

UNIVERSITY OF PUNE

- The Revised Course Structure of English Subject(s) for the Following Under-Graduate Classes Will Be Implemented in a Phased Manner as Follows :
 - F.Y.B.Com. (w.e.f. June 2008)
 - F.Y.B.A. (w.e.f. June 2008)
 - S.Y.B.A. (w.e.f. June 2009)
 - S.Y.B.Sc. (w.e.f. June 2009)
 - S.Y.B.Sc. (Computer) (w.e.f. June 2009)
 - T.Y.B.A. (w.e.f. June 2010)

- The Revised Course Structure for the Following Post-Graduate Classes in English Will Be Implemented in a Phased Manner as Follows:
 - M.A. English (Part - I) (w.e.f. June 2008)
 - M.A. English (Part - II) (w.e.f. June 2009)

UNIVERSITY OF PUNE

Revised Course Structure for Under-Graduate Classes :

F.Y.B.Com. (English) (w.e.f. June 2008)

- (i) Compulsory English
- (ii) Additional English

F.Y.B.A. (English) (w.e.f. June 2008)

- (i) Compulsory English
- (ii) English General Paper- I : Introduction to Poetry and Minor Forms of Literature

S.Y.B.A. (English) (w.e.f. June 2009)

- (i) Compulsory English
- (ii) English General Paper- II : Understanding Fiction
- (iii) English Special Paper - I : Understanding Drama
- (iv) English Special Paper - II : Understanding Poetry

S.Y.B.Sc. (Optional English) (w.e.f. June 2009)

- (i) Enriching Oral and Written Communication

S.Y.B.Sc. (Computer) (Compulsory English) (w.e.f. June 2009)

- (i) Enriching Oral and Written Communication

T.Y.B.A. (English) Revised Syllabus (w.e.f. June 2010)

- (i) Compulsory English
- (ii) English General Paper-III : Enriching Oral and Written Communication
- (iii) English Special Paper-III : Introduction to the Study of English Language
- (iv) English Special Paper- IV : Introduction to Literary Criticism and Critical Appreciation.

F.Y.B.Com. (English) (w.e.f. June 2008)

(i) Compulsory English

(a) Objectives

1. To make students aware of the different communicative skills, and to develop among them an ability to effectively communicate in English, both in written and spoken modes.
2. To develop linguistic and pragmatic competence among the students and to prepare them to develop competence for self-learning.
3. To encourage and enable the students to read the various types of texts on their own and discuss them among peers.

(b) Course Content

Prescribed Text : **Reflections I (CUP)**

1. A Little Bit of What You Fancy - Desmond Morris
2. The Avenger - Anton Chekov
3. Leave this Chanting and Singing - Ravindranath Tagore
4. To Know When to Say 'Its None of Your Business' - Mark McCormack
5. The Second Crucifixion - Larry Collins & Dominique Lapierre
6. Next, Please - Phillip Larkin
7. The Model Millionaire - Oscar Wilde
8. Mirror - Sylvia Plath
9. Refund - Fritz Karinthy
10. Two Gentlemen of Verona - A. J. Cronin
11. The Town by the Sea - Amitav Ghosh
12. Affliction of Margaret - William Wordsworth
13. Uncle Podger Hangs a Picture - Jerome K. Jerome
14. How to Escape from Intellectual Rubbish - Bertrand Russell
15. All the World is a Stage - William Shakespeare
16. The Conjuror's Revenge - Stephen Leacock
17. Gather ye Rose Buds - Robert Herrick
18. The Boy Comes Home - A. A. Milne

***Course Work for Term – I**

Units from 1 to 9 along with exercises given below each unit

***Course Work for Term – II**

Units from 10 to 18 along with exercises given below each unit

(c) Suggestions for Teachers

The present syllabus is a multi-skills course and it aims at developing the students' proficiency in language and communication skills. The teachers are advised to adopt interactive approach in dealing with this course instead of solely relying on unidirectional teacher-talk. They can begin with a few stimulating questions to arouse the curiosity of students and motivate them to read the text on their own.

The main reading unit and the units dealing with language skills as well as grammar, vocabulary, etc are to be treated as one composite unit and every part of it needs to be dealt with carefully in the class-room and reflected in evaluation system. Teachers should ensure the participation of learners by using techniques like question-answer sessions, group discussions, role-playing, oral presentations, etc. The classroom activities and exercises should be adopted /

modified to suit the needs and competence level of the students. The course is flexible enough to allow experimentation on the part of individual teachers. The teachers should ensure that students become active participants in the teaching-learning process and enjoy it. The ultimate aim is to equip the students with self learning skills, so that they become better and more confident learners of the language.

(d) Suggestions for Evaluation

There will be a Term End Examination for 60 marks at the end of the First Term. The marks secured by the students in this examination will be reduced in proportion to the value of 20 marks. There will be an Oral Test for 20 marks before the Final Examination at the End of the Year. The Year End Examination will be for 60 marks. The major thrust of the question papers will be practical, objective, and application oriented. In question papers for both the Term End and the Annual Examination 80% questions shall be based on the pattern of exercises dealing with language skills given below the main reading units. The Question Paper Formats for the Term End Examination and the Year End Examination will be communicated later.

(ii) Additional English

(a) Objectives

1. To initiate students into the Joy of Reading literary texts.
2. To encourage and enable them to read the various types of texts independently and discuss them among peers.
3. To impart the skill and develop the ability among them to use English language.

(b) Course Content

Prescribed Text : **Joy of Reading**

Prose

- | | | |
|--------------------------------------|---|--------------------|
| 1. An Astrologer's Day | - | R. K. Narayan |
| 2. Between the Mosque and the Temple | - | Boman Desai |
| 3. The Child | - | Premchand |
| 4. The Gift of the Magi | - | O'Henry |
| 5. Education : Indian and American | - | Anurag Mathur |
| 6. My Financial Career | - | Stephen Leacock |
| 7. Speech on Indian Independence | - | Jawaharlal Nehru |
| 8. The Hotel Stefani | - | J. Millington Ward |
| 9. A Talk on Advertising | - | Herman Wouk |
| 10. Good Manners | - | J. C. Hill |

Poems

- | | | |
|---|---|---------------------|
| 1. Bangle Sellers | - | Sarojini Naidu |
| 2. The Mountain and the Squirrel | - | R. W. Emerson |
| 3. Where the Mind is Without Fear | - | Ravindranath Tagore |
| 4. Stopping by Woods on a Snowy Evening | - | Robert Frost |
| 5. Sonnet 29 | - | William Shakespeare |
| 6. The World is Too Much With Us | - | William Wordsworth |
| 7. Success is Counted Sweetest | - | Emily Dickinson |
| 8. I, Too Sing America | - | Langston Hughes |

***Course Work for Term – I**

Prose units from 1 to 5, and Poetry units from 1 to 4 along with required exercises.

***Course Work for Term – II**

Prose units from 6 to 10, and Poetry units from 5 to 8 along with required exercises.

(c) Suggestions for Teachers

The course adopts the approach of teaching English language through literature. Since it is meant for commerce students, the purely literary aspects of the texts may take a backseat in classroom teaching and the language teaching part may be given more focus. Students should be motivated to participate in all the activities pertaining to learning of the language skills. Literature is a source of joy for everybody and the motivation for reading and studying it is almost inbuilt. This joy of reading literature can be fruitfully utilised for learning of communicative skills needed in real life situations.

(d) Suggestions for Evaluation

There will be a Term End Examination for 60 marks at the end of the First Term. The marks secured by the students in this examination will be reduced in proportion to the value of 20 marks. The Year End Examination will be for 80 marks. As far as possible the major thrust of the question papers will be practical, objective, and application oriented. In question papers for

both the Term End and the Annual Examination 60% questions shall be based on the pattern of exercises given below the main reading units. The Question Paper Formats for the Term End Examination and the Year End Examination will be communicated later.

F.Y.B.A. (English) (w.e.f. June 2008)

(i) Compulsory English

(a) Objectives

1. To make students aware of the different communicative skills, and to develop among them an ability to effectively communicate in English, both in written and spoken modes.
2. To develop linguistic and pragmatic competence among the students and to prepare them to develop competence for self-learning.
3. To encourage and enable the students to read the various types of texts on their own and discuss them among peers.

(b) Course Content

Prescribed Text : **Reflections I (CUP)**

- | | | |
|--|---|------------------------------------|
| 1. A Little Bit of What You Fancy | - | Desmond Morris |
| 2. The Avenger | - | Anton Chekov |
| 3. Leave this Chanting and Singing | - | Ravindranath Tagore |
| 4. To Know When to Say 'Its None of Your Business' | - | Mark McCormack |
| 5. The Second Crucifixion | - | Larry Collins & Dominique Lapierre |
| 6. Next, Please | - | Phillip Larkin |
| 7. The Model Millionaire | - | Oscar Wilde |
| 8. Mirror | - | Sylvia Plath |
| 9. Refund | - | Fritz Karinthy |
| 10. Two Gentlemen of Verona | - | A. J. Cronin |
| 11. The Town by the Sea | - | Amitav Ghosh |
| 12. Affliction of Margaret | - | William Wordsworth |
| 13. Uncle Podger Hangs a Picture | - | Jerome K. Jerome |
| 14. How to Escape from Intellectual Rubbish | - | Bertrand Russell |
| 15. All the World is a Stage | - | William Shakespeare |
| 16. The Conjuror's Revenge | - | Stephen Leacock |
| 17. Gather ye Rose Buds | - | Robert Herrick |
| 18. The Boy Comes Home | - | A. A. Milne |

***Course Work for Term – I**

Units from 1 to 9 along with exercises given below each unit

***Course Work for Term – II**

Units from 10 to 18 along with exercises given below each unit

(c) Suggestions for Teachers

The present syllabus is a multi-skills course and it aims at developing the students' proficiency in language and communication skills. The teachers are advised to adopt Interactive approach in dealing with this course instead of solely relying on unidirectional teacher-talk. They can begin with a few stimulating questions to arouse the curiosity of students and motivate them to read the text on their own.

The main reading unit and the units dealing with language skills as well as grammar, vocabulary, etc are to be treated as one composite unit and every part of it needs to be dealt with carefully in the class-room and reflected in evaluation system. None of these should be treated as optional. Teachers should ensure the participation of learners by using techniques like question-answer sessions, group discussions, role-playing, oral presentations, etc. The classroom activities and exercises should be adopted / modified to suit the needs and competence level of

the students. The course is flexible enough to allow experimentation on the part of individual teachers. The teachers should ensure that students become active participants in the teaching-learning process and enjoy it. The ultimate aim is to equip the students with self learning skills, so that they become better and more confident learners of the language.

(d) Suggestions for Evaluation

There will be a Term End Examination for 60 marks at the end of the First Term. The marks secured by the students in this examination will be reduced in proportion to the value of 20 marks. The Year End Examination will be for 80 marks. The major thrust of the question papers will be practical, objective, and application oriented. In question papers for both the Term End and the Annual Examination 80% questions shall be based on the pattern of exercises dealing with language skills given below the main reading units. The Question Paper Formats for the Term End Examination and the Year End Examination will be communicated later.

(ii) English General Paper- I : Introduction to Poetry and Minor Forms of Literature

(a) Objectives

1. To acquaint the students with the Minor Forms of literature.
2. To initiate students into the first hand experience of reading literary texts.
3. To encourage and enable them to read the various types of texts independently and discuss them among peers.
4. To impart the skill and develop the ability among them to use English language.

(b) Course Content

Prescribed Text : **Poetry and Minor Forms of Literature, (ed.) Ashok Thorat, Zeenat Merchant, B. S. Valke and Z. N. Patil [Revised Edition]**

Poems

- | | | |
|---|---|---------------------|
| 1. Let Me not to the Marriage of True Minds | : | William Shakespeare |
| 2. The Invocation | : | John Milton |
| 3. A Red Red Rose | : | Robert Burns |
| 4. The Daffodils | : | William Wordsworth |
| 5. To Autumn | : | John Keats |
| 6. Stopping by Woods on a Snowy Evening | : | Robert Frost |
| 7. O What is that Sound | : | W. H. Auden |
| 8. Night of the Scorpion | : | Nissim Ezekiel |
| 9. Telephone Conversation | : | Wole Soyinka |

Short Stories

- | | | |
|---|---|---------------------|
| 1. The Greedy Old Woman and the Lime Tree | : | Anonymous |
| 2. The Golden Touch | : | Nathaniel Hawthorne |
| 3. The Diamond Necklace | : | Guy de Maupassant |
| 4. The Doll's House | : | Katherine Mansfield |
| 5. The Eyes Have It | : | Ruskin Bond |

One Act Plays

- | | | |
|----------------------|---|------------------|
| 1. The Professor | : | Donn Byrne |
| 2. The Dear Departed | : | Stanley Houghton |
| 3. The Monkey's Paw | : | W. W. Jacobs |

Essays

- | | | |
|--------------------------|---|-----------------|
| 1. All About a Dog | : | A. G. Gardiner |
| 2. On Forgetting | : | Robert Lynd |
| 3. Hobbies and Interests | : | C. T. Philip |
| 4. My Financial Career | : | Stephen Leacock |

*Course Work for Term – I

Poems from 1 to 5, Short Stories from 1 to 3, One Act Plays 1 and 2, and Essays 1 and 2.

*Course Work for Term – II

Poems from 6 to 9, Short Stories from 4 and 5, One Act Play No. 3, and Essays 3 and 4.

(c) Suggestions for Teachers

The course aims at acquainting the students with minor forms of literature. The distinct nature of each of these minor forms and their formal aspects may be explained at the outset. This background knowledge will help the students to understand and appreciate the prescribed selections better. First hand acquaintance with the prescribed literary texts is absolutely necessary. Teachers should avoid the temptation of paraphrasing the text and dictating the summaries. Students should be motivated to grapple with the language and the context of each text on their own and discover the joy of reading literature. A few curiosity rousing questions before the teaching of the text followed by discussion-sessions to highlight thematic and linguistic aspects of the literary piece would be a fruitful method of dealing with the texts.

(d) Suggestions for Evaluation

There will be a Term End Examination for 60 marks at the end of the First Term. The marks secured by the students in this examination will be reduced in proportion to the value of 20 marks. The Year End Examination will be for 80 marks. As far as possible the major thrust of the question papers will be practical, objective, and application oriented. In question papers for both the Term End and the Annual Examination 60% questions shall be based on the pattern of exercises given below the main reading units. The Question Paper Formats for the Term End Examination and the Year End Examination will be communicated later.

UNIVERSITY OF PUNE

Revised Course Structure for Post-Graduate Courses in English

M.A. English (Part - I) (w.e.f. June 2008)

Semester One

Core Papers

- Paper – 1.1 : English Literature from 1550-1832
Paper – 1.2 : English literature from 1832 to 1980
Paper – 1.3 : English Language Today
Paper – 1.4 : Contemporary Critical Theory

Semester Two

Core Papers

- Paper – 2.1 : English Literature from 1550-1832
Paper – 2.2 : English literature from 1832 to 1980
Paper – 2.3 : English Language Today
Paper – 2.4 : Contemporary Critical Theory

M.A. English (Part - II) (w.e.f. June 2009)

Semester Three

Core Papers

- Paper – 3.1 : Doing Research
Paper – 3.2 : English Language and Literature Teaching

Optional Papers (Any two of the following)

- Paper – 3.3 : Drama
Paper – 3.4 : Fiction
Paper – 3.5 : Poetry
Paper – 3.6 : Linguistics and Stylistics
Paper – 3.7 : Pragmatics
Paper – 3.8 : Multi-Cultural Discourse in Immigrant Fiction

Semester Four

Core Papers

- Paper – 4.1 : Doing Research
Paper – 4.2 : English Language and Literature Teaching

Optional Papers (The optional papers will remain the same, i.e., as chosen in semester three)

- Paper – 4.3 : Drama
Paper – 4.4 : Fiction
Paper – 4.5 : Poetry
Paper – 4.6 : Linguistics and Stylistics
Paper – 4.7 : Pragmatics
Paper – 4.8 : Multi-Cultural Discourse in Immigrant Fiction

M. A. (English) Part -I (w.e.f. June 2008)

Semester One

Paper – 1.1 : English Literature (1550 - 1832)

(a) Objectives

1. To acquaint students with major trends in English Literature through a detailed study of specific literary texts.
2. To enable students to read and appreciate the literary texts.
3. To Cultivate among students a sense of understanding in order to make them better human beings by the exposure to literature.
4. To improve the linguistic competence along with the literary competence of students.

(b) Course Content

1. Edmund Spenser	:	i) Epithalamion
*2. John Donne	:	i) Song : Goe and Catche a Falling Star
	:	ii) Ecstasy
	:	iii) Death, be not Proud
*3. John Milton	:	i) Lycidas
	:	ii) On His Blindness
*4. William Shakespeare	:	Othello
5. Oliver Goldsmith	:	The Vicar of Wakefield

* During the Oral Test questions will be asked only on these texts.

(c) Suggestions for Teachers

No study of literature can begin without having read the literary texts(s) to be studied. Teachers, therefore, should encourage students and help them go through the prescribed texts. To have the first hand experience of literature teachers should make students interact with the texts so that students develop their own responses rather than depend on the borrowed critical views. It would be good to have at least some silent reading sessions carefully planned and monitored by the teacher. Students should also be given practice in writing answers to the point and should be discouraged from writing vague, round about and repetitive answers. Understanding of the literal meaning, i.e. what the printed text means, is a prerequisite for a proper understanding of the intended message of the text.

(d) Suggestions for Evaluation

The Semester Examination will be for 60 marks with a compulsory question on the literary background to be illustrated from the prescribed texts. The Internal Assessment will have the weightage of 20 marks. An Oral Test will be conducted at the end of the year carrying 20 marks. Questions will be asked only on the texts marked clearly for this purpose. About 50% of portion will be earmarked for the Oral Test.

(e) Reading List

For Course Material standard and authentic editions of the texts published by the publishers like OUP, CUP, Longman, Macmillan, Penguin, Routledge Signet Classics, Allen and Unwin, etc

Edmund Spenser

1. Arthos, john (1956), On the Poetry of Spenser and the Form of the Romances, London: Allen and Unwin.

2. Berger, Harry (ed.) (1968), *Spenser: A Collection of Critical Essays*, Englewood Cliffs: Prentice Hall.
3. David, B. C. (1962), *Edmund Spenser: A Critical Study*, New York: Russell and Russell.
4. Nelson, W. R. (ed.) (1961), *Form and Convention in the poetry of Edmund Spenser*, New York: Columbia University Press.
5. Shire, Helena (1978), *A Preface to Spenser*, London: Longman.

John Donne

1. Carey, John (1981), *John Donne: Life, Mind and Art*, London: Faber.
2. Redpath, Theodore (ed.) (1983), *The Songs and Sonnets of John Donne*, London: Methuen.
3. Roberts, J. R. (ed.) (1975), *Essential Articles for the study of John Donne's Poetry*, Brighton: Harvester Press.

John Milton

1. Broadbent, John (ed.) (1973), *John Milton: Introductions*, CUP.
2. Kermode, Frank (ed.) (1960), *The Living Milton*, London: Routledge.
3. Patrides, C. A. (ed.) (1968), *Approaches to Milton*, London: Arnold.
4. Alexander Pope
5. Bateson, F. W. (ed.) (1971), *Penguin Critical Anthology: Pope*, Harmondsworth, Middlesex : Penguin.
6. Dixon, Peter, (1962), *The World of Pope's Satires*, London.
7. Mack, Meyhard (ed.) (1968), *Essential Articles for the Study of Pope*, Camdon.
8. Southall (ed.) (1975), *Pope – Selection*, London: Macdonald and Evans.

William Wordsworth

1. Abrams, M. H. (1953), *The Mirror and the Lamp: Romantic Theory and the Critical Tradition*, OUP.
2. Abrams, M. H. (ed.) (1972), *Wordsworth: A Collection of Critical Essays*, Englewood Cliffs: Prentice Hall.
3. Hartmann (1964), *Wordsworth's Poetry*, New Haven: Yale.
4. Leavis, F. R. (1936), *'Wordsworth' in Revaluation*, London.
5. Trilling, Lionel (1950), *The Liberal Imagination*, New York.

P. B. Shelley

1. Foakes, R. A. (1958), *The Romantic Assertion*, London.
2. Fogle, R. H. (1949), *The Imagery of Keats and Shelley*, Chapel Hill: N.C.
3. King-Hele, D. (1960), *Shelley: His Thought and Work*, London.
4. Ridenour (ed.) (1965), *Shelley: A Collection of Critical Essays*, Englewood Cliffs: Prentice Hall.
5. Swinden, Patrick (ed.) (1977), *Shelley: Shorter Poems and Lyrics: A Casebook*, London: Macmillan.

William Shakespeare

1. Norton Critical Edition : *Othello* (Viva Books)
2. Brown, J. R. (1986), *Discovering Shakespeare: A New Guide to the Plays*, Macmillan.
3. Draper, R. P. (1980) *Tragedy: Developments in Criticism*, London: Macmillan.
4. Elliott, G. R. (1953), *Flaming Minister*, Durham: Duke University Press.
5. Herbage, Alfred (ed.) (1965), *Twentieth Century Views on Shakespeare: The Tragedies*, Englewood Cliffs: Prentice Hall.
6. Rosenberg, Marvin (1953), *The Masks of Othello*, Berkeley: University of California.
7. Thomson, Peter (1983), *Shakespeare's Stage*, London: Routledge.
8. Nicoll, A. (1952), *History of English Drama : 1660 – 1900, Vol. – I: Restoration Drama*, CUP.

William Congreve

1. Bruce, Donald (1975), *Topics of Restoration Drama*, London.

2. Kelsall, Malcolm (1981), Congreve: The Way of the World, London.
3. Lyons, Patrick (ed.) (1982), Congreve: Comedies, A Casebook, London: Macmillan.
4. Mueshke, Paul (1958), A New View of Congreve's The Way of the World, Ann Arbor: Michigan Press.
5. Nicoll, A. (1952), History of English Drama : 1660 – 1900, Vol. – I: Restoration Drama, CUP.
6. Muir, Kenneth – Comedy of Manners
7. Dobree, Bonamy – Restoration Comedy

Oliver Goldsmith

1. Quintana, R. - Oliver Goldsmith
2. Hirst, D. L. – The Comedy of Manners

Jane Austen

1. David, Cecil (Lord) – The Early Victorian Novelists
2. Southam, B. C. – Jane Austen
3. Kumar, Shiv K. (ed.) – British Victorian Literature
4. Lubbock, Percy – The Craft of Fiction

Paper- 1.2 : English literature (1832-1980)

(a) Objectives

1. To acquaint students with major trends and writers in English Literature through detailed study of specific literary works.
2. To enable students to read and appreciate critically the literary works by the major English authors.
3. To cultivate among students a sense of understanding in order to make them better human beings by the exposure to literature.
4. To improve linguistic competence along with the literary competence of students

(b) Course Content

- | | | | |
|-----|-------------|------|---------------------|
| 1. | Tennyson | i) | The Lady of Shallot |
| | | ii) | Lotus Eaters |
| | | iii) | Ulysses |
| *2. | Browning | i) | My Last Duchess |
| | | ii) | Porphyria's Lover |
| | | iii) | Patriot |
| 3. | W. B. Yeats | i) | The Second Coming |
| | | ii) | Leda and the Swan |
| *4. | E M Forster | : | A Passage to India |
| 5. | G. B. Shaw | : | Pygmalion |

* During the Oral Test questions will be asked only on these texts.

(c) Suggestions for Teachers

No study of literature can begin without having read the literary texts(s) to be studied. Teachers, therefore, should encourage students and help them go through the prescribed texts. To have the first hand experience of literature teachers should make students interact with the texts so that students develop their own responses rather than depend on the borrowed critical views. It would be good to have at least some silent reading sessions carefully planned and monitored by the teacher. Students should also be given practice in writing answers to the point and should be discouraged from writing vague, round about and repetitive answers. Understanding of the literal meaning, i.e. what the printed text means, is a prerequisite for a proper understanding of the intended message of the text.

(d) Suggestions for Evaluation

The Semester Examination will be for 60 marks with a compulsory question on the literary background to be illustrated from the prescribed texts. The Internal Assessment will have the weightage of 20 marks. An Oral Test will be conducted at the end of the year carrying 20 marks. Questions will be asked only on the texts marked clearly for this purpose. About 50% of portion will be earmarked for the oral test.

(e) Reading List

For Course Material standard and authentic editions of the texts published by the publishers like OUP, CUP, Longman, Macmillan, Penguin, Routledge Signet Classics, Allen and Unwin, etc, especially Kermode and Hollander (ed.) (1973), Modern British Literature (Oxford Anthology)

Lord Alfred Tennyson

1. Buckley, J. H. (1960), *Tennyson : The Growth of a Poet*, Cambridge, Mass: Harvard University Press.
2. Langbaum, Robert (1974), *The Poetry of Experience*, Harmondsworth: Penguin.
3. Pattison, Robert (1979), *Tennyson and Tradition*, Harvard.
4. Stevenson, L. (1963), *Darwin among the Poets*, New York.
5. Tennyson, Hallam (ed.) (1981), *Studies in Tennyson*, London: Macmillan.

Robert Browning

1. Drew, Phillip (1970), *The Poetry of Robert Browning: A Critical Introduction*, London: Methuen.
2. Drew, Phillip (ed.) (1966), *Robert Browning: A Collection of Critical Essays*, London: Methuen.
3. Eliot, T. S. (1953) *The Three Voices of Poetry*, London: Faber and Faber.
4. Jack, Ian (1973), *Browning's Major Poetry*, Oxford: Clarendon Press.
5. King, Roma A. (1957), *The Bow and the Lyre: The Art of Robert Browning*, Ann Arbor: Michigan Press.

W. B. Yeats

1. Bloom, Harold (ed.) (1986), *W. B. Yeats*, New York: Chelsea House.
2. Finneran, R. J. (ed.) (1986), *Critical Essays on W. B. Yeats*, Boston Hall.
3. Keane, Patric (ed.) (1973), *W. B. Yeats: A Collection of Criticism*, New York.
4. Uterecker, John (1959), *A Reader's Guide to W. B. Yeats*, London: Thames and Hudson.
5. Winters, Yvor (1960), *The Poetry of W. B. Yeats*, Denver: University of Colorado Press.

T. S. Eliot

1. Bagchee, Shymal, Elizabeth Daumer (ed.) (2006), *The International Reception of T. S. Eliot*.
2. Maxwell, D. E. S. (1952), *The Poetry of T. S. Eliot*, London: Routledge.
3. Moody, A. D. (ed.) (1994), *The Cambridge Companion to T. S. Eliot*, CUP.
4. Rees, T. R. (1974), *The Technique of T. S. Eliot*, Mouton: The Hague.
5. Southam, B. C. (1994), *A Student's Guide to the Selected Poems of T. S. Eliot*, London: Faber and Faber.
6. Williamson, George (1953), *A Reader's Guide to T. S. Eliot*, New York: The Noonday Press.

Ted Hughes

1. Bold, Alan (1976), *Thom Gunn and Ted Hughes*, Edinburgh: Oliver and Boyd.
2. Sagar, Keith (1972), *Ted Hughes*, London: Longman.
3. Sagar, Keith (1975), *The Art of Ted Hughes*, Cambridge: CUP.
4. Sagar, Keith, *The Laughter of Foxes: A Study of Ted Hughes*
5. Skea, Ann (1994), *Ted Hughes: The Poetic Quest*, University of New England Press.

Thom Gunn

1. Campbell, James (2000), *Thom Gunn in conversation with James Campbell*, *Between the Lines*.
2. Dyson, A. G. (ed.), *Three Contemporary Poets: Thom Gunn, Ted Hughes and R. S. Thomas*, Case Book Series.

Phillip Larkin

1. Burns, Robert (ed.) (1988), *Spectrum of verse*, Madras : Macmillan India Limited

E. M. Forster

1. Norton Critical Edition : *A Passage to India* (Viva Books)
2. Bloom, Harold (ed.) (1987), *E. M. Forster*.
3. McConley, J. (1957), *The Novels of E. M. Forster*.
4. Scherer, Judith and Herz (ed.) (1993), *A Passage to India*.

5. Tambling, Jeremy (ed.) (1995), *E. M. Forster, Contemporary Critical Essays*, Palgrave: Macmillan.
6. Trilling, Lionel (1943), *E. M. Forster*.

G. B. Shaw

1. Bentley, Eric (1957), *G. B. Shaw*.
2. Greene, N. (1984), *Bernard Shaw: A Critical View*, London: Macmillan.
3. Holroyd, M. (ed.) (1979), *The Genius of Shaw*.
4. Kaufman, R. I. (1965), *Shaw: A Collection of Critical Essays*, Prentice Hall.
5. Purodom, C. B. (1963), *A Guide to the Plays of G. B. Shaw*.

Graham Greene

1. Allott, K. and M. Farris (1951), *The Art of Graham Greene*.
2. Atkins, John (1966), *Graham Greene*, London: Calder and Boyars.
3. Hynes, Samuel (ed.) (1973), *Graham Greene: A Collection of Critical Essays*, Prentice Hall.
4. Smith, Graham (1986), *The Achievement of Graham Greene*, Brighton.
5. Spurling, John (1983), *Graham Greene: Contemporary Writers Series*, London: Methuen.

Harold Pinter

1. Begley, Varun (2005), *Harold Pinter and the Twilight of Modernism*, University of Toronto Press.
2. Esslin, Martin (1982), *Pinter: The Playwright*, London: Methuen.
3. Ganz, Arthur (ed.) (1972), *Pinter: A Collection of Critical Essays*, Prentice Hall.
4. Peacock, D. Keith (1997), *Harold Pinter and the new British Theatre*, Greenwood Press.
5. Raby, Peter (ed.) *The Cambridge Companion to Harold Pinter*, CUP.

Paper-1.3 : English Language Today

(a) Objectives

1. To familiarise students with the ideology of Communication, Communication Technology and English language as a means of communication
2. To familiarise students with the phonological, morphological, lexical, and syntactic systems of the English language.
3. To acquaint them with the main geographical, registral and social varieties of English.
4. To focus on situational contextual, social and cultural appropriateness besides grammatical correctness.
5. To acquaint students with the basic concepts in pragmatic theory and give them practice in the application of these concepts.

(b) Course Content

- I) Phonology
 - a) Phonemes / Sounds of English
 - b) Syllable
 - c) Word Stress
 - d) Sentence Stress
 - e) Intonation
- II) Morphology
 - a) Structure of words
 - b) Concept of Morpheme / Allomorph
 - c) Types of Morpheme
 - d) Processes of Word Formation
- III) Syntax
 - a) Elements of Grammar
 - b) Nouns, Pronouns and the Basic NP
 - c) Adjective and Adverb
 - d) Preposition and Preposition Phrases
 - e) The Simple Sentence
- IV) Semantics
 - a) The Terms 'Semantics' and 'Meaning'
 - b) Seven Types of Meaning
 - c) Components and Contrasts of Meaning (Synonymy, Antonymy, Hyponymy, Prototypes)
 - d) Lexical Relations (Homonymy, Homophony, Polysemy, Metonymy)

(c) Suggestions for Teachers

Keeping in mind the practical nature of the course teaching should be interactive and participatory. It should be learner centred, learning focused and activity oriented. Basic concepts may be clarified with the help of teacher-talk.

(d) Suggestions for Evaluation

The Semester Examination will be for 60 marks. The Internal Assessment will have the weightage of 20 marks. An Oral Test will be conducted at the end of the year carrying 20 marks. In the Oral Test the student will be tested for his/her subject knowledge, command over language and fluency including accent, rhythm and intonation.

(e) Reading List

1. Quirk, R, S. Greenbaum (1973), A University Grammar of English, London: Longman.
2. Quirk, R (1962), The Use of English, London: Longman.
3. Gimson, A. C. (1996), An Introduction to The Pronunciation of English, a revised edition.
4. Kachru, B. B. (1983), The Indianization of English, The English Language in India, Delhi: OUP.
5. Kachru, B. B. (1986), The Alchemy of English: The spread, functions and models of non- native Englishes, Delhi: OUP.
6. Thorat, Ashok (2008), Discourse Analysis, CUP.
7. Bansal, R. K. and J. B. Harrison (1972), Spoken English for India, New Delhi : Orient Longman
8. Akmajian, et al. (1995), Linguistics: An Introduction to Language and Communication, Prentice Hall of India: New Delhi.
9. Anderson, W. L. and Stageberg, N. C. (1975), Introductory Readings on Language, Holt, Rinehart & Wilson (4th edn.): New York
10. Annamalai, E. (2001), Managing Multiculturalism in India (Sage, Delhi)
11. Balasubramaniam, T. (1981), A Text book of English Phonetics for Indian Students (Macmillan)
12. Brown, G. and G. Yule (1983), Discourse Analysis, Cambridge: CUP.
13. Brown, p. and Levinson, S. C. (1987), 'Politeness: Some Universals' in Language Usage, Cambridge: CUP
14. Chomsky (1957), Syntactic Structures, The Hague: Mouton.
15. Chomsky (1965), Aspects of the Theory of Syntax, Cambridge, Mass: MIT Press.
16. Crystal, David (1980 rpt. 1995), Dictionary of Linguistics and Phonetics, Cambridge: Blackwell.
17. Crystal, David (1987), The Cambridge Encyclopaedia of Language, Cambridge: CUP.
18. Crystal, David and Derek Davy, (1969), Investigating English Style, London: Longman.
19. Hudson, R. A. (2003), Sociolinguistics, Cambridge: CUP.
20. Koach, P. (1983), English Phonetics and Phonology (CUP)
21. Krishnaswamy, Verma and Nagarajan (1992), Modern Applied Linguistics (Macmillan)
22. Leech, G. N. (1983), Principles of Pragmatics, London: Longman.
23. Levinson, S. C. (1983), Pragmatics, Cambridge: CUP.
24. Lyons, J. (1977), Semantics, Vols. 1 & 2, Cambridge: CUP.
25. Lyons, J. (1981), Language, Meaning and Context, Cambridge: CUP.
26. Mey, Jacob L. (1993), Pragmatics: An Introduction, Oxford: Blackwell.
27. O'Connor, J. D. (1980, rpt. 1992), Better English Pronunciation (New Edition), Universal Book Stall, New Delhi
28. Palmer, Frank – Semantics (CUP)
29. Radford, Atkinson and Others (1999), Linguistics: An Introduction (CUP)
30. Saeed, John I. (1997), Semantics, Oxford: Blackwell.
31. Saussure, Ferdinand De (1974), Course in General Linguistics (with introduction by Jonathan Culler), Fontana: Collins.
32. Sethi and Dhamija (1989), A Course in Phonetics and Spoken English (Prentice Hall of India)
33. Thorat, Ashok (ed.) (2006), Non-Native Phenomenon of English (IASE, Pune)
34. Thorat, Ashok (ed.) (2007), Pragmatics (IASE, Pune)
35. Thorat, Ashok (2008) Discourse Analysis (FCS, Pune)
36. Trask, R. L. (2003), Language : The Basics (Routledge)
37. Verma and Krishnaswamy (1989), Modern Linguistics: An Introduction (OUP)
38. Verschuren, Jef (1999), Understanding Pragmatics (London: Edward Arnold)

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

Paper – 1.4 : Cotemporary Critical Theory

(a) Objectives

1. To acquaint students with different trends in literary criticism – Ancient and Modern.
2. To acquaint students with important schools of literary criticism with the help of representative texts and help them grasp the methods and techniques of interpreting literature.
3. To expose them to the major trends in Contemporary Critical Theory.

(b) Course Content

Background of Contemporary Literary Theory

- I) A survey of Western Critical Thought from classical through the neo-classical to romantic Criticism from mimetic to expressive theories of Literature.
 - 1) Aristotle : The Poetics (Chapters 1-16)
 - 2) Samuel Johnson : From *The life of Milton* as covered in Ramaswami and Sethuraman (eds.), *The English Critical Tradition*, Vol. 1 (Macmillan: 1986)
 - 3) William Wordsworth : Preface to Lyrical Ballads
- II) Formalist Approach and New Criticism
 - *1) T.S. Eliot : Tradition and the Individual Talent
 - 2) I. A. Richards : Pseudo-Statements
 - *3) Cleanth Brooks : Irony as Principle of Structure.
 - 4) Wimsatt and Beardsley : The Intentional Fallacy.

(c) Suggestions for Teachers

Students have already been acquainted with the basic terms and concepts in critical theory and practice at the undergraduate level. Now the focus should be on the theoretic aspects of literary criticism and students be trained in approaching literary texts from various points of view. As far as possible, the theoretical aspects should be explained and illustrated with reference to the literary texts students have studied at various stages

(d) Suggestions for evaluation

The Semester Examination will be for 60 marks. The Internal Assessment will have the weightage of 20 marks. An Oral Test will be conducted at the end of the year carrying 20 marks.

* During the Oral Tests questions will be asked only on these texts.

(e) Reading List

1. Ramaswami and Sethuraman (eds.) (1986), *The English Critical Tradition*, Vol. 1 (Macmillan) For Samuel Johnson and William Wordsworth.
2. Hardy and Westbrook (eds.) (1974), *20th Century Criticism*, (Light and Life Publishers, New Delhi) for T.S. Eliot, I. A. Richards, Cleanth Brooks, Richard Chase, and Ernest Jones.
3. Ramaswami and Sethuraman (eds.) (1986), *The English Critical Tradition*, Vol. II (Macmillan) for Wimsatt and Beardsley.
4. Lodge, David (1989), *20th Century Literary Criticism* (London Longman) For George Lukacs
5. Sethuraman (ed.), *Contemporary Criticism: An Anthology*, (Macmillan), for Roland Barthes, Stanley Fish, M.H. Abrams, and Elaine Showalter.

6. Ashok Thorat, et al (2001), Spectrum of Literary Criticism, New Delhi: Frank Bros. & Co.
7. Barry, Peter (2007), Beginning Theory : An Introduction to Literary and Cultural Theory, Manchester University Press

Semester Two

Paper – 2.1 : English Literature (1550 - 1832)

(a) Objectives

1. To acquaint students with major trends in English Literature through a detailed study of specific literary texts.
2. To enable students to read and appreciate the literary texts.
3. To Cultivate among students a sense of understanding in order to make them better human beings by the exposure to literature.
4. To improve the linguistic competence along with the literary competence of students.

(b) Course Content

- | | | |
|-----------------------|---|---|
| 1. Alexander Pope | : | The Rape of the Lock |
| 2. William Wordsworth | : | i) Tintern Abbey |
| | : | ii) Ode on the Intimations of Immortality |
| *3 Shelley | : | Adonais |
| 4. William Congreve | : | The Way of the World |
| *5. Jane Austen | : | Pride and Prejudice |

* During the Oral Test questions will be asked only on these texts.

(c) Suggestions for Teachers

No study of literature can begin without having read the literary texts(s) to be studied. Teachers, therefore, should encourage students and help them go through the prescribed texts. To have the first hand experience of literature teachers should make students interact with the texts so that students develop their own responses rather than depend on the borrowed critical views. It would be good to have at least some silent reading sessions carefully planned and monitored by the teacher. Students should also be given practice in writing answers to the point and should be discouraged from writing vague, round about and repetitive answers. Understanding of the literal meaning, i.e. what the printed text means, is a prerequisite for a proper understanding of the intended message of the text.

(d) Suggestions for Evaluation

The Semester Examination will be for 60 marks with a compulsory question on the literary background to be illustrated from the prescribed texts. The Internal Assessment will have the weightage of 20 marks. An Oral Test will be conducted at the end of the year carrying 20 marks. Questions will be asked only on the texts marked clearly for this purpose. About 50% of portion will be earmarked for the Oral Test.

(e) Reading List

The same as for Paper 1.1

Paper- 2.2 : English literature (1832-1980)

(a) Objectives

1. To acquaint students with major trends and writers in English Literature through detailed study of specific literary works.
2. To enable students to read and appreciate critically the literary works by the major English authors.
3. To cultivate among students a sense of understanding in order to make them better human beings by the exposure to literature.
4. To improve linguistic competence along with the literary competence of students

(b) Course Content

- | | | | |
|-----|----------------|------|--|
| *1. | T. S. Eliot | i) | The Love Song of J. Alfred Prufrock |
| | | ii) | Marina |
| | | iii) | Gift of the Magi |
| *2. | Ted Hughes | i) | The Jaguar |
| | | ii) | Hawk Roosting |
| 3. | Thom Gunn | i) | On the Move |
| | | ii) | Considering the Snail |
| 4. | Phillip Larkin | i) | Wants |
| | | ii) | Lines on a Young Lady's Photograph Album |
| *5. | Graham Greene | : | The Power and the Glory |
| *6. | Harold Pinter | : | The Birthday Party |

* During the Oral Test questions will be asked only on these texts.

(c) Suggestions for Teachers

No study of literature can begin without having read the literary texts(s) to be studied. Teachers, therefore, should encourage students and help them go through the prescribed texts. To have the first hand experience of literature teachers should make students interact with the texts so that students develop their own responses rather than depend on the borrowed critical views. It would be good to have at least some silent reading sessions carefully planned and monitored by the teacher. Students should also be given practice in writing answers to the point and should be discouraged from writing vague, round about and repetitive answers. Understanding of the literal meaning, i.e. what the printed text means, is a prerequisite for a proper understanding of the intended message of the text.

(d) Suggestions for Evaluation

The Semester Examination will be for 60 marks with a compulsory question on the literary background to be illustrated from the prescribed texts. The Internal Assessment will have the weightage of 20 marks. An Oral Test will be conducted at the end of the year carrying 20 marks. Questions will be asked only on the texts marked clearly for this purpose. About 50% of portion will be earmarked for the oral test.

(e) Reading List

The same as for Paper 1.2

Paper-2.3 : English Language Today

(a) Objectives

6. To familiarise students with the ideology of Communication, Communication Technology and English language as a means of communication
7. To familiarise students with the phonological, morphological, lexical, and syntactic systems of the English language.
8. To acquaint them with the main geographical, registral and social varieties of English.
9. To focus on situational contextual, social and cultural appropriateness besides grammatical correctness.
10. To acquaint students with the basic concepts in pragmatic theory and give them practice in the application of these concepts.

(b) Course Content

- I) Language and Society
 - A) Language Variation
 - a) Regional Variation / Dialects
 - b) Social Variation / Sociolects
 - c) Individual Variation / Idiolects
 - d) Stylistic Variation / (i.e. Formal and Informal Styles)
 - B) Language Contact
 - a) Code Switching and Code Mixing
 - b) Pidgins and Creoles
 - c) Borrowing
- II) Distinctive Features Of British, American and Indian English
 - a) Phonological Features
 - b) Syntactic Features
 - c) Features of Vocabulary
 - d) Spelling Conventions
- III) Pragmatics
 - A) Basic Concepts
 - i) Language and Language Use
 - ii) Speech Acts
 - iii) Speech Situation and Speech Event
 - iv) Deixis
 - v) Presuppositions and Implicatures
 - vi) The Concept of Discourse
 - vii) Cohesion and Coherence
 - viii) Turn Taking and Adjacency Pairs
 - B) Conversational Principles
 - i) Politeness in Conversation : Face, Power, Solidarity, etc
 - ii) Maxims of Politeness Principle (as given by Lakoff and Leech)
 - iii) Co-operation in Conversation: Maxims of Co-operative Principle (Gricean Maxims as given in G. N. Leech (1983))
 - iv) Observation and Violation of CP and PP in Conversation

(c) Suggestions for Teachers

Keeping in mind the practical nature of the course teaching should be interactive and participatory. It should be learner centred, learning focused and activity oriented. Basic concepts may be clarified with the help of teacher-talk.

(d) Suggestions for Evaluation

The Semester Examination will be for 60 marks. The Internal Assessment will have the weightage of 20 marks. An Oral Test will be conducted at the end of the year carrying 20 marks. In the Oral Test the student will be tested for his/her subject knowledge, command over language and fluency including accent, rhythm and intonation.

(e) Reading List

The same as for Paper 1.3

Paper – 2.4 : Cotemporary Critical Theory

(a) Objectives

1. To acquaint students with different trends in literary criticism – Ancient and Modern.
2. To acquaint students with important schools of literary criticism with the help of representative texts and help them grasp the methods and techniques of interpreting literature.
3. To expose them to the major trends in Contemporary Critical Theory.

(b) Course Content

I) An introduction to the following contemporary critical approaches / schools / ideas in the light of the essay(s) prescribed for study (Questions could be set on the critical approaches or texts or both.)

- 1) Archetypal Criticism : Richard Chase - *Notes on the Study of Myth*
- *2) Marxist Criticism : George Lukacs - *The Ideology of Modernism*
- 3) Psychoanalytic Approach : Ernest Jones - *Hamlet :The Psychological Solution*
- 4) Structuralism : Roland Barthes - *To Write: An Intransitive Verb?*
- *5) Reader-Response Theory : Stanley Fish - *Is there a Text in this class?*
- 6) Deconstruction : M.H. Abrams - *The Deconstructive Angel*
- *7) Feminism : Elaine Showalter - *Toward a Feminist Poetics*

(c) Suggestions for Teachers

Students have already been acquainted with the basic terms and concepts in critical theory and practice at the undergraduate level. Now the focus should be on the theoretic aspects of literary criticism and students be trained in approaching literary texts from various points of view. As far as possible, the theoretical aspects should be explained and illustrated with reference to the literary texts students have studied at various stages

(d) Suggestions for evaluation

The Semester Examination will be for 60 marks. The Internal Assessment will have the weightage of 20 marks. An Oral Test will be conducted at the end of the year carrying 20 marks.

* During the Oral Tests questions will be asked only on these texts.

(e) Reading List

The same as for Paper 1.4
