-I English Syllabus

(Choice Based Credit System 2023 pattern)

ACADEMIC YEAR 2023-24

M.A-I: English: Indian Writing in English

(w. e. f. 2023-2024)

Choice Based Credit System (CBCS 2023 Pattern)

50/50-Pattern (50- End Semester Exam & 50-Internal Evaluation)

Course/ Paper Title	Indian Writing in English
Nature of course	Major Mandatory
Course Code	23AMEN11MM
Semester	1
No. of Credits	4

Aims & Objectives of the Course

Sr. No.	Objectives
1.	This paper aims to introduce students to a wide range of Indian Writing in English through various literary genres such as Fiction, Poetry, Non-Fictional Prose and Drama.
2.	To introduce students to the various phases of the evolution in Indian Writing in English. (i. e. the major movements and figures of IWE)
3.	To make them aware of Indian cultural ethos and indigenous belief systems through the study of major literary works in the domain of Indian English literature.
4.	To acquaint them with the writings of different Indian writers and help them to appreciate the variety and diversity of Indian Writing in English.
5.	To expose students to the corpus of Indian Writing in English, and explain

	the socio-political and cultural contexts in which the works were written and received.
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Expected Course Specific Learning Outcome

Sr. No.	Learning Outcome
1.	The course will acquaint students with the highly pluralistic and ideological dimensions of this literature.
2.	The students, through this course, will obtain an overall view of the remarkable contribution made by Indian authors to the body of English Literature

Syllabus

Unit No	Title with Contents	No. of Lectures
Unit I	<i>Kanthapura</i> - Raja Rao	15
Unit II	<i>Nectar in a Sieve</i> - Kamala Markandaya	15
Unit III	Derozio to Naidu Henry Derozio 1) <i>Freedom to the Slave</i> 2) <i>The Orphan Girl</i> Toru Dutt 1) <i>Sita</i> 2) <i>The Sower</i> Manmohan Ghose 1) <i>Can IT Be?</i> Sri Aurobindo 1) <i>Rose of God</i> 2) <i>The Tiger and the Deer</i> Rabindranath Tagore 1) <i>Defamation</i> 2) <i>Little Flute</i> Sarojini Naidu 1) <i>Autumn Song</i> 2) <i>Summer Woods</i>	15
Unit IV	<i>Once Upon a Life: Burnt Curry and Bloody Rags: A Memoir</i> by Tamsula Ao	15

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Adiga, Aravind. *The White Tiger*. 2008. New Delhi: HarperCollins Publishers, 2009.
 Ameeruddin, Syed (ed.) *Indian Verse in English*, Madras: Poet Press India, 1977.
 Amga, H.L. *Indo-English Poetry*, Jaipur: Surbhi Publications, 1999.
 Anderson, Linda. *Autobiography*. Landon: Rontledge, 2001.
 Ansani, Shyam M. *New Dimensions of Indian English Novels*, Delhi: Doaba House, 1987.
 Banarjee, Santanu. *A.K. Ramanujan Poetic Theory and Practice*. New Delhi, Sunrise, 2009.

M.A-I: English: Indian Writing in English

(w. e. f. 2023-2024)

Choice Based Credit System (CBCS 2023 Pattern)

50/50-Pattern (50- End Semester Exam & 50-Internal Evaluation)

Course/ Paper Title	Indian Writing in English
Nature of course	Major Mandatory
Course Code	23AMEN21MM
Semester	2
No. of Credits	4

Aims & Objectives of the Course

Sr. No.	Objectives
1.	To develop the ability of students to critically examine and restate their understanding of literary texts.
2.	To expose students to the uniqueness of artistic and innovative use of the English language in IWE and to enhance the literary and linguistic competence of students.
3.	To instill human values and develop literary sensibility among students through exposure to IWE texts.

Expected Course Specific Learning Outcome

Sr. No.	Learning Outcome
1.	The students will be able to look at Indian Literature in the context of Global Literature on one hand and Indian Literature in English on the other and be able to objectively analyse the nuances of differences between them.
2.	The students will be able to contemplate on the literature prescribed with special emphasis on the issues such as the representation of culture, identity, history, national and gender politics.

Syllabus

Unit No	Title with Contents	No. of Lectures
Unit I	<i>The God of Small Things</i> - Arundhati Roy	15
Unit II	<i>The White Tiger</i> - Aravind Adiga	15
Unit III	Dom Moraes to Present Day	15
	Dom Moraes 1) <i>Absences</i> 2) <i>The Garden</i> Nissim Ezekiel 1) <i>Urban</i> 2) <i>Philosophy</i> Kamala Das <i>The Sunshine Cat</i> A.K. Ramanujan <i>Still Another View of Grace</i> Jayanta Mahapatra <i>A Missing Person</i> Arun Kolatkar <i>The Indicator</i> Eunice de Souza <i>Catholic Mother</i> Vikram Seth <i>Sit</i>	
Unit IV	<i>Tara</i> – Mahesh Dattani	15

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Web Resources:

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M.A-I: English: Contemporary Studies in English Language

(w. e. f. 2023-2024)

Choice Based Credit System (CBCS 2023 Pattern)

50/50-Pattern (50- End Semester Exam & 50-Internal Evaluation)

Course/ Paper Title	Contemporary Studies in English Language
Nature of course	Major Mandatory
Course Code	23AMEN12MM
Semester	1
No. of Credits	4

Aims & Objectives of the Course

Sr. No.	Objectives
1.	To acquaint students with the basic tools essential for a systematic study of language.
2.	To introduce them to various sub-disciplines of linguistics.
3.	To familiarise students with the phonological, morphological, lexical, and syntactic systems of the English language.
4.	To present some of the theoretical assumptions underlying language and to enable them to apply the acquired linguistic skills in real life situations.
5.	To acquaint students with the main geographical, registral and social varieties of English.
6.	To enable learners to use English with confidence by focusing on situational contextual, social and cultural appropriateness besides grammatical correctness.

Expected Course Specific Learning Outcomes

Sr. No.	Learning Outcome
1.	Develop a broad understanding of linguistic concepts and terminology
2.	Be able to describe the social, psychological and and cultural factors influencing

	language acquisition and use.
3.	Use language appropriately in specific contexts.
4.	Have learned pragmatic theories about how language users achieve their goals in verbal interaction with others

Syllabus

Unit No.	Title with Contents	No. of Lectures
Unit I	Contemporary Theories/Views of Language	10
	<p>1.Introduction</p> <p>i) Origins of Language</p> <p>ii) Features of Human Language</p> <p>iii) What is Linguistics? Major branches of Linguistics (Psycholinguistics, Sociolinguistics, Computational linguistics, Historical linguistics)</p> <p>ii) Linguistics in the 20th century: A short history</p> <p>2.Ferdinand de Saussure’s Structuralist View of Grammar</p> <p>i) The Concept of the Linguistic Sign</p> <p>ii) Synchronic and Diachronic Studies</p> <p>ii) Langue and Parole</p> <p>iii) Syntagmatic and Paradigmatic Relations</p> <p>iv) IC Analysis</p>	
Unit II	Phonology	15
	<p>1.Anatomy and Physiology of Speech Production</p> <p>2.The Phonemes of English</p> <p>i. Description and Classification</p> <p>3.The Syllable</p> <p>i.Structure</p> <p>ii. Types</p> <p>iii. Syllabic Consonants and Consonant Clusters</p> <p>4.Word Stress</p> <p>i. Degrees of Stress,</p> <p>ii. Stress Shift, Grammatical Stress</p>	

	<p>5. Sentence Stress</p> <p>i. Use of Weak and Strong Forms, ii. Tone Groups, The Concept of Nucleus (types of nucleus: end-placed and contrastive), Tonic Accent, Pre-tonic Accent, Post-tonic Accent</p> <p>6. Intonation</p> <p>i. Intonation Patterns/Uses of Tones ii. Grammatical, Attitudinal and Accentual functions of Intonation</p>	
Unit III	Morphology	15
	<p>1. Structure of words</p> <p>i. The concepts of Morpheme and Allomorph</p> <p>2. Types of Morpheme</p> <p>i. (free, bound, prefixes, suffixes: class changing, class-maintaining, inflectional, derivational) ii. General Principles of Lexicography.</p> <p>3. Word Formation Processes</p> <p>i. Neologism, Coinage, Compounding, Blending, Clipping, Borrowing, Backformation, Conversion, Reduplication, Derivation</p> <p>4. Morphophonemic Changes, Phonological and Morphological Conditioning</p> <p>5. Problems of Morphological Analysis</p>	
Unit IV	Syntax	20
	<p>1. Sentences and their Parts & Elements of Grammar</p> <p>2. Words (Open and Word Classes)</p> <p>3. Phrases</p>	

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M.A-I: English: Contemporary Studies in English Language

(w. e. f. 2023-2024)

Choice Based Credit System (CBCS 2023 Pattern)

50/50-Pattern (50- End Semester Exam & 50-Internal Evaluation)

Course/ Paper Title	Contemporary Studies in English Language
Nature of course	Major Mandatory
Course Code	23AMEN22MM
Semester	2
No. of Credits	4

Aims & Objectives of the Course

Sr. No.	Objectives
1.	To acquaint students with the basic tools essential for a systematic study of language.
2.	To introduce them to various sub-disciplines of linguistics.
3.	To familiarise students with the phonological, morphological, lexical, and syntactic systems of the English language.
4.	To present some of the theoretical assumptions underlying language and to enable them to apply the acquired linguistic skills in real life situations.
5.	To acquaint students with the main geographical, registral and social varieties of English.
6.	To enable learners to use English with confidence by focusing on situational contextual, social and cultural appropriateness besides grammatical correctness.

Expected Course Specific Learning Outcomes

Sr. No.	Learning Outcome
1.	Develop a broad understanding of linguistic concepts and terminology

2.	Be able to describe the social, psychological and and cultural factors influencing language acquisition and use.
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3.	Use language appropriately in specific contexts.
4.	Have learned pragmatic theories about how language users achieve their goals in verbal interaction with others

Syllabus

Unit No.	Title with Contents	No. of Lectures
Unit I	Chomsky's Theory of Transformational Generative Grammar:	15
	1. Language acquisition: The Cognitivist approach i. Language Acquisition Device ii. Competence and Performance iii. The Concepts of Kernel and Non- Kernel Sentences (i.e. Deep and Surface Structure]	
Unit II	Sociolinguistics	15
	1. Language Variation i. Dialects: Regional Dialects, Social Dialects/Sociolects, Diglossia, Idiolects, ii. Formal and Informal Styles, Registers, Slang, Jargon iii. Standard and Non-standard Varieties, iv. Arguments against the Standardisation of English 2. Language Contact i. Bilingualism, Multilingualism, Language Planning ii. Code Switching and Code Mixing iii. Pidgins and Creoles iv. Borrowing v. Esperanto vi. Language Maintenance, Language shift and Death of Language	
Unit III	Semantics	15
	1. Nature of Semantics 2. Seven Types of Meaning 3. Lexical Semantics i. Synonymy, Antonymy	

	<ul style="list-style-type: none"> ii. Homonymy (Homophones, Homographs), Polysemy iii. Hyponymy, Superordinate Terms iv. Metonymy, the Concept of Prototype 	
Unit IV	Speech Act Theory and Discourse Analysis	15
	<p>1. Semantics and Pragmatics: Differences</p> <p>2. J. L. Austin's Speech Act theory:</p> <ul style="list-style-type: none"> i. Constative and Performative Utterances ii. Felicity Conditions iii. Locutionary, Illocutionary and Perlocutionary Acts <p>3. J. R. Searle's Typology of Speech Acts:</p> <ul style="list-style-type: none"> i. Assertive ii. Declaratives iii. Expressives iv. Directives v. Commissives <p>4. Direct and Indirect Speech Acts</p> <p>5. The Concepts of Entailment, Presupposition and Implicatures</p> <p>6. The Concept of Discourse:</p> <ul style="list-style-type: none"> i. Cohesion and Coherence ii. Turn Taking and Adjacency Pairs <p>7. Conversational Principles</p> <ul style="list-style-type: none"> i. Politeness in Conversation : Concept of Face ii. Maxims of Politeness Principle (as given by Lakoff and Leech) iii. Co-operation in Conversation: Maxims of Cooperative Principle iv. Observation and Violation of CP and PP in Conversation 	

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M.A-I: English: Literary Criticism and Theory

(w. e. f. 2023-2024)

Choice Based Credit System (CBCS 2023 Pattern)

50/50-Pattern (50- End Semester Exam & 50-Internal Evaluation)

Course/ Paper Title	Literary Criticism and Theory
Nature of course	Major Mandatory
Course Code	23AMEN13MM
Semester	1
No. of Credits	4

Aims & Objectives of the Course

Sr. No.	Objectives
1.	To introduce students to the nature, function and relevance of literary criticism and theory.
2.	To provide a critical understanding of history and development of literary theory and criticism.
3.	To introduce them to various important critical approaches and their tenets
4.	To encourage them to deal with highly intellectual and radical content and thereby develop their logical thinking and analytical ability

Expected Course Specific Learning Outcome

Sr. No.	Learning Outcome
1.	Students will be familiar with nature, functions and relevance of literary criticism.
2.	Students will know about the history and development of literary theory and criticism.
3.	Students will develop the skill of attempting a close reading of the text.

Syllabus

Unit No	Title with Contents	No. of Lectures
Unit I	Classical Criticism	15
	<ol style="list-style-type: none"> 1. Introduction to literary Criticism 2. Classical Criticism (Background) 3. Aristotle- Poetics (Chapter 6 to 10) 4. S.N Dasgupta - Theory of Rasa 5. Longinus- On the Sublime 	
Unit II	Neoclassical Criticism	15
	<ol style="list-style-type: none"> 1. Neoclassical Criticism (Background) 2. Aphra Behn- Preface to The Lucky Chance 3. Samuel Johnson- Preface to Shakespeare 	
Unit III	Romanticism and Victorian Criticism	15
	<ol style="list-style-type: none"> 1. Romantic Criticism Background 2. Victorian Criticism Background 3. Wordsworth- Preface to Lyrical Ballads 4. Mary Wollstonecraft-Vindication of the Rights of Women (Chapter II) 	
Unit IV	Modernism and New Criticism	15
	<ol style="list-style-type: none"> 1. Modernism 2. New Criticism 3. T. S. Eliot- Traditional and Individual Talent 4. Cleanth Brooks- The Language of Paradox 	

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M.A-I: English: Literary Criticism and Theory

(w. e. f. 2023-2024)

Choice Based Credit System (CBCS 2023 Pattern)

50/50-Pattern (50- End Semester Exam & 50-Internal Evaluation)

Course/ Paper Title	Literary Criticism and Theory
Nature of course	Major Mandatory
Course Code	23AMEN23MM
Semester	2
No. of Credits	4

Aims & Objectives of the Course

Sr. No.	Objectives
1.	To familiarize students with the key ideas associated with various literary theories.
2.	To identify and to analyze cultural, social, ideological, historical, linguistic, and other aspects of works of literature.
3.	To develop sensibility and competence in them for practical application of critical approach to literary texts

Expected Course Specific Learning Outcome

Sr. No.	Learning Outcome
1.	Students will develop the skill of attempting a close reading of the text.

2.	Students will develop an aptitude for critical analysis of a literary text
3.	Students will interpret literary works in the light of various critical approaches.

Syllabus

Unit No.	Title with Contents	No. of Lectures
Unit I	Structuralism and Post structuralism	15
	1. Background- Structuralism and Post Structuralism 2. Tzvetan Todorov- Structural Analysis of Narrative 3. Michel Foucault- What is an Author?	
Unit II	Psychoanalysis and Reader Response Criticism	15
	1. Background- Psychoanalysis and Reader Response Criticism 2. Lionel Trilling- Freud and Literature 3. Wolfgang Iser- Interaction between Text and Reader	
Unit III	Marxist Criticism and Cultural Studies	12
	1. Background- Marxist Criticism and Cultural Studies 2. Terry Eagleton- Marxism and Literary Criticism (Chapters 1&2) 3. Stuart Hall- Cultural Identity and Diaspora	
Unit IV	Feminist Criticism and Post colonialism	12
	1. Background- Feminist Criticism and Post colonialism 2. Simone de Beauvoir: Woman's Situation and Character, Chapter 6 (from <i>The Second Sex</i>) 3. Bill Ashcroft- Cutting the Ground: Critical Models of Post-Colonial Literatures (Chapter 1- <i>Empire Writes Back</i>)	
Unit V	Pragmatics	06
	1. Pragmatics- Introduction 2. Jacob L Mey- The Theory of Pragmatic Acts	

References:

Leitch Vincent. B. (ed.): *The Norton Anthology of Theory and Criticism*. W. W. Norton & Company, Inc. 2001.

Kulkarni Anand and Chaskar Ashok. *Introduction to Literary Theory and Criticism*. Orient Blackswan, 2013.

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M.A-I: English: History of English Literature

(w. e. f. 2023-2024)

Choice Based Credit System (CBCS 2023 Pattern)

50/50-Pattern (25- End Semester Exam & 25-Internal Evaluation)

Course/ Paper Title	History of English Literature
Nature of Course	Major Mandatory
Course Code	23AMEN14MM
Semester	1
No. of Credits	2 (Each credit is 15 Teaching Hours)

Aims & Objectives of the Course

Sr. No.	Objectives
1.	English literature allows us to understand the philosophical movements and ideas that permeated a particular culture at a particular time.
2.	Literature speaks to the students concern on social issues, lending them timeless idea; the Classics containing information that is directly applicable to life; understanding of human condition and deeper appreciation of modern problem.
3.	In great writing from the past we find the England ancestors, and we not only see the country and the people as they were, but we also soak up the climate of the times through the language itself, its vocabulary, grammar, and tone.

Expected Course Specific Learning Outcome

Sr. No.	Learning Outcome
1.	Explore the distinctive features of major literary movements and genres.
2.	Develop a comprehensive idea of the prescribed periods of history

3.	Analyze and evaluate texts that reflect diverse genres, time periods, and cultures.
4.	Interpret various influences that power and governs literary evaluation.

Syllabus

Unit No	Title with Contents	No. of Lectures/ Hours
1.	The Classical Period (1200 BCE-455 BCE)	06
2.	Old English (Anglo-Saxon Period): 450–1066	06
3.	Neoclassical Period: 1600-1785	06
4.	Romantic Period: 1785-1832	06
5.	Victorian Age: 1832-1901	06

M.A-I: English: History of English Literature

(w. e. f. 2023-2024)

Choice Based Credit System (CBCS 2023 Pattern)

50/50-Pattern (25- End Semester Exam & 25-Internal Evaluation)

Course/ Paper Title	History of English Literature
Nature of Course	Major Mandatory
Course Code	23AMEN24MM
Semester	2
No. of Credits	2 (Each credit is 15 Teaching Hours)

Aims & Objectives of the Course

Sr. No.	Objectives
1.	English literature allows us to understand the philosophical movements and ideas that permeated a particular culture at a particular time.
2.	Literature speaks to the students concern on social issues, lending them timeless idea; the Classics containing information that is directly applicable to life; understanding of human condition and deeper appreciation of modern problem.
3.	In great writing from the past we find the England ancestors, and we not only see the country and the people as they were, but we also soak up the climate of the times through the language itself, its vocabulary, grammar, and tone.

Expected Course Specific Learning Outcome

Sr. No.	Learning Outcome
1.	Explore the distinctive features of major literary movements and genres.
2.	Develop a comprehensive idea of the prescribed periods of history
3.	Analyze and evaluate texts that reflect diverse genres, time periods, and cultures.

Syllabus

Unit No	Title with Contents	No. of Lectures/ Hours
1.	Edwardian Period: 1901-1914	06
2.	Georgian Period: 1910-1936	06
3.	Modern Period: Early 20th century	06
4.	Postmodern Period: Mid-20th century	06
5.	History of English Literature in India	06

References / Textbooks

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M.A-I: English: English Literature from 1550 to 1798

(w. e. f. 2023-2024)

Choice Based Credit System (CBCS 2023 Pattern)

50/50-Pattern (50- End Semester Exam & 50-Internal Evaluation)

Course/ Paper Title	English Literature from 1550 to 1798
Nature of the course	Major Elective
Course Code	23AMEN15MEA
Semester	1
No. of Credits	4 (Each credit is 15 Teaching Hours)

Aims & Objectives of the Course

Sr. No.	Objectives
1.	To introduce students to the major movements and figures of English Literature through a study of selected literary texts/pieces published during the period prescribed for study.
2.	To enhance learners' literary sensibility and their emotional response to literary texts and to help them understand the thematic and stylistic preoccupations of the writers prescribed for study.
3.	To enable them to critically examine the writers' thematic concerns and to point out the (in) significance of such concerns in the postcolonial context.
4.	To help them recognize the distinctive ways in which the writers differed, in their ideological positions, from their counterparts belonging to different ages.
5.	To provide learners some basic information about England's political, social and cultural developments during the period prescribed for study.

Expected Course Specific Learning Outcome

Sr. No.	Learning Outcome
1.	This course would ensure an all-round understanding of the literary era focused on, by

	means of a detailed understanding of the historical, socio-political, economic and literary developments of the age.
2.	It would enable the students to understand the ideological differences between different ages in English literature and how these differences have evolved over time and resulted in various literary movements and the development of sub genres.

Syllabus

Unit No	Title with Contents	No. of Lectures
Unit I	16th Century Poetry	15
	<ol style="list-style-type: none"> 1. Sir Philip Sidney <ol style="list-style-type: none"> i. The following lyric from Astrophel and Stella: ‘Come Sleep! O Sleep, the certain knot of peace’ 2. Edmund Spenser <ol style="list-style-type: none"> i. The following poem from Amoretti–“Ye tradefull Merchants that with weary toyle” 3. Sir Walter Raleigh <ol style="list-style-type: none"> i. The Lie 4. Robert Herrick <ol style="list-style-type: none"> i. Delight in Disorder 	
Unit II	17th Century Poetry	18
	<ol style="list-style-type: none"> 1. John Donne: <ol style="list-style-type: none"> i. “The Sunne Rising” ii. “Batter my heart, three-person'd God” 2. Andrew Marvell <ol style="list-style-type: none"> i. On Mr. Milton's Paradise Lost” 3. George Herbert: <ol style="list-style-type: none"> i. Death ii. The Collar 4. Edmund Waller <ol style="list-style-type: none"> i. Go, lovely Rose 	
Unit III	Christopher Marlowe: The Jew of Malta	13

Unit IV	William Shakespeare: The Tempest	14
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References:

Online Resources

Sir Philip Sidney “Come Sleep! O Sleep, the certain knot of peace”

[<https://www.poetryfoundation.org/poems/45160/astrophil-and-stella-39-come-sleep-o-sleep-the-certain-knot-of-peace>]

Edmund Spenser “Ye tradefull Merchants that with weary toyle”

[<https://www.poetryfoundation.org/poems/50048/amoretti-xv-ye-tradefull-merchants-that-with-weary-toyle>] Sir Walter Raleigh “The Lie”

[<https://www.poetryfoundation.org/poems/50019/the-lie-56d22cb6afd43>]

Robert Herrick “Delight in Disorder”

[<https://www.poetryfoundation.org/poems/47285/delight-in-disorder>]

John Donne i) “The Sunne Rising” ii) “Batter my heart, three-person'd God”

[<https://www.poetryfoundation.org/poems/44106/holy-sonnets-batter-my-heart-threepersond-god>]

Andrew Marvell “On Mr. Milton's Paradise Lost”

[<https://poetry.princeton.edu/2008/12/09/on-mr-miltons-paradise-lost/>]

George Herbert i) “Death” ii) “The Collar”

[<https://www.poetryfoundation.org/poems/50703/death-56d22dfa49664>]

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M.A-I: English: English Literature from 1550 to 1798

(w. e. f. 2023-2024)

Choice Based Credit System (CBCS 2023 Pattern)

50/50-Pattern (50- End Semester Exam & 50-Internal Evaluation)

Course/ Paper Title	English Literature from 1550 to 1798
Nature of the course	Major Elective
Course Code	23AMEN25MEA
Semester	2
No. of Credits	4 (Each credit is 15 Teaching Hours)

Aims & Objectives of the Course

Sr. No.	Objectives
1.	To introduce students to the major movements and figures of English Literature through a study of selected literary texts/pieces published during the period prescribed for study.
2.	To enable them to critically assess the ‘universal’ values that writers tend to project in their writings.
3.	To help learners apply the literary-critical principles they study in the paper ‘Literary Criticism and Theory’ to the texts prescribed or to any other text they read.
4.	To explain to the learners the canonical relevance of the texts prescribed for them.
5.	To help them identify potential areas of research on which they can work independently for securing a degree or merely for the sake of obtaining knowledge.

Expected Course Specific Learning Outcome

Sr. No.	Learning Outcome
1.	This course would ensure an all-round understanding of the literary era focused on, by means of a detailed understanding of the historical, socio-political, economic and literary developments of the age.
2.	It would enable the students to understand the ideological differences between different ages in English literature and how these differences have evolved over time and resulted in various literary movements and the development of sub genres.

Syllabus

Unit No	Title with Contents	No. of Lectures
Unit I	16th Century Poetry	12
	John Milton: Paradise Lost (Book I)	
Unit II	17th Century Poetry	18
	1. John Dryden i. Mac Flecknoe 2. Alexander Pope ii. The Rape of the Lock (Book I) 3. William Blake i. The Little Black Boy (from Songs of Innocence) ii. London (from Songs of Experience)	
Unit III	16th Century Prose and Drama	16
	1. Francis Bacon i. Of Truth ii. Of Studies 2. Ben Jonson: The Alchemist	
Unit IV	Jonathan Swift: Gulliver's Travels	14

References:

Online Resources

John Milton *Paradise Lost* (Book I)

<https://www.poetryfoundation.org/poems/45718/paradise-lost-book-1>

John Dryden *MacFlecknoe*

[<https://www.poetryfoundation.org/poems/44181/mac-flecknoe>]

Alexander Pope *The Rape of the Lock* (Book I)

[<https://www.poetryfoundation.org/poems/44906/the-rape-of-the-lock>]

William Blake i) "The Little Black Boy" (from *Songs of Innocence*) ii) *London* (from *Songs of Experience*)

[<https://www.poetryfoundation.org/poems/43671/the-little-black-boy>]

[<https://www.poetryfoundation.org/poems/43673/london-56d222777e969>]

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Swift, Jonathan. *Gulliver's Travels* [Any standard edition]

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M.A-I: English: English Literature from 1798 to the Present

(w. e. f. 2023-2024)

Choice Based Credit System (CBCS 2023 Pattern)

50/50-Pattern (50- End Semester Exam & 50-Internal Evaluation)

Course/ Paper Title	English Literature from 1798 to the Present
Nature of the course	Major Elective
Course Code	23AMEN15MEB
Semester	1
No. of Credits	4

Aims & Objectives of the Course

Sr. No.	Objectives
1.	To introduce students to the major movements and figures of English Literature through a study of selected literary texts/pieces published during the period prescribed for study.
2.	To enhance learner's literary sensibility and their emotional response to literary texts and to help them understand the thematic and stylistic preoccupations of the writers prescribed for study.
3.	To enable Students to critically examine the writers' thematic concerns
4.	To help them recognize the distinctive ways in which the writers differed, in their ideological positions, from their counterparts belonging to different ages
5.	To provide learners some basic information about England's political, social and cultural developments during the period prescribed for study.
6	To enable them to critically assess the 'universal' values that writers tend to project in their writings
7	To explain to the learners the canonical relevance of the texts prescribed for them.
8	To help them identify potential areas of research on which they can work

	independently for securing a degree or merely for the sake of obtaining knowledge.
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Course Specific Learning Outcomes

Sr. No.	Learning Outcome
1.	Display a working knowledge of the cultural and historical contexts of English literature from 1798 to the present.
2.	Identify and describe distinct literary characteristics of the literature of the prescribed time period
3.	Analyze literary works from various genres for their structure and meaning, using correct terminology
4	Able to write analytically about the Poems, Novels and plays from the prescribed period.
5	Effectively communicate ideas related to the literary works during class and group activities

Syllabus

Unit No.	Title with Contents	No. of Lectures
Unit I	1. S. T. Coleridge i. Frost at Midnight ii. Dejection: An Ode 2. William Wordsworth i. Resolution and Independence	14
Unit II	1. P. B Shelley i. England in 1819 2. John Keats: i. Ode on a Grecian Urn ii. On First Looking into Chapman's Homer 3. Felicia Hemans i. The Bird's Release	16
Unit III	Mary Shelley: Frankenstein	15

Unit IV	Jane Austen: Pride and Prejudice	15
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References:

ONLINE RESOURCES

[Teachers and students are also advised to consult standard editions of the texts for authenticity and accuracy of content]

S. T. Coleridge “Frost at Midnight”, “Dejection: An Ode

[<https://www.poetryfoundation.org/poems/43986/frost-at-midnight>]

[<https://www.poetryfoundation.org/poems/43973/dejection-an-ode>]

William Wordsworth “Resolution and Independence”

[<https://www.poetryfoundation.org/poems/45545/resolution-and-independence>]

P. B Shelley “England in 1819”

[<https://www.poetryfoundation.org/poems/45118/england-in-1819>]

John Keats “Ode on a Grecian Urn”; “On First Looking into Chapman’s Homer”

[<https://www.poetryfoundation.org/poems/44477/ode-on-a-grecian-urn>]

[<https://www.poetryfoundation.org/poems/44481/on-first-looking-into-chapmans-homer>]

Felicia Hemans “The Bird's Release”

<https://www.poemhunter.com/poem/the-bird-s-release/>

Mary Shelley Frankenstein [Any standard edition]

Jane Austen Pride and Prejudice [Any standard edition]

SECONDARY SOURCES

ST Coleridge

Barth, J. Robert. *The Symbolic Imagination*. New York: Fordham, 2001.

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William Wordsworth

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John Keats

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Felicia Hemans

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Mary Shelley

Baldick, Chris. *In Frankenstein's Shadow. Myth, Monstrosity, and Nineteenth-century Writing*. Oxford: Clarendon Press, 1987.

Behrendt, Stephen C. *Approaches to Shelley's Frankenstein*. New York: The Modern Language Association of America, 1992.

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Mellor, K. A. *Mary Shelley, her Life, her Fiction, her Monsters*. Routledge, 1989.

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Jane Austen

Babb, Howard S. *Jane Austen's Novels: The Fabric of Dialogue*. Columbus: Ohio State University Press, 1962.

Bradbrook, Frank W. *Jane Austen and Her Predecessors*. Cambridge: Cambridge University Press, 1966.

Brown, Julia Prewitt. *Jane Austen's Novels: Social Change and Literary Form*. Cambridge, MA: Harvard University Press, 1979.

M.A-I: English: English Literature from 1798 to the Present

(w. e. f. 2023-2024)

Choice Based Credit System (CBCS 2023 Pattern)

50/50-Pattern (50- End Semester Exam & 50-Internal Evaluation)

Course/ Paper Title	English Literature from 1798 to the Present
Nature of the course	Major Elective
Course Code	23AMEN25MEB
Semester	2
No. of Credits	4

Aims & Objectives of the Course

Sr. No.	Objectives
1.	To introduce students to the major movements and figures of English Literature through a study of selected literary texts/pieces published during the period prescribed for study.
2.	To enhance learner's literary sensibility and their emotional response to literary texts and to help them understand the thematic and stylistic preoccupations of the writers prescribed for study.
3.	To enable Students to critically examine the writers' thematic concerns
4.	To help them recognize the distinctive ways in which the writers differed, in their ideological positions, from their counterparts belonging to different ages
5.	To provide learners some basic information about England's political, social and cultural developments during the period prescribed for study.
6	To enable them to critically assess the 'universal' values that writers tend to project in their writings
7	To explain to the learners the canonical relevance of the texts prescribed for them.
8	To help them identify potential areas of research on which they can work independently for securing a degree or merely for the sake of obtaining knowledge.

Course Specific Learning Outcomes

Sr. No.	Learning Outcome
1.	Demonstrate a clear understanding of prescribed literary texts and a familiarity with the culture, genre, and place in literary history to which they belong.
2.	Comprehend the role of context(s) in the production, reception, and transmission of literary and cultural texts (across periods, histories, geographic or national spaces, and cultural differences).
3.	Identify the major theoretical schools in the history of English literature in the given period.
4	Identify the salient features of literary texts from a broad range of English literary periods. (Specialized Knowledge)
5	Inculcate values and develop human concern through exposure to literary texts

Syllabus

Unit No.	Title with Contents	No. of Lectures
Unit I	1.Elizabeth Barrett Browning i. The Cry of the Children 2.Alfred Lord Tennyson i.From In Memoriam - I envy not in any moods 3.Robert Browning i.Among the Rocks	12
Unit II	1.T. S. Eliot i. Preludes 2.W. B. Yeats i. Easter 1916 ii. The Second Coming 3.Siegfried Sassoon i.Counter-Attack	16
Unit III	1.Seamus Heaney i. Blackberry-Picking 2. Anthony Thwaite	20

	i. Simple Poem 3. Kathryn Simmonds i. Experience 4. Jean Rhys - Wide Sargasso Sea	
Unit IV	Harold Pinter-The Birthday Party	12

References

ONLINE RESOURCES

[Teachers and students are also advised to consult standard editions of the texts for authenticity and accuracy of content]

Elizabeth Barrett Browning “The Cry of the Children”

[<https://www.poetryfoundation.org/poems/43725/the-cry-of-the-children>]

Alfred Lord Tennyson from In Memoriam “I envy not in any moods” [Section 27]

[<https://www.poetryfoundation.org/poems/45336/in-memoriam-a-h-h-obiit-mdcccxxxiii-27>]

Robert Browning “Among the Rocks”

[<https://www.poetryfoundation.org/poems/43744/among-the-rocks>]

T. S. Eliot “Preludes”

[<https://www.poetryfoundation.org/poems/44214/preludes-56d22338dc954>]

W. B. Yeats “Easter 1916”

[<https://www.poetryfoundation.org/poems/43289/easter-1916>]

Siegfried Sassoon “Counter-Attack”

[<https://www.poetryfoundation.org/poems/57220/counter-attack>]

Seamus Heaney i) “Blackberry-Picking” ii) “Mid-Term Break”

[<https://www.poemhunter.com/poem/blackberry-picking-3/>]

[<http://www.ashcombe.surrey.sch.uk/legacy/Curriculum/english/GCSE/Y11/English>]

Anthony Thwaite “Simple Poem”

[<https://www.poemhunter.com/poem/simple-poem-3/>]

Kathryn Simmonds “Experience”

[<https://poetrysociety.org.uk/poems/experience/>]

Jean Rhys Wide Sargasso Sea [Any standard edition]

Harold Pinter -The Birthday Party [Any standard edition]

SECONDARY SOURCES

Elizabeth Barrett Browning

Bidney, Martin. *Patterns of epiphany: from Wordsworth to Tolstoy, Pater, and Barrett Browning*. Edwardsville: Southern Illinois University Press, 1997

Blake, Kathleen. *Love and the Woman Question in Victorian Literature: The Art of Self postponement*. Brighton: Harvester, 1983.

Alfred Lord Tennyson

Buckley, Jerome H. *Tennyson: The Growth of a Poet*. Cambridge, MA: Harvard, 1960.

Colley, Ann C. *Tennyson and Madness*. Athens, GA: Georgia UP, 1983.

Dwilight, Culler A. *The Poetry of Tennyson*. New Haven & London: Yale Univ. Press, 1977.

Ebbatson, Roger. *Tennyson*. London: Penguin, 1988.

Hill, Robert W., Jr., ed. *Tennyson's Poetry*. New York: W.W.Norton, 1971.

Robert Browning

Clyde de L. Ryals. *The Life of Robert Browning*. Cambridge, MA: Blackwell Publishers, 1993.

Sutherland Orr. *A Handbook to the Works of Robert Browning*. London: G. Bell and Sons Ltd., 1937.

Harold Bloom, ed. *Bloom's Major Poets: Robert Browning*. Broomall, PA: Chelsea House Publishers, 2001.

T. S. Eliot

Ackroyd, Peter. *T.S. Eliot: A Life*. New York. Simon & Schuster, 1984.

Asher, Kenneth. *T. S. Eliot and Ideology*. Cambridge University Press, 1995.

Madge V. M. *The Knight and the Saint: A Study of T. S. Eliot's Development*. Jaipur: Book Enclave, 2004.

Matthiessen, F. O. *The Achievement of T. S. Eliot*. Boston: Houghton Mifflin Company, 1935.

Maxwell, D. E. S. *The Poetry of T. S. Eliot*. Routledge & Keagan Paul, 1960.

Smith, Grover. *T.S. Eliot and the Use of Memory*. Lewisburg, Pa, 1996.

Southam, B.C. *The Selected Poems of T.S. Eliot*. London and Boston: Faber and Faber, 1981.

Spender, Stephen. *Eliot*. Fontana Press, 1986.

Unger, Leonard. *T.S. Eliot: Moments and Patterns*. Minneapolis: University of Minnesota Press, 1966.

Williamson, George. *A Reader's Guide to T. S. Eliot: A Poem-by-Poem Analysis*. New York: Noonday Press, 1966.

W. B. Yeats

Ellmann, Richard. *Yeats: The Man And The Masks*. Norton, 1978.

Hone, Joseph. *W. B. Yeats: 1865-1939*. New York: The Macmillan Company. 1943.

Jeffares, A Norman. *A Commentary on the Collected Poems of W. B. Yeats*. Stanford University Press, 1968.

Jeffares, A. Norman. *The Poetry of W. B. Yeats*. New York: Barron's Educational Series, 1961

Sherrard, Phillip. *W. B. Yeats and the Search for Tradition*. Ipswich: Colgonooza Press, 1975.

Sleden, Morton Irving. *William Butler Yeats: The Poet as Mythmaker*. Michigan State University Press, 1962.

Siegfried Sassoon

Campbell, Patrick. *Siegfried Sassoon: A Study of the War Poetry*. McFarland. 1999.

Hemmings, Robert. *Modern Nostalgia: Siegfried Sassoon, Trauma and the Second World War*.

Edinburgh University Press. 2008.

Seamus Heaney

Corcoran, Neil. *Seamus Heaney*. London: Faber and Faber Limited, 1986.

Foster, John Wilson. *The Achievement of Seamus Heaney*. Dublin: The Lilliput Press, 1995.

Garratt, Robert F., ed. *Critical essays on Seamus Heaney*. GK Hall & Co., 1995.

Hart, Henry. *Seamus Heaney: Poet of Contrary Progressions*. Syracuse: Syracuse University Press, 1992.

Morrison, Blake. *Seamus Heaney*. London: Methuen, 1982.

Anthony Thwaite

Corcoran, Neil. *The Cambridge Companion to Twentieth-Century English Poetry* (Cambridge Companions to Literature), CUP, 2007.

Porter, Peter. *The English Poets: From Chaucer to Edward Thomas*. Secker and Warburg, 1974.

Thomas, Riggs, ed. *Contemporary poets / with a preface by Anthony Thwaite*. New York: St. James Press, 1995.

Thwaite, Anthony. *Poetry Today: A Critical Guide to British Poetry 1960-1995*. Routledge, 1996.

Jean Rhys

Emery, Mary Lou. *Jean Rhys at "World's End": Novels of Colonial and Sexual Exile*. Austin: University of Texas Press, 1990.

- Humm, Maggie. *"Third World Feminisms: Jean Rhys, Wide Sargasso Sea." Practicing Feminist Criticism: An introduction.* Great Britain: Prentice Hall, 1995.
- Konzett, Delia Caparoso. *Ethnic Modernisms.* New York: Palgrave MacMillan, 2002.
- Maurel, Sylvie. *Jean Rhys.* New York: St. Martin's Press, 1998.
- Mezei, K. "And it Kept its Secret": *Narration, Memory, and Madness in Jean Rhys' WideSargasso Sea.* *Critique: Studies in Contemporary Fiction*, 28(4) (1987), pp.195-209.
- Rhys, Jean. *A Norton Critical Edition: Wide Sargasso Sea.* ed. Judith L. Raiskin. New York: W. W. Norton & Company, 1999.
- Brustein, Roberts. *The Theatre of Revolt.* Boston: Little, Brown, 1964.
- Burkman, K. H. *The Dramatic World of Harold Pinter,* New York: Ohio State Univ. Press, 1971.
- Cohn, Ruby. *Currents in Contemporary Drama.* Bloomington: Indiana Univ. Press. 1969

MA English-I

Subject -English : Research Methodology

Semester I

(w. e. f. 2023-2024)

Choice Based Credit System (CBCS 2023 Pattern)

50/50-Pattern (50- End Semester Exam & 50-Internal Evaluation)

Course/ Paper Title	Research Methodology
Nature of Course	Major Mandatory
Course Code	23 AMEN16RM
Semester	1
No. of Credits	4 (Each credit is 15 Teaching Hours)

Course Objectives

1.	To introduce the students to the concept of research
2.	To enable them to understand the stages of research
3.	To sensitize them to the requirements of cohesion and coherence in continuous composition
4.	To give the students practice in the use of various tools and techniques of research.

Course Outcome

1.	Students will be able to understand the stages of research
2.	Students will become familiar with the procedures involved in research
3.	Students will able to understand systematic planning and execution of research activity.

Syllabus

Unit I	Meaning and Nature of Research	15 hours
	1. What is research? 2. Objectives of Research	

	<ol style="list-style-type: none"> 3. Preparing for a Research 4. Characteristics of Research 5. Types of research 6. Qualities of a Good Researcher 7. How research in language is different from research in literature 	
Unit II	Basics of Research Writing	16 hours
	<ol style="list-style-type: none"> 1. The Mechanics of Writing Spelling, Punctuation, Italics, Numbers, Title of work, Quotations. Format and documentation of research paper. 2. Documentation Works cited – Citing works, Essays, Articles, Newspapers, Journals, and Internet – sources. 3. Analysis of research writings Analysis of specimen research writings. 4. Editing Skills 5. Research Ethics 	
Unit III	Materials and Tools of Research	15 hours
	<ol style="list-style-type: none"> 1. Materials: Primary and Secondary sources Books, Anthologies, Biographies, Thesauruses, Encyclopaedia, Conference proceedings, Unpublished theses, Newspaper articles, Journals, e-journals, Monographs, Translations, Web references, Library catalogues, Literature Resource Center, Govt. publications, Special libraries, Advanced study centers, Virtual libraries, Web search engines, CDs, DVDs etc. 2. Research Tools: Surveys, Questionnaires, Pre-test, Post-test 3. Incorporating Technology by Surfing, Browsing Using Data Visualisation. 	
Unit IV	Research in Literature and Language	16 hours
	<ol style="list-style-type: none"> 1. Literary research 2. Literary research-Interpretative, Theoretical, Biographical 3. Research methods in Linguistics 4. Research methods in Literature 	

	<p>5. Emerging areas of research in language and literature</p> <p>6. Use of literary and linguistic theories in research</p>	
Unit V	Practical Work	13 hours
	<p>Developing a research proposal</p> <p>Making a power point presentation of a research paper.</p>	

Suggested Readings	
1.	Hunt, Andy (2005), Your Research Project, New Delhi: Foundation Books
2.	Abdul Rahim, F. (2005), Thesis Writing: A Manual for Researchers (New Delhi: New Age International)
3.	Gibaldi, Joseph (6th edn. 2003), MLA Handbook for Writers of Research Papers, New York: MLA Association
4.	Eliot, Simon and W. R. Owens (4th edn. 1998), A Handbook to Literary Research, London: Routledge & Open University
5.	Miller, R. H. (1995), Handbook of Literary Research, Methuen
6.	Lenburg, Jeff (2007), Guide to Research, Viva Books
7.	Oakman, Robert L. (1984), Computer Methods for Literary Research, Athens: University of Georgia Press
8.	Altick, R. D. (1963), The Art of Literary Research, New York: Norton
9.	Harner, James L. (2002), Literary Research Guide: An Annotated Listing of Reference Sources in English Literary Studies, New York: MLA of America
10.	Barker, Nancy and Nancy Hulig (2000), A Research Guide for Under Graduate Students: English and American Literature, New York: MLA of America
11.	Chaskar, A (2009), Doing Research in Literature and Language, V.P Pune
12.	Kothari, C.R. (1985), Research Methodology: Methods & Techniques, Delhi : New Age International Ltd
13.	Chindhade, S. and Thorat, A. (2009), Doing Research, Mumbai: CUP