

Program Name: B.A. English (3 year Integrated Degree Program)

The program is structured into 6 semesters.

Semesters 1 and 2

Students are required to study three subjects compulsorily. These are Communication Skills in English, Foundation Course and any one language (Hindi/Marathi/French). The students are required to select 3 subjects of their choice in each semester. These would be the elective courses under the Credit Based Grading Program. For example, a student who has selected English Literature as one of his elective subjects, studies 2 Theory courses, one in each of the semesters 1 and 2 namely, Introduction to Poetry and Drama and Introduction to Fiction.

Semesters 3 and 4

Students will continue to study the elective subjects they chose in semesters 1 and 2, however, there will be two theory courses in each one of these elective subjects. For example in English Literature, the student will study two theory courses in Indian Poetry and Drama and English as well as Indian Fiction in English in semesters 3 and 4 and will also study two theory courses in American Poetry and Drama as well as American Fiction. Thus, the student will complete four courses across semesters 3 and 4 in English Literature. Every student will thus do 8 theory courses, six courses from the elective subjects and two compulsory subjects. The subject of Foundation Course is compulsory in each semester. every student is required to select an Elective Course during the third semester of the BA Program from the applied component options given below:

1. Comparative Study of Religions
2. Demography
3. Elementary Quantitative Techniques
4. General Introduction to Law
5. Travel and Tourism

Semesters 5 and 6

Students who select English Literature as their Core subject in semesters 5 and 6, learn 6 Theory courses in each semester. r.

Structure of the Program – B.A English

Semester	Course Code	Course Name	Lectures per week	Credits per Semester
1 AND 2	SIUACSE11	COMMUNICATION SKILLS IN ENGLISH	4	2
	SIUACSE21	COMMUNICATION SKILLS IN ENGLISH	4	2
1 AND 2	SIUAIEL11	INTRODUCTION TO POETRY AND DRAMA	4	3
	SIUAIEL21	INTRODUCTION TO FICTION	4	3
3 AND 4	SIUAINL31	INDIAN ENGLISH POETRY AND DRAMA	3	3
	SIUAINL41	INDIAN ENGLISH FICTION	3	3
	SIUAAML32	AMERICAN POETRY AND DRAMA	3	3
	SIUAAML42	AMERICAN FICTION	3	3
5 AND 6	SIUAENG51	BRITISH LITERATURE FROM 1600 TO 1800	4	4
	SIUAENG52	LITERARY THEORY AND CRITICISM	4	4
	SIUAENG53	GRAMMAR AND THE ART OF WRITING	4	3.5
	SIUAENG54	19 TH CENTURY BRITISH LITERATURE (THE ROMANTIC PERIOD)	4	4
	SIUAENG55	20 TH CENTURY BRITISH LITERATURE	4	4
	SIUAENG56	LITERATURE AND GENDER	4	3.5
	SIUAENG61	BRITISH LITERATURE FROM 1600 TO 1800	4	4
	SIUAENG62	LITERARY THEORY AND PRACTICAL CRITICISM	4	4
	SIUAENG63	GRAMMAR AND THE ART OF WRITING	4	3.5

	SIUAENG64	19 TH CENTURY BRITISH LITERATURE (THE ROMANTIC PERIOD)	4	4
	SIUAENG65	20 TH CENTURY BRITISH LITERATURE	4	4
	SIUAENG66	LITERATURE AND GENDER	4	3.5

Preamble

English has become a language facilitating communication globally. In recent decades, the extent of application of English as a medium of instruction has grown exponentially. The syllabus of the B.A. Program in English has been designed to provide learners sufficient knowledge and skills enabling them to undertake further studies in the English Language and Literature. The Communication Skills in English course is designed specifically to enable learners to convey their thoughts and beliefs with conviction, to read messages in multimodal forms with discernment and to engage with their environment with sensitivity, empathy, and tolerance. These competencies constitute an essential part of critical literacy which this course seeks to achieve through the units on grammar, summarization, language through literature, writing skills, vocabulary, reading, listening, editing and creative writing. These skills have become necessities in an increasingly globalized world where oracy and literacy are being reinforced alongside the skill of critical thinking and discernment. English being the language of aspiration as well as of social and professional mobility, the course seeks to give the learners a platform to practice and hone their ability to communicate competently. The main purpose of teaching English Literature to First Year, Second Year and Third Year B.A. students is to enable them to approach a wide variety of literary texts and genres with critically sensitive and analytical understanding. The idea is to introduce the students to the historical periods of English literature chronologically; and to acquaint them with the basic concepts and terms of literature. It also aims to empower them to read, analyze and write about a poem, a short story, a novel, or a play in an independent manner. The focus of the literature course is to teach the finer nuances of literature and language, as well as to help and motivate the students to develop basic tools of analyzing a variety of literary genres.

Learning Objectives of the program:

1. To enhance language proficiency by providing adequate exposure to reading, listening, speaking, and writing skills
2. To develop insights into the structure of English language
3. To inculcate an appreciation of the literary aspects of language

4. To develop analytical skills and critical thinking through close reading of poems, short stories, novels and plays.
5. To cultivate appreciation of language as an artistic medium and to help them understand the importance of forms, elements and style that shape poems, fiction and plays.

B.A. English Literature

Program Outcomes and Program Specific Outcomes

Upon completion of this undergraduate degree program, a student will be able to accomplish the following program outcomes.

NO.	Details
PO1.	Effective communication skills: Facilitate the ability to speak, read, write and listen effectively in English, to comprehend and write effective reports and documentation, make successful presentations, give and receive clear instructions.
PO2.	Research skills: Utilize the contextual knowledge in an inter-disciplinary framework. Integrating research-based knowledge and research methods involving problem definition, analysis and interpretation of data, synthesis of the information to provide valid conclusions. Exercise analytical skill, research ability, creativity, for employability and collaborating with industries.
PO3.	Reasoning ability and rational thinking: Develop rational thinking based on acquired contextual knowledge, assessing societal, cultural, legal, gender, ethnic and environmental issues, and communicate logically with decisive responsibility
PO4.	Social interactive skills and teamwork: Network effectively with people, mediate disagreement and help reach conclusions in group settings. Function effectively as an individual, and as a member in diverse groups, and in multidisciplinary settings, exhibit adaptability, leadership quality and team building.
PO5.	Critical Thinking and Gender sensitization: Organize thoughts to identify assumptions, verify the accuracy and validity of assumptions, make informed decisions that guide actions (at Institutional, Personal and Intellectual level), develop the ability to think with different perspectives and ideas. Demonstrate an understanding and knowledge of gender equity-issues and gender justice.
PO6.	Create content for various domains: Acquire the ability to create content for domains such as teaching, media, advertising and the world wide web.
PSO1.	Sound disciplinary knowledge: Provide a systematic understanding of the various periods of British and World Literature from the 16 th to the 20 th Centuries. Demonstrate a commitment to professional learning by being independent, open-minded, and critically reflective learners

PSO2.	Understand, explain and apply abstract literary concepts and tools: Strengthen an understanding of the fundamental concepts, critical tools and theories to appreciate world literature and be equipped for further research in the disciplines of English language and literature.
PSO3.	Communicate ideas clearly using language for diverse domains: Organize and deliver relevant applications of knowledge through effective written, verbal, virtual communications and interact productively with people from diverse backgrounds. Demonstrate the ability to communicate across a broad range of communication modes and technologies with professional stakeholders; critically engage with, and communicate ideas in a structured, cohesive, and ethical manner within respective programmes.

Communication Skills in English:

Programme Name: B.A. English Literature				
Expected Course Outcomes				
Each course of the program aims at developing certain skills, attitudes and knowledge base of the students. The outline of Course Learning Outcomes is described below.				
Semester	Course Code	Credits	Lectures/week	Course Name
1	SIUACSE11	2	3L+1T	COMMUNICATION SKILLS IN ENGLISH
CO. No.	Course Outcome of SIUACSE11		Cognitive Level	Affinity with PO/ PSO
	Upon completion of this course, the student will be able to			
1	Apply the rules of English grammar to read and write effectively in English.		R, U & Ap	PO1 PSO3
2	Recognize and apply the principles of effective reading and listening		R, U & Ap	PO1 PSO3

3	Create newspaper reports and reports of events and analyse facts and ideas in a systematic and lucid manner with a specific focus on proof reading and editing skills	An, Ap & C	PO1, PO3 and PO5 PSO3
4	Apply the rules of cohesion, grammar and effective expression and create academic essays	Ap & C	PO3 & PO7 PSO3

PO- Program Outcome, PSO-Program Specific outcome; CO-Course Outcome;

Cognitive Level: R-Remember; U-Understanding; Ap-Apply; An-Analyze; E-Evaluate; C-Create

Programme Name: B.A. English Literature

Expected Course Outcomes

Each course of the program aims at developing certain skills, attitudes and knowledge base of the students. The outline of Course Learning Outcomes is described below.

Semester	Course Code	Credits	Lectures/week	Course Name	
1	SIUACSE21	2	3L+1T	COMMUNICATION SKILLS IN ENGLISH	
CO. No.	Course Outcome of SIUACSE21			Cognitive Level	Affinity with PO/ PSO
	Upon completion of this course, the student will be able to				
1	Apply the rules of English vocabulary to read and write effectively in English.			R, U & Ap	PO1 PSO3

2	Recognize and apply the principles of editing and summarization	R, U & Ap	PO1 PSO3
3	Create newspaper reports and reports of events, draft emails, correspondence, analyze facts and ideas in a systematic and lucid manner	An, Ap & C	PO1, PO3 and PO5 PSO3
4	Apply the rules of cohesion, grammar and effective expression and create effective blogs, podcasts and dialogues	Ap & C	PO3 & PO7 PSO3

PO- Program Outcome, PSO-Program Specific outcome; CO-Course Outcome;

Cognitive Level: R-Remember; U-Understanding; Ap-Apply; An-Analyze; E-Evaluate; C-Create

Programme Name: B.A. English Literature

Expected Course Outcomes

Each course of the program aims at developing certain skills, attitudes and knowledge base of the students. The outline of Course Learning Outcomes is described below.

Semester	Course Code	Credits	Lectures/week	Course Name	
1	SIUAIEL11	2	4	INTRODUCTION TO ENGLISH POETRY AND DRAMA	
CO. No.	Course Outcome of SIUAIEL11 Upon completion of this course, the student will be able to			Cognitive Level	Affinity with PO/ PSO
1	Identify the different periods of English literature.			R	PO1 & PSO1
2	Understand and identify the various literary modes of writing and expression.			R,U	PO1&PSO1, PSO2
3	Understand and analyze themes and poetic devices.			U, An	PO1, PO3&PSO3
4	Understand and analyze themes and dramatic devices.			U, An	PO1, PO3&PSO3

PO- Program Outcome, PSO-Program Specific outcome; CO-Course Outcome;

Cognitive Level: R-Remember; U-Understanding; Ap-Apply; An-Analyse; E-Evaluate; C-Create

2	SIUAIEL21	2	4	INTRODUCTION TO ENGLISH FICTION	
CO. No.	Course Outcome of SIUAIEL21 Upon completion of this course, the student will be able to			Cognitive Level	Affinity with PO/ PSO
1	Identify the different periods of English literature.			R	PO1 & PSO1
2	Understand and identify the various literary modes of writing and expression.			R,U	PO1&PSO1, PSO2
3	Understand and analyze themes and literary devices in short fiction.			U, An	PO1, PO3&PSO1,PSO2
4	Understand and analyze themes and literary devices in novels.			U, An	PO1, PO3&PSO1,PSO2

PO- Program Outcome, PSO-Program Specific outcome; CO-Course Outcome;

Cognitive Level: R-Remember; U-Understanding; Ap-Apply; An-Analyse; E-Evaluate; C-Create

3	SIUAINL31	3	4	INDIAN ENGLISH POETRY AND DRAMA	
CO. No.	Course Outcome of SIUAINL31 Upon completion of this course, the student will be able to			Cognitive Level	Affinity with PO/ PSO
1	Identify the elements which influence Indian poetry and drama			R, U	PO2 &PSO1
2	Analyze texts through a close reading of plays			U, An	PO2&PO 3, PSO1, PSO2
3	Understand and analyze themes and poetic devices			U, An	PO2, PO3&PS O2
4	Evaluate the social and historical context in which the texts are constructed			An, E	PO2, PO3&PS O3
PO- Program Outcome, PSO-Program Specific outcome; CO-Course Outcome; Cognitive Level: R-Remember; U-Understanding; Ap-Apply; An-Analyse; E- Evaluate; C-Create					

3	SIUAINL41	3	4	INDIAN ENGLISH FICTION	
CO. No.	Course Outcome of SIUAINL41 Upon completion of this course, the student will be able to			Cognitive Level	Affinity with PO/ PSO
1	Remember and understand the elements which influence Indian English fiction			R,U	PO2 &PSO1
2	Analyze texts through a close reading of short fiction and the novel			U,An	PO2&PO 3,PSO1, PSO2
3	Understand and analyze themes and literary devices in short fiction and the novel			U, An	PO2, PO3&PS O2
4	Evaluate the social and historical context in which the texts are constructed			An, E	PO2, PO3&PS O3
PO- Program Outcome, PSO-Program Specific outcome; CO-Course Outcome; Cognitive Level: R-Remember; U-Understanding; Ap-Apply; An-Analyse; E-Evaluate; C-Create					

3	SIUAINL32	3	4	INDIAN ENGLISH POETRY AND DRAMA	
CO. No.	Course Outcome of SIUAINL32 Upon completion of this course, the student will be able to			Cognitive Level	Affinity with PO/ PSO
1	Understand and identify the elements which influence Indian English poetry and drama			R,U	PO2 &PSO1
2	Understand and analyze themes and poetic devices through a close reading of the poems			U,An	PO2&PO 3,PSO1, PSO2
3	Critically analyze texts through a close reading of the play/s			U, An	PO2, PO3&PS O2
4	Analyze and evaluate the social and historical context in which the texts are constructed			An, E	PO2, PO3&PS O3
PO- Program Outcome, PSO-Program Specific outcome; CO-Course Outcome; Cognitive Level: R-Remember; U-Understanding; Ap-Apply; An-Analyse; E- Evaluate; C-Create					

3	SIUAAML41	3	4	AMERICAN POETRY AND DRAMA
CO. No.	Course Outcome of SIUAAML42 Upon completion of this course, the student will be able to	Cognitive Level	Affinity with PO/ PSO	
1	Understand and identify the elements which influence American poetry and drama	R,U	PO2 &PSO1	
2	Understand and analyze themes and literary devices through a close reading American poetry and drama	U,An	PO2&PO 3,PSO1, PSO2	
3	Critically analyze texts through a close reading of the poems and plays	U, An	PO2, PO3&PS O2	
4	Analyze and evaluate the social, cultural and historical context in which the texts are constructed	An, E	PO2, PO3&PS O3	
PO- Program Outcome, PSO-Program Specific outcome; CO-Course Outcome; Cognitive Level: R-Remember; U-Understanding; Ap-Apply; An-Analyse; E-Evaluate; C-Create				

3	SIUAAML42	3	4	AMERICAN FICTION	
CO. No.	Course Outcome of SIUAAML42 Upon completion of this course, the student will be able to			Cognitive Level	Affinity with PO/ PSO
1	Understand and identify the elements which influence American fiction			R,U	PO2 &PSO1
2	Understand and analyze themes and literary devices through a close reading of the short fiction			U,An	PO2&PO 3,PSO1, PSO2
3	Critically analyze texts through the close reading of the novel/s			U, An	PO2, PO3&PS O2
4	Analyze and evaluate the social, cultural and historical context in which the texts are constructed			An, E	PO2, PO3&PS O3
PO- Program Outcome, PSO-Program Specific outcome; CO-Course Outcome; Cognitive Level: R-Remember; U-Understanding; Ap-Apply; An-Analyse; E-Evaluate; C-Create					



College of Arts,
Science &
Commerce (Autonomous)

RISE WITH EDUCATION

NAAC REACCREDITED - 'A' GRADE

Faculty: Arts

Programme Name: BA

Programme Code: SIUACSE

Subject: COMMUNICATION SKILLS IN ENGLISH

Academic Year: 2021-22

Credit Based Semester System Syllabi approved by the
Board of Studies in English with effect from June 2021

CLASS: FYBA

SEMESTER: I

NUMBER OF LECTURES: 45 Lectures + 15 Tutorials MARKS: 100 (60+40)

COURSE NAME: COMMUNICATION SKILLS IN ENGLISH I

COURSE CODE: SIUACSE11

CREDITS: 2

Objectives of the Course:

1. To enhance language proficiency by providing adequate exposure to reading, listening, speaking and writing skills
2. To orient the learners towards the functional aspects of language
3. To develop insight into the structure of English language
4. To inculcate an appreciation of the literary aspects of language

Course Outcomes:

Upon completion of this course the learners will be able to:

1. Apply skills learnt for better reading, listening, speaking and writing expertise.
2. Identify and apply the functional aspects of language
3. Acquire a wider grammatical understanding
4. Critically appreciate literary texts

Syllabus:

Unit 1: Grammar

10 Lectures+5 Tutorials

Articles, Prepositions, Conjunctions, Subject-Verb Agreement, Transformation of sentences (simple, compound and complex), Question Tags, Direct and Indirect Speech. Active and Passive Voice

Unit 2: Reading and Listening Skills

10 Lectures+5 Tutorials

a. Comprehension of unseen passages

b. Types of Listening; Obstacles to Effective Listening

Unit 3: Writing Skills

10 Lectures+5 Tutorials

a. Formal Correspondence- Letter of Application, Request for Recommendation, Statements of Purpose

b. Essays- Persuasive, Descriptive and Analytical Essays

Unit 4: Language through Literature

15 lectures

Short stories: Oscar Wilde: “The Model Millionaire”

Guy de Maupassant: “A Duel”

Saki- “The Lumber Room”

Paper Pattern:

Internal Assessment:

40 Marks

Online Class Test: 20 marks

Assignment/ Project/ Presentation: 20 marks

Semester End Paper Pattern:

60 Marks

Sr. No.	Module	Question Type	Marks
1	Unit 1	Grammar	15
2	Unit 2	Comprehension- 7 Marks Listening Skills -8 Marks	15
3	Unit 3	Letters- 7 Marks Essay- 8 Marks	15
4	Unit 4	Short Stories- Short Notes (2 out of 3)	15
Total			60

CLASS: FYBA

SEMESTER: II

NUMBER OF LECTURES: 45 Lectures + 15 Tutorials MARKS: 100 (60+40)

COURSE NAME: COMMUNICATION SKILLS IN ENGLISH II

COURSE CODE: SIUACSE21

CREDITS: 2

Objectives of the Course:

1. To enhance language proficiency by providing adequate exposure to reading, listening, speaking and writing skills
2. To orient the learners towards the functional aspects of language
3. To increase the range of lexical resources through a variety of exercises
4. To train learners in creative writing

Course Outcomes:

Upon completion of this course the learners will be able to:

1. Apply skills learnt for better reading, listening, speaking and writing expertise.
2. Identify and apply the functional aspects of language
3. Organize facts and ideas in a systematic and lucid manner
4. Adapt communication to the needs of a specific situation

Syllabus:

Unit 1: Vocabulary Building

10 Lectures+5 Tutorials

Antonyms, Synonyms, Affixes and Root words, Homophones and Homonyms, Collocations and Changing the word class

Unit 2: Editing and Summarization

10 Lectures+5 Tutorials

a. Editing- Headlines, errors of punctuation, grammar, repetition, vocabulary and spelling, lack of cohesion, common errors in English

b. Summarization: Identification of the thesis statement or main idea, elimination of irrelevant or extraneous information, identification of logical tools of reasoning and integration of the writing in a precise and cohesive manner.

Unit 3: Writing Skills

15 Lectures

- a. Emails- Enquiry, Invitation, Thank You, Request for Permission and Sponsorship
- b. Report Writing- Activity Report and Newspaper Report

Unit 4: Creative Writing:

10 Lectures+5 Tutorials

Dialogue writing, Blogs and Podcasts

Paper Pattern:

Internal Assessment:

40 Marks

Online Class Test: 20 marks

Assignment/ Project/ Presentation: 20 marks

Semester End Paper Pattern:

60 Marks

Sr. No.	Module	Question Type	Marks
1	Unit 1	Vocabulary Building	15
2	Unit 2	Editing- 7 Marks Summarisation-8 Marks	15
3	Unit 3	Emails- 7 Marks Report Writing- 8 Marks	15
4	Unit 4	Blog- 7 Marks Dialogue Writing- 8 Marks	15
		Total	60

Recommended Reading:

Adair, John. *Effective Communication*. Pan Macmillan Ltd., 2003.

Bellare, Nirmala. *Reading Strategies*. Vols. 1 and 2. OUP, 1998.

Blass, Laurie, Kathy Block and Hannah Friesan. *Creating Meaning*. OUP, 2007.

Bonet, Diana. *The Business of Listening*. Third Edition. Viva Books, 2004.

Brown, Ralph: *Making Business Writing Happen: A Simple and Effective Guide to Writing Well*. Allen and Unwin, 2004.

Buscemi, Santi and Charlotte Smith, *75 Readings Plus*. Second Edition. McGraw-Hill, 1994.

Doff, Adrian and Christopher Jones. *Language in Use (Intermediate and Upper Intermediate)*. CUP, 2004.

Glendinning, Eric H. and Beverley Holmstrom. Second edition. *Study Reading: A Course in Reading Skills for Academic Purposes*. CUP, 2004.

Hamp-Lyons, Liz and Ben Heasley. Second edition. *Study Writing: A Course in Writing Skills for Academic Purposes*. Cambridge: CUP, 2006.

Hasson, Gill. *Brilliant Communication Skills*. Pearson Education, 2012.

Murphy, Raymond. Second Edition. *Essential English Grammar*. Cambridge University Press, 2018.

Sasikumar, V., Kiranmai Dutt and Geetha Rajeevan. *A Course in Listening and Speaking I & II*. Foundation Books, Cambridge House, 2006.

Savage, Alice, et al. *Effective Academic Writing*. OUP, 2005.

Seely, John. *Writing Reports*. OUP, 2002.

Sharma, R. C. & Krishna Mohan. *Business Correspondence and Report Writing*: Third Edition. Tata McGraw-Hill Publishing company Limited, 2007.

Tickoo, M L et al. Intermediate Grammar, Usage and Composition. Orient Blackswan, 2009.

E-Resources:

<https://www.britishcouncil.org/english>

<https://www.onestopenglish.com/>

<http://www.pearsoned.co.uk/AboutUs/ELT/>

<https://www.podcastinsights.com/best-podcast-hosting/>

<http://www.howisay.com/>

<http://www.thefreedictionary.com/>

<https://owl.purdue.edu/>

<https://www.englishgrammar.org/>

<https://www.usingenglish.com/>

<https://www.ef.com/wwen/english-resources/>



Faculty: Arts

Programme Name: BA

Programme Code: SIUAENG

Subject: INTRODUCTION TO
ENGLISH LITERATURE

Academic Year: 2021-22

Credit Based Semester System

Syllabi approved by the Board of Studies in

English with effect from June 2021

Semester I

Class: FYBA

Name of Subject: Introduction to English Literature

Title of the Paper: Introduction to Poetry and Drama

Paper Code: SIUAIEL11

Number of Credits: 3

No. of Lectures: 60 Lectures

Marks: 100

Objectives of the Course:

1. To enable students to understand that literature is an expression of human values within a historical and social context and identify the various periods of English Literature from the Old English Period to the Renaissance.
2. To acquaint students with the characteristics of various literary terms with reference to English poetry and drama.
3. To develop analytical skills and critical thinking through close reading of poems and plays.
4. To cultivate appreciation of language as an artistic medium and to help them understand the importance of forms, elements and style that shape poems and plays.

Course Outcomes:

Upon completion of this course the learners will be able to:

1. Understand and evaluate literature as an expression of human values within a historical and social context and identify the various periods of English Literature from the Old English Period to the Renaissance.
2. Identify the characteristics of various literary terms and genres specifically in relation to poetry and drama.
3. Think critically and analyse texts through close reading of literary poems and plays.
4. Appreciate language as an artistic medium.
5. Identify the elements that shape poetry and drama in English.
6. Write critical appreciations of poems and a play.

Semester 1

Unit 1: (15 Lectures)

Periods of English Literature:

From Old English to the Renaissance

The Old English Period (or the Anglo-Saxon Period), the Middle English Period,

The Elizabethan Age, The Jacobean Age, The Caroline Period and the Commonwealth Period or The Puritan Interregnum

Unit 2: (15 Lectures)

Literary Terms:

Tragedy, Comedy, Lyric, Ode, Sonnet, Theatre of the Absurd and Dramatic Monologue

Unit 3: (15 Lectures)

Poetry:

Sonnet: 'Batter My Heart, Three Personn'd God' - John Donne

Ode: 'Ode to a Nightingale' - John Keats

Dramatic Monologue: 'The Laboratory' – Robert Browning

Unit 4: (15 Lectures)

Drama:

William Shakespeare: *The Merchant of Venice*

OR

William Shakespeare: *Romeo and Juliet*

Semester End Question Paper Pattern Marks: 60

Semester I

Sr. No.	Question	Module	Marks
1	Periods of English Literature: Short notes: 2 out of 3	Unit 1	15
2	Literary Terms: Short notes: 2 out of 3	Unit 2	15
3	Poems: Essay 1 out of 2	Unit 3	15

4	Drama: Essay 1 out of 2	Unit 4	15
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Internal Assessment: 40 Marks

Online Class Test: 20 marks Assignment/ Project/ Presentation: 20 marks

Semester II

Class: FYBA

Name of Subject: Introduction to English Literature

Title of the Paper: Introduction to English Fiction

Paper Code: SIUAIEL21

Number of Credits: 3

No. of Lectures: 60 Lectures

Marks: 100

Objectives of the Course:

1. To enable students to understand that literature is an expression of human values within a historical and social context and identify the periods of English Literature from the Neo-Classical Age to the Post Modern Period.
2. To acquaint students with the characteristics of various literary terms in relation to English fiction.
3. To develop analytical skills and critical thinking through close reading of short stories and novels.
4. To cultivate appreciation of language as an artistic medium and to help them understand the importance of forms, elements and style that shape fiction.

Course Outcomes:

Upon completion of this course the learners will be able to:

1. Understand and evaluate literature as an expression of human values within a historical and social context and identify the periods of English Literature from the Neo-Classical Age to the Post Modern Period.
2. Identify the characteristics of various literary terms and genres specifically in relation to fiction.
3. Think critically and analyse texts through close reading of literary fiction.

4. Appreciate language as an artistic medium.
5. Identify the elements that shape literary fiction (the novel and the short story).
6. Write a critical appreciation of short stories and a novel.

Semester 2

Unit 1: (15 Lectures)

Periods of English Literature: From the Neo-Classical Period to Post modernism.

The Neo-Classical Period: The Restoration, The Augustan Age, The Age of Sensibility

The Romantic and the Victorian Period, The Pre-Raphaelites, Aestheticism and Decadence

The Modern Period: The Edwardian and the Georgian Period, The Post War Period and The Postmodern Period.

Unit 2: (15 Lectures)

Literary Terms:

Plot, Character, Setting, Narrative and Point of View, Magic Realism, Gothic fiction and Detective Fiction

Unit 3: (15 Lectures)

Short stories:

The Gothic: E A Poe: "The Cask of Amontillado"

Conan Doyle: "The Adventure of the Six Napoleons"

Magic Realism: Haruki Murakami: "Super-Frog Saves Tokyo" from the collection *After the Quake* translated from the Japanese by Jay Rubin, 2003

Unit 4: (15 Lectures)

Novel:

Mark Dunn: *Ella Minnow Pea*

OR

Charlotte Bronte: *Jane Eyre*

Semester End Question Paper Pattern Marks: 60

Semester II

Sr. No.	Question	Module	Marks
1	Periods of English Literature: Short notes : 2 out of 3	Unit 1	15
2	Literary Terms: Short notes: 2 out of 3	Unit 2	15
3	Short stories: Essay 1 out of 2	Unit 3	15
4	Novel: Essay 1 out of 2	Unit 4	15

Internal Assessment: 40 Marks

Online Class Test: 20 marks Assignment/ Project/ Presentation: 20 marks

Recommended Reading:

Abrams, M.H. *A Glossary of Literary Terms*. India, Macmillan Publishers, 2000.

Albert, E. *History of English Literature*. India, Oxford University Press, 2009.

Athenian Society. *Drama, Its History*. England, Nabu Press, 2012.

Auger, Peter. *The Anthem Glossary of Literary Terms and Theory*. India, Anthem Press, 2011.

Bennett, Andrew and Nicholas Royle. *Introduction to Literature Criticism and Theory*. Great Britain: Pearson Education Limited, 2004.

Cavanagh, Dermot Alan Gillis, Michelle Keown, James Loxley and Randall Stevenson (Ed). *The Edinburgh Introduction to Studying Literature*. Edinburgh: Edinburgh University Press, 2010.

Chakrabarti, Piyas. *The Anthem Dictionary of Literary Terms and Theory*. Delhi: Anthem Press, 2006.

Edmond Gore and Alexander Holmes. *What is Poetry?* England, Nabu Press, 2010.

Forster, E M. *Aspects of the Novel*. London: Rosetta Books, 2002.

Gibson Arthur. *What is Literature?* Peter Lang Pub Inc, 2007.

Hudson, W.H., *An Outline History of English Literature*. India, G K Publishers Pvt. Ltd.,2011.

McKeon, Michael. *Theory of the Novel: A Historical Approach*. Baltimore: John Hopkins University Press, 2000.

Nayar, Pramod K. *A Short History of English Literature*. Amity University Press, 2018.

Prasad, B. *Background of the Study of English Literature*. Chennai, Macmillan, 1999.

Widdowson, Peter. *The Palgrave Guide to English Literature and its Contexts 1500-2000*. Hampshire: Palgrave, Macmillan, 2004.

E-Resources:

<https://www.youtube.com/watch?v=nllDcnfoH5A>

<https://www.youtube.com/watch?v=OiRWBI0JTYQ>

<https://www.youtube.com/watch?v=fI1OeMmwYjU&t=275>

[s <https://www.youtube.com/watch?v=rCz7qxmO2hA>](https://www.youtube.com/watch?v=rCz7qxmO2hA)

<https://www.litcharts.com/lit/ella-minnow-pea>

<https://www.litcharts.com/lit/jane-eyre>

http://srgm.org.in/586_Study_Guide.pdf

https://en.wikipedia.org/wiki/Ella_Minnow_Pea



**Sion (West), Mumbai- 400 022
(Autonomous)**

Bachelor of Arts

Programme: SYBA

Programme Code: SIUAINL

Course: INDIAN ENGLISH LITERATURE

Academic Year: 2022-23

Credit Based Semester System Syllabi approved by the Board of Studies
in English with effect from June 2022

BACHELOR OF ARTS

PREAMBLE

The Indian English Literature course is designed specifically to create an interest and develop passion amongst learners towards Indian English poetry, fiction and drama, to read texts by Indian English writers, poets and dramatists with discernment and also to engage with their multicultural environment with sensitivity, empathy, and tolerance. These competencies constitute an essential part of critical literacy which this course seeks to achieve through the units on Indian English poetry, drama, and fiction. These skills have become necessities in an increasingly globalized world where effective expression is being reinforced alongside the skill of critical thinking and discernment. The course seeks to give the learners a platform to learn from the best Indian English writers, poets, and dramatists by appreciating literature and language not merely as tools for expression but also as socio-cultural artefacts.

Bachelor of Arts Programme
Indian English Literature
Semester III and Semester IV Credit Based Semester and Grading
System (with effect from the academic year 2022-23)

Paper Code	Unit No.	Unit Name	Credits
SIUAINL31	1	Literary Overview and Concepts	3
	2	Poetry- 1950 to 1980	
	3	Poetry- 1980 Onwards	
	4	Drama	
SIUAINL41	1	Literary Overview and Concepts	3
	2	Short Stories (pre-independence)	
	3	Short Stories (post-independence)	
	4	Novel	

SYBA Semester- III Subject Name: Indian English Literature

Title of the Paper: Indian English Poetry and Drama Paper Code:

SIUAINL31

No. of Lectures: 45 Credits: 3 Marks: 100 (60+40)

Objectives of the Course:

1. Understand and evaluate literature as an expression of human values within a historical and social context and trace the development of Indian Poetry in English from pre-independence to post independence times
2. Understand and evaluate literature as an expression of human values within a historical and social context and trace the development of

Indian Drama in English from pre-independence to post independence times.

Course Outcomes:

Upon completion of this course the learners will be able to:

1. Identify the elements and influences that shape Indian poetry and drama in English
2. Analyze texts through close reading of plays
3. Understand and analyze themes and poetic devices
4. Evaluate the social and historical context in which the texts are constructed

Unit 1: Literary Overview and Concepts:

11 Lectures

Pre-Independence Poetry, Pre-Independence Drama, Post-Independence Poetry, Post-Independence Drama

Unit 2: Poetry- 1950 to 1980

11 Lectures

- i.) Nissim Ezekiel: 'The Patriot' and 'The Professor'
- ii.) Kamala Das: 'My Grandmother's House' and 'The Looking Glass'
- iii.) R Parthasarathy: 'Homecoming' and 'The Stones of Bamiyan'

Unit 3: Poetry- 1980 onwards

11 Lectures

- i.) Menka Shivdasani: 'The Woman Who Speaks to Milk Pots' and 'The Clinging Vine'
- ii.) Imtiaz Dharker: 'Postcards from God 1' and 'Hiraeth, Old Bombay'
- iii.) Agha Shahid Ali: 'Vacating an Apartment' and 'The Wolf's Postscript to *Little Red Riding Hood*'

Unit 4: Drama

12 Lectures

Vijay Tendulkar: *Ghashiram Kotwal*

Paper Pattern:

Internal Assessment: 40 Marks

Online Class Test: 20 marks

Assignment/ Project/ Presentation: 20 marks

Semester End Paper Pattern: 60 Marks

Sr. No.	Question	Module	Marks
1	Literary Overview and Concepts: Essay 1 of 2	Unit 1	15
2	Poetry: 1950-1980 Essay 1 out of 2	Unit 2	15
3	Poetry: 1980 Onwards Essay 1 out of 2	Unit 3	15
4	Drama: Essay 1 out of 2	Unit 4	15

SYBA Semester- IV Subject Name: Indian English Literature

Title of the Paper: Indian English Fiction Paper Code: SIUAINL41

No. of Lectures: 45 Credits: 3 Marks: 100 (60+40)

Objectives of the Course:

1. Understand and evaluate literature as an expression of human values within a historical and social context and trace the development of Indian English Fiction from pre-independence to post independence times

1.Remember and understand the elements which influence Indian English Fiction

2.Analyze texts through close reading of short fiction and the novel

3.Understand and analyze themes and literary devices in short fiction and novels.

4.Evaluate the social and historical contexts in which the texts are constructed.

Unit 1: Literary Overview and Concepts:

11 Lectures

English Studies in India, Pre-Independence Fiction, Post-Independence Fiction, Partition Literature,

Unit 2: Pre-Independence Fiction (Short Stories)

11 Lectures

i.) Rabindranath Tagore: “A Wife’s Letter”

ii.) R. K. Narayan: “An Astrologer’s Day”

iii.) Mulk Raj Anand: “The Lost Child”

Unit 3: Post-Independence Fiction (Short Stories)**11 Lectures**

- i) Vilas Sarang: “Spider in the Clock”
- ii) Manjula Padmanabhan: “Shrinking Vanita”
- iii) Shashi Deshpande: “Stone Women”

Unit 4: Contemporary Fiction**12 Lectures****Novel:**

Amitav Ghosh: *Gun Island*

Paper Pattern:**Internal Assessment: 40 Marks**

Online Class Test: 20 marks

Assignment/ Project/ Presentation: 20 marks

Semester End Paper Pattern: 60 Marks

Sr. No.	Question	Module	Marks
1	Literary Overview and Concepts: Essay 1 of 2	Unit 1	15
2	Pre-Independence Fiction (short stories): 1 out of 2	Unit 2	15
3	Post-Independence Fiction (Short stories): Essay 1 out of 2	Unit 3	15

4	Novel: Essay 1 out of 2	Unit 4	15
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Recommended Reading:

Bassnett, Susan and Harish Trivedi (eds). *Postcolonial translation: Theory and Practice*. Routledge, 2002.

Bharucha, Nilufer and Vilas Sarang (eds). *Indian English Fiction, 1980-90: An Assessment*. B R Publishers, 1994.

Bharucha, Nilufer and Vrinda Nabar (eds). *Mapping Cultural Spaces: Postcolonial Indian Literature in English, Essays in Honour of Nissim Ezekiel*. Vision Books, 1998.

Bhongle, Rangrao (ed.). *The Inside View: Native Responses to Contemporary Indian English Novel*. Atlantic Publishers, 2003.

Datta, Amresh. *The Encyclopedia of Indian Literature*. Sahitya Academy, 1994.

Deshpande G P (ed) *Modern Indian Drama: An Anthology*. New Delhi: Sahitya Academy, 2004.

de Souza, Eunice (ed). *Both Sides of The Sky: Post-Independence Indian Poetry in English*. New Delhi: National Book Trust, 2008.

de Souza, Eunice (ed). *Early Indian poetry in English: An Anthology 1829-1947*. Oxford University Press, 2010.

de Souza, Eunice. *Nine Indian Women Poets*. Oxford University Press, 1997.

de Souza, Eunice. *Talking Poems: Conversations With Poets*. Oxford University Press, 1999.

Devy, G N. *Critical Thought: An Anthology of 20th Century Critical Essays*. Oriental University Press, 1987.

Devy, G N. *After Amnesia: Tradition and Change in Literary Criticism*. Orient Longman, 1993.

Devy, G N. *Between Tradition and Modernity: India's Search for Identity*. Sage Publications, 1998.

Devy, G N. *In Another Tongue: Essays on Indian English Literature*. Macmillan, 2001.

Devy, G N. *Indian Literary Criticism: Theory and Interpretation*. Orient Longman, 2002.

Dharwadker, Vinay and Ramanujan A. K.. *The Oxford*

Anthology of Modern Indian Poetry. Oxford University Press, 2006.

Ezekiel, Nissim and Mukherjee Meenakshi. *Another India: An Anthology of Contemporary Indian Fiction and Poetry*. Penguin Books, 1990.

George, K M. *Modern Indian Literature: An Anthology – Plays and Prose*. Sahitya Academy, 1995.

Haq, Kaiser (ed). *Contemporary Indian Poetry*. Ohio State University Press, 1990.

Haq, Rubana (ed). *The Golden Treasure of Writers Workshop Poetry*. Writers Workshop, 2008.

Hoskote, Ranjit (ed). *Reasons for Belonging: Fourteen Contemporary Indian Poets*. Viking/Penguin Books India, 2002.

Iyer, Natesan Sharada. *Musings on Indian Writing In English: Drama*. Sarup and Sons, 2007.

Jain, Jasbir (ed). *Creating Theory: Writers on Writing*. Pencraft International.

Karandikar, Vinda. *Literature as a Vital Art*. Sahitya Academy, 1991.

King, Bruce Alvin. *Three Indian Poets: Nissim Ezekiel, A K Ramanujan, Dom Moraes*. Oxford University Press, 1991.

King, Bruce. *Modern Indian Poetry in English*. Delhi: Oxford University Press, 1987.

Kirpal, Vinay (ed). *The Postmodern Indian English Novel*. Delhi: Allied Publishers, 1996.

Kirpal, Vinay. *The New Indian Novel in English*. Delhi: Allied Publishers, 1990.

Kumar, Nand. *Indian English Drama: A Study In Myths*. Delhi: Sarup and Sons, 2003.

Lal, Malashri. *The Law of the Threshold: Women Writers in Indian English*. Indian Institute of Advanced Studies, 1995.

Mehrotra, Arvind Krishna (ed). *The Oxford India Anthology of Twelve Modern Indian Poets*. Calcutta: Oxford University Press, 1992.

Mehrotra, Arvind Krishna (ed). *A History of Indian Literature in English*. Columbia University Press, 2003.

Mukherjee, Meenakshi. *Realism and Reality: The Novel and Society in India*. OUP., 1985.

Naik, M K. *A History of Indian English Literature*. Sahitya Akademi, 1982.

- Nemade, Bhalchandra. *Nativism*. Indian Institute of Advanced Studies, 2009.
- Paranjpe, Makarand (ed). *Nativism: Essays in Criticism*. Sahitya Akademi, 1997.
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- Paranjpe, Makarand. *An Anthology of New Indian English Poetry*. Rupa Publications, 1994.
- Parthasarathy, R. (ed). *Ten Twentieth-Century Indian Poets (New Poetry in India)*. Oxford University Press, 1976.
- Perry, John Oliver. *Absent Authority: Issues in Contemporary Indian English Criticism*. Sterling Publishers Pvt Ltd., 1992.
- Rajan, Rajeswari Sunder (ed) *The Lie of the Land: English Literary Studies in India*. Oxford University Press, 1992.
- Rajan, Rajeswari Sunder(ed). *Signposts: Gender Issues in Post-Independence India*. Kali for Women, 1999.
- Rajan, Rajeswari Sunder. *Real and Imagined Women: Gender, Culture and Postcolonialism*. Routledge, 1993.
- Ravikant and Tarun K Saint (eds). *Translating Partition*. Katha, 2001.
- Rusdhie, Salman. *The Vintage Book of Indian Writing 1847- 1997*. Vintage, 1997.
- Rusdhie, Salman. *Imaginary Homelands: Essays and Criticism 1981-1991*. Random House Publishers India Ltd., 2010.
- Sarang, Vilas. *Indian English Poetry since 1950 – An Anthology*. Disha Books (Orient Longman).1990.
- Srivivas Iyengar, K R. *Indian Writing in English*. Sterling Publishers Pvt Ltd., 1962.
- Tharu, Susie J and K Lalitha. *Women Writing in India – Volumes I and II*. Oxford University Press, 1990.
- Trivedi, Harish and Meenakshi Mukherjee. *Interrogating Post-colonialism: Theory, Text, Context*. Indian Institute of Advanced Study, 1996.
- Vishwanathan, Gauri. *Masks of Conquest: Literary History of British Rule in India*. Faber, 1990.



**Sion (West), Mumbai- 400 022
(Autonomous)**

Bachelor of Arts

Programme: SYBA

Programme Code: SIUAAML

Course: AMERICAN LITERATURE

Academic Year: 2022-23

Credit Based Semester System Syllabi approved by the Board of Studies
in English with effect from June 2022

BACHELOR OF ARTS

PREAMBLE

The American Literature course is designed specifically to create an interest and develop passion amongst learners towards American poetry, fiction and drama, to read texts by American writers, poets and dramatists with discernment and also to engage with their multicultural environment with sensitivity, empathy, and tolerance. These competencies constitute an essential part of critical literacy which this course seeks to achieve through the units on American poetry, drama, and fiction. These skills have become necessities in an increasingly globalized world where effective expression is being reinforced alongside the skill of critical thinking and discernment. The course seeks to give the learners a platform to learn from the best American writers, poets, and dramatists by appreciating literature and language not merely as tools for expression but also as socio-cultural artefacts.

Bachelor of Arts Programme

American Literature

Semester III and Semester IV Credit Based Semester and Grading System (with effect from the academic year 2022-23)

Paper Code	Unit No.	Unit Name	Credits
SIUAAML32	1	Literary Overview and Concepts	3
	2	Poetry- 1900 to 1945	
	3	Poetry- 1945 Onwards	
	4	Drama	
SIUAAML42	1	Literary Overview and Concepts	3
	2	Short Stories (1900-45)	
	3	Short Stories (1945 Onwards)	
	4	Contemporary Fiction	

SYBA Semester- III Subject Name: American Literature

Title of the Paper: American Poetry and Drama Paper Code: SIUAAML32

No. of Lectures: 45 Credits: 3 Marks: 100 (60+40)

Objectives of the Course:

- To acquaint learners with the various trends and movements that shaped American poetry as an expression of human values within a historical and social context
- To trace the development of poetry in American Literature in the

20th century

- To acquaint the learners with the various trends and movements that shaped American drama as an expression of human values within a historical and social context

Course Outcomes:

Upon completion of this course the learners will be able to:

1. Understand and identify the elements which influence American poetry and drama
2. Understand and analyze themes and literary devices through a close reading of American poetry and drama
3. Critically analyze texts through a close reading of poems and plays
4. Analyze and evaluate the social, cultural and historical context in which the texts are constructed

Unit 1: Literary Overview and Concepts:

11 Lectures

Confessional Poetry, Beat Generation, African-American Poetry, African-American Drama

Unit 2: Poetry: 1900-1945

11 Lectures

- i.) Ezra Pound- 'To Whistler, American' and 'Portrait d'une femme'
- ii.) e e Cummings: 'anyone lived in a pretty how town' and 'Buffalo Bill's'
- iii) Robert Frost: 'Birches' and 'The Road Not Taken'

Unit 3: Poetry: 1945 onwards

11 Lectures

- i.) Allen Ginsberg: 'A Supermarket in California' and 'Plutonian Ode'
- ii.) Anne Sexton: 'Her Kind' and 'Lullaby'
- ii.) Maya Angelou- 'Phenomenal Woman' and 'Still I Rise'

Unit 4: Drama

12 Lectures

Langston Hughes: *Mulatto*

Paper Pattern:

Internal Assessment: 40 Marks

Online Class Test: 20 marks

Assignment/ Project/ Presentation: 20 marks

Semester End Paper Pattern: 60 Marks

Sr. No.	Question	Module	Marks
1	Literary Overview and Concepts: Essay 1 of 2	Unit 1	15
2	Poetry: 1900-1945 Essay 1 out of 2	Unit 2	15
3	Poetry: 1945 Onwards Essay 1 out of 2	Unit 3	15

4	Drama: Essay 1 out of 2	Unit 4	15
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SYBA Semester- IV Subject Name: American Literature
Title of the Paper: American Fiction Paper Code: SIUAAML42
No. of Lectures: 45 Credits: 3 Marks: 100 (60+40)

Objectives of the Course:

- To understand and evaluate literature as an expression of human values within a historical and social context
- to trace the development of fiction in American Literature in the 20th century
- to acquaint the learners with contemporary American fiction

Course Outcomes:

Upon completion of this course the learners will be able to:

1. Understand and identify the elements which influence American fiction
2. Understand and analyze themes and literary devices through a close reading of American short fiction
3. Critically analyze texts through a close reading of novels
4. Analyze and evaluate the social, cultural and historical context in which the texts are constructed

Unit 1: Literary Overview and Concepts: **11 Lectures**

American Dream, Realism and Naturalism, Lost Generation, African-American Fiction

Unit 2: Short Stories (1900-1945) **11 Lectures**

- i.) Ernest Hemingway: “Cat in the Rain”
- ii.) Eudora Welty: “Why I Live at the P.O.”
- iii.) Zora Neale Hurston: “Sweat”

Unit 3: Short Stories (1945 onwards) **11 Lectures**

- i.) John Updike: “Separation”
- ii) James Baldwin: “The Rockpile”
- iii) Kurt Vonnegut: “Tomorrow and Tomorrow and Tomorrow”

Unit 4: Contemporary Fiction: Novel **12 Lectures**

Kathryn Stockett: *The Help*

Paper Pattern:

Internal Assessment: 40 Marks

Online Class Test: 20 marks

Assignment/ Project/ Presentation: 20 marks

Semester End Paper Pattern: 60 Marks

Sr. No.	Question	Module	Marks
1	Literary Overview and Concepts: Essay 1 of 2	Unit 1	15
2	Short Stories: 1900-1945: Essay 1 out of 2	Unit 2	15
3	Short Stories: 1945 Onwards: Essay 1 out of 2	Unit 3	15
4	Novel: Essay 1 out of 2	Unit 4	15

Recommended Reading:

Abrams, M. H and Harpham, Geoffrey Galt. *A Glossary of Literary Terms*. Eleventh Edition. Akash Press, 2015.

Baldick, Chris. *The Oxford Dictionary of Literary Terms*. Oxford University Press, 2001.

Bigsby, Christopher. *Modern American Drama: 1945-2000*. Cambridge University Press, 2000.

Bloom, Harold, ed. *Short Story Writers and Short Stories*. Chelsea House, 2005.

Boyars, Robert, ed. *Contemporary Poetry in America*. Schocken, 1974.

Cognard-Black, Jennifer ed. *Great American Short Stories: A Guide for Readers and Writers*. The Teaching Company, 2019.

Cook, Bruce. *The Beat Generation*. Scribners, 1971.

Gould, Jean. *Modern American Playwrights*. Dodd, Mead, 1966.

Drabble, Margaret and Stringer, Jenny. *The Concise Oxford Companion to English Literature*. Oxford University Press, 2007.

Fowler, Roger. Ed. *A Dictionary of Modern Critical Terms*. Rev. ed. Routledge & Kegan Paul, 1987.

Harmon, William; Holman, C. Hugh. *A Handbook to Literature*. 7th ed. Prentice-Hall, 1996.

Hassan, Ihab. *Contemporary American Literature, 1945-1972: An Introduction*. Ungar, 1973.

Hassan, Ihab. *Radical Innocence: Studies in the Contemporary American Novel*. Princeton University Press, 1961.

Henderson, Stephen, ed. *Understanding the New Black Poetry*. William Morrow, 1973.

Hoffman, Daniel, ed. *Harvard Guide to Contemporary Writing*. Harvard University Press, 1979.

Hudson, William Henry. *An Introduction to the Study of Literature*. Atlantic, 2007.

Kernan, Alvin B., ed. *The Modern American Theatre*. Princeton Hall, 1967.

Kiernan, Robert F. *American Writing since 1945: A Critical Survey*. Frederick Ungar, 1983.

Lawrence, Shaffer. *History of American Literature and Drama*. Sarup, 2000.

Lewis, Allan. *American Plays and Playwrights of the Contemporary Theatre*. Rev. Ed. Crown, 1970.

Moore, Harry T., ed. *Contemporary American Novelists*. Southern Illinois University Press, 1964.

Pattee, Fred Lewis. *The Development of the American Short Story: An Historical Survey*. Biblo and Tannen, 1975.

Rosenblatt, Roger. *Black Fiction*. Harvard University Press, 1974.

Schofield, Martin. *The Cambridge Introduction to the American Short Story*. Cambridge University Press, 2006.

Scholes, Robert. *Radical Sophistication: Studies in Contemporary Jewish American Novelists*. Ohio University Press, 1969.

Stepan chev, Stephen. *American Poetry since 1945: A Critical Survey*. Harper and Row, 1965.

Vendler, Helen. *Part of Nature, Part of Us: Modern American Poets*. Harvard University Press, 1980.

Voss, Arthur. *The American Short Story: A Critical Survey*. Univ. of Oklahoma Press, 1980.

Young, Harvey, ed. *The Cambridge Companion to African-American Theatre*. Cambridge University Press, 2013.



SIES

College of Arts,
Science &
Commerce (Autonomous)

RISE WITH EDUCATION

NAAC REACCREDITED - 'A' GRADE

Faculty: Arts

Programme Name: BA

Programme Code: SIUAENG

Subject: **BRITISH LITERATURE
FROM 1600 TO 1800**

Academic Year: 2018-19

Credit Based Semester System

Syllabi approved by the Board of Studies in
English with effect from June 2018

Semester V

TYBA

Name of Subject: English Literature- Paper I

Title of Paper: British Literature from 1600 to 1800

Paper Code: SIUAENG51

Number of Credits: 4

Total No. of Lectures: 45

Paper I

Objectives of the Course:

- 1) To introduce the students to English Literature of the 16, 17 and 18 centuries.
- 2) To show them how background influences shaped the writer's thinking.
- 3) To introduce them to literary masters who dominated the scene
- 4) To familiarize the students with the different writing styles that each age adopted.

Semester V

Elizabethan and Jacobean Periods

Total: 45 Lectures

Unit 1 - Important Concepts & Terms:

15 Lectures

A. The Elizabethan Age (1550-1600)

1. The Renaissance and Humanism.
2. The Reformation
3. Sonnet Sequence
4. Epic (Spenser and Milton)
5. Pastoral

B. The Jacobean Period (1601- 1650)

1. Metaphysical Conceit
2. Revenge Tragedy
3. Literature under the Protectorate

Unit 2: William Shakespeare: *Othello*

15 Lectures

OR

John Webster: *The Duchess of Malfi*

Unit 3: Selected Verse from the Elizabethan and Jacobean periods. **15 Lectures**

Elizabethan Period:

- a. Sir Philip Sidney from **Astrophel and Stella** sonnet sequence. Sonnet 1 –
“Loving in truth, and fain in verse my love to show.”
31- “With how sad steps, oh Moon, thou climb'st the skies,”
- b. Edmund Spenser: from The Faerie Queene Book I

Canto I-

Cave of Error-14 to 26

“But, full of fire and greedy hardiment”.... to “That detestable sight him much amazed”

- c. William Shakespeare: from The Sonnets
Sonnet 18 – “Shall I compare thee to a summer's day?”
Sonnet 130 – “My mistress' eyes are nothing like the sun;”

Jacobean Period:

- a. John Donne:
“The Sun Rising”

Holy Sonnet XIV - “Batter My Heart, Three-Person'd God”
- b. George Herbert:
“The Collar”

“Easter Wings”
- c. Andrew Marvell:

“To His Coy Mistress”

“Garden”

Semester V

Paper Pattern: Semester End Examination

60 marks

Q1. Essay (1 out of 2) or Short notes on Unit I (2 out of 4)

Q2. Essay type question on Unit II (1 out of 2)

Q3. Essay type question on Unit III (1 out of 2)

Q4. Short notes on Unit II&III (2 out of 4)

(Each question carries 15 marks)

Internal Assessment:

40 Marks

Class Test: 20 marks

Assignment/ Project/ Presentation: 20 marks

Semester VI

TYBA

Name of Subject: English Literature- Paper I

Title of Paper: British Literature from 1600 to 1800

Paper Code: SIUAENG61

Number of Credits: 4

Total No. of Lectures: 45

Semester VI
Restoration and Augustan Periods
Paper I

45 Lectures

Unit 1: Important Concepts:

15 Lectures

A. The Restoration Period (1660 -1700)

- a. Restoration
- b. Comedy of Manners
- c. Restoration Tragedy
- d. Diaries
- e. Heroic Couplet

B. Eighteenth Century (1700 -1798)

- a. Neo-Classical / Augustan Age
- b. Age of Satire
- c. Rise of the Periodical Essay
- d. Pre-Romanticism
- e. The Rise of the Novel

Unit 2: William Congreve: *The Way of the World*

15 Lectures

OR

George Farquhar: *The Beaux Stratagem*

Unit 3: Selected Verse from the Puritan Era, the Restoration Period and the Eighteenth Century.

15 Lectures

Restoration Period:

- a. John Milton: from *Paradise Lost*, Book IX – Lines 791 to 838
(From “Greedily she engorged without restraint,” to “From nectar drink of Gods.”)
- b. John Dryden: “Alexander’s Feast”
- c. Thomas Gray: “Elegy Written in a Country Churchyard”
- d. Oliver Goldsmith: “The Deserted Village”

Semester VI

Paper Pattern: Semester End Examination

60 marks

Q1. Essay (1 out of 2) or Short notes on Unit 1 (2 out of 4)

Q2. Essay type question on Unit II (1 out of 2)

Q3. Essay type question on Unit III (1 out of 2)

Q4. Short notes on Unit II&III (2 out of 4)

(Each question carries 15 marks)

Internal Assessment:

40 Marks

Class Test: 20 marks

Assignment/ Project/ Presentation: 20 marks

Recommended Reading:

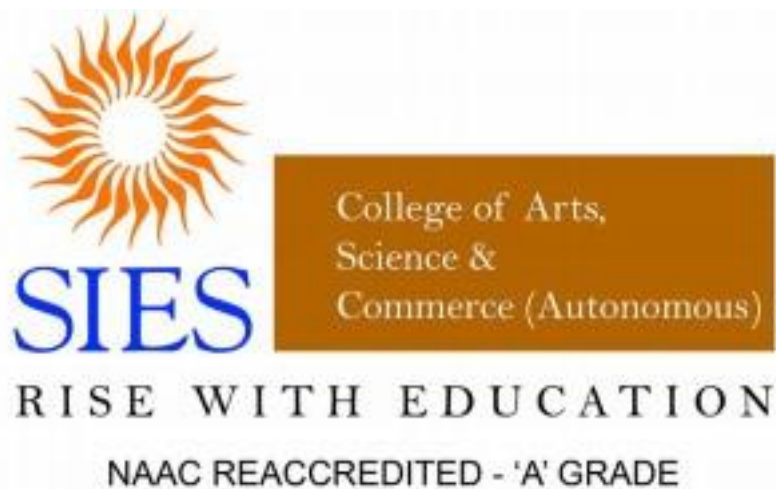
1. Alpers, Paul E. *Elizabethan Poetry :Modern Essays In Criticism* (OUP, 1967)
2. Daiches, David. *A Critical History Of English Literature* (Secker and Warburg, London, 1960)
3. Ford. Boris Ed. *The New Pelican Guide To English Literature: The Age Of Shakespeare Vol. 2* (Penguin, 1993)
From Donne To Marvell Vol. 3 (Penguin, 1990)
4. Keast. William B. *Seventeenth Century English Poetry : Modern Essays In Criticism* (OUP. 1971)
5. King, Bruce. *Seventeenth Century English Literature* (Macmillan, 1983).
6. Leggatt, Alexander. *English Drama : Shakespeare To The Restoration 1590-1660*, (Longman Literature In English Series, 1988)
7. Perfitt, George. *English Poetry of the Seventeenth Century* (Longman Literature In English Series, 1992)
8. Parry, Graham. *The Seventeenth Century: The Intellectual And Cultural Context Of English Literature. 1603-1700* (Longman Literature In English Series, 1989)
9. Pooley, Roger. *English Prose of the Seventeenth Century* (Longman Literature In English Series, 1992)
10. Ricks, Christopher. *The Penguin History of English Literature Vol.3.* (Penguin, 1993)
11. Roston, Murray. *Sixteenth Century English Literature* (Macmillan, 1983)
12. Baugh, Albert C. *A Literary History Of England, The Restoration And Eighteenth Century(1660-1789)*, 2ndEdition, (London, Routledge And Kegan Paul, 1967)
13. Clifford, James L. Ed. *Eighteenth Century English Literature: Modern Essays In Criticism* (OUP, 1959)
14. Craig, Hardin. Ed. *A History of English Literature Series.Literature of The Restoration andthe Eighteenth Century 1660-1798.Vol III* (London, Macmillan, 1969)
15. Daiches, David. *A Critical History of English Literature.* (Secker & Warburg, London, 1960).
16. Ford, Boris. Ed. *The Pelican Guide to English Literature:*

From Dryden to Johnson, Vol.4, (Penguin, 1982)

From Blake to Byron, Vol.5, (Penguin, 1982)

17. Grierson, Herbert. *Cross Currents in English Literature of the Seventeenth Century*.
18. Jack, Ian. *Augustan Satire: Intention and Idiom in English Poetry 1660-1750* (OUP, 1978)
19. Lonsdale, Roger. *The Penguin History of English Literature: Dryden To Johnson. Vol.4, (Penguin, 1993)*
20. Probyn, Clive T. *English Fiction of the Eighteenth Century 1700-1789* (Longman Literature In English Series, 1987)
21. Novak, Maximillian E. *Eighteenth Century English Literature*, Macmillan, 198....
22. Rollins, Hyder E. and Herschel Baker. *The Renaissance in England: New Dramatic Prose and Verse of the Sixteenth Century*. D.C. Heath, 1966.
23. Sambrook, James. *The Eighteenth Century: The Intellectual And Cultural Context Of English Literature 1700-1789*, Longman Literature In English Series, 1986.
24. Sutherland, James .*A Preface To Eighteenth Century Poetry*, OUP, 1975.
25. Willey, Basil. *The Seventeenth Century Background*. Chatto and Windus 1934

The Eighteenth Century Background. Beacon Press, Boston 1964



Faculty: Arts

Programme Name: BA

Programme Code: SIUAENG

Subject: LITERARY THEORY
AND PRACTICAL CRITICISM

Academic Year: 2018-19

Credit Based Semester System

Syllabi approved by the Board of Studies in
English with effect from June 2018

Semester V

TYBA

Name of Subject: English Literature- Paper II

Title of Paper: Literary Theory and Practical Criticism

Paper Code: SIUAENG52

Number of Credits: 4

Total No. of Lectures: 45

Paper V
Literary Theory and Practical Criticism

Objectives of the Course

- 1) To introduce the learners of literature to the basics of literary criticism
- 2) To sensitize them to critical approaches and literary theories
- 3) To impart the technique of close reading of literary texts
- 4) To enable the learners to analyze, interpret, explicate and evaluate literary texts
- 5) To familiarize the learners with the tenets of practical criticism

Semester V

Lectures: 45

Unit 1: Critical Terms: Mimesis, Catharsis, Classicism, Romanticism, Symbol, Myth and Archetype **10 Lectures**

Unit 2: A) Nature and Function of Literature: Classical notion of literature, romantic notion of literature and the modernist view of literature **15 Lectures**

B) Functions of Criticism: Explication, Analysis, Evaluation, Interpretation, and Theorizing

Unit 3:

A. Critical Approaches

20 Lectures

1. Psychoanalytical Approach
2. Marxist Approach
3. Feminist Approach
4. Anglo-American Formalism (New Criticism)
5. Russian Formalism

B. Critical Appreciation of an unseen poem

Students are expected to mobilize the techniques of close reading and their understanding of literary devices like imagery, metaphors, symbols, parallelism, foregrounding etc. while learning this unit.

Semester V

Paper Pattern: Semester End Examination

60 Marks

Q1.Short notes on Unit I (2 out of 4)

Q2. Essay type question on Unit II (1 out of 2)

Q3. Essay type question on Unit III (1 out of 2)

Q4. Critical Appreciation of Poem (unseen) of about 14 lines

(Each question carries 15 marks)

Internal Assessment:

40 Marks

Class Test: 20 marks

Assignment/ Project/ Presentation: 20 marks

Semester VI

TYBA

Name of Subject: English Literature-Paper II

Title of Paper: Literary Theory and Practical Criticism

Paper Code: SIUAENG62

Number of Credits: 4

Total No. of Lectures: 45

Semester VI

Unit 1: Terms: Negative Capability, Fancy and Imagination, Objective Correlative, Collective Unconscious, Defamiliarization and Ideology – **10 lectures**

Unit 2: Critical Theories (Romantic/Classical) 15 lectures

William Wordsworth – “Preface to the Lyrical Ballads”

John Keats – from *The Letters* (Letters of 22 November, 1817, 21 December, 1817, 3 February 1818, and 27 October 1818)

John Ruskin- From *Sesame and Lilies* Lecture 2 ‘Lilies of Queens’

Gardens’ Matthew Arnold – “Study of Poetry”

Unit 3:

A. Literary Theories (Twentieth Century) 20 lectures

T.S. Eliot – “Metaphysical Poets”

Sigmund Freud – “Creative Writer and Day-Dreaming”

I.A. Richards – “The Two Uses of Language”

Victor Shklovsky – “Art as Technique”

B. Terms:

Deconstruction, Semiotics, Panopticism, Heteroglossia, Differance

Semester VI

Paper Pattern: Semester End Examination

60 Marks

Question 1: Short notes on critical terms from unit I: (2 out of 4)

Question 2: Essay on Romantic/Classical Theories, Unit II (1 out of 2)

Question 3: Essay on Twentieth Century Theories, Unit III (1 out of 2)

Question 4: Short notes on critical terms from unit IV: (2 out of 4)

(Each question carries 15 marks)

Internal Assessment:

40 Marks

Class Test: 20 marks

Assignment/ Project/ Presentation: 20 marks

Recommended Reading:

Adams, Hazard. *Critical Theory Since Plato*. New York, Harcourt Brace Jovanovich, 1971. Abrams, M. H. *A Glossary of Literary Terms*. (8th Edition) New Delhi: Akash Press, 2007.

Baldick, Chris. *The Oxford Dictionary of Literary Terms*. Oxford: Oxford University Press, 2001.

Blackstone, Bernard. *Practical English Prosody*. Mumbai: Orient Longman, 1974. Bloom, Harold. *The Visionary Company*. Cornell: Cornell UP, 1971.

Daiches, David. *Critical Approaches to Literature*. London: Longman, 1984.

Danziger, Marties K, and Johnson, Stacy W. *An Introduction to Literary Criticism*. London: D. C. Heath, 1961.

Dutton, Richard. *Introduction to Literary Criticism*. London: Longman, 1984. Eagleton, Terry. *Literary Theory*. London: Basil Blackwell, 1983.

Guerin, Wilfred et al. *A Handbook of Critical Approaches to Literature*. Oxford: Oxford UP, 1999.

Jefferson, Anne & David, Roby(eds.). *Modern Literary Theory: A ComparativeIntroduction*. London: Batsford Academic Educational, 1982

Drabble, Margaret and Stringer, Jenny. *The Concise Oxford Companion to EnglishLiterature*. Oxford: Oxford University Press, 2007.

Enright, D.J. and Chickera, Ernst de. *English Critical Texts*. Delhi: Oxford University Press, 1962

Fowler, Roger. Ed. *A Dictionary of Modern Critical Terms*. Rev. ed. London: Routledge & Kegan Paul, 1987.

Freud, Sigmund. *The Interpretation of Dreams*. London: Hogarth Press and the Institute of Psychoanalysis, 1957.

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

Harmon, William; Holman, C. Hugh. *A Handbook to Literature*. 7th ed. Upper Saddle River, N.J. : Prentice-Hall, 1996.

Hall, Donald E. *Literary and Cultural Theory: From Basic Principles to AdvancedApplication*. Boston: Houghton, 2001.

- Hudson, William Henry. *An Introduction to the Study of Literature*. New Delhi: Atlantic, 2007.
- Jefferson, Anne. and D. Robey, eds. *Modern Literary Theory: A Comparative Introduction*. London: Batsford, 1986.
- Latimer, Dan. *Contemporary Critical Theory*. San Diego: Harcourt, 1989.
- Lentriccia, Frank. *After the New Criticism*. Chicago: Chicago UP, 1980.
- Lodge, David (Ed.) *Twentieth Century Literary Criticism*. London: Longman, 1972.
- Lodge, David, with Nigel Wood. *Modern Criticism and Theory: A Reader*. 2nd Ed. London: Longman, 1988.
- McGann, Jerome J. *The Romantic Ideology*. Chicago: Chicago UP, 1983.
- Murfin, Ross and Ray, Supryia M. *The Bedford Glossary of Critical and Literary Terms*. Boston: Bedford/St.Martin's, 2003.
- Nagarajan M. S. *English Literary Criticism and Theory: An Introductory History*. Hyderabad, Orient Black Swan, 2006.
- Natoli, Joseph, ed. *Tracing Literary Theory*. Chicago: U of Illinois P, 1987.
- Ramamurthi, Lalitha. *An Introduction to Literary Theory*. Chennai: University of Madras, 2006.
- Scott, Wilbur. *Five Approaches to Literary Criticism*. London: Longman, 1984.
- Selden, Raman and Peter Widdowson. *A Reader's Guide to Contemporary Literary Theory*. 3rd Ed. Lexington: U of Kentucky P, 1993.
- Selden, Raman. *A Reader's Guide to Contemporary Literary Theory*. London: Harvester Press, Brighton, 1985.
- Tyson, Lois. *Critical Theory Today: A User-Friendly Guide*. New York & Long: Garland Publishing, 1999.
- Walder, Dennis, ed. *Literature in the Modern World: Critical Essays and Documents*. 2nd Ed. OUP, 2004.
- Wolfreys, Julian. ed. *Introducing Literary Theories: A Guide and Glossary*. Edinburgh: Edinburgh University Press, 2003.



Faculty: Arts

Programme Name: BA

Programme Code: SIUAENG

Subject: GRAMMAR AND ART OF
WRITING

Academic Year: 2018-19

Credit Based Semester System

Syllabi approved by the Board of Studies in English
with effect from June 2018

Semester V

TYBA

Name of Subject: English Literature- Paper III

Title of Paper: Grammar and Art of Writing

Paper Code: SIUAENG53

Number of Credits:3.5

Total No. of Lectures: 45

Grammar and Art of Writing

Paper III

Aims and Objectives:

- To develop among students an insight into the process of word formation and transformation, the structure of English language, skills of grammatical analysis and description.
- To provide knowledge of the underlying 'rules' of grammar
- To introduce rhetorical structures for effective writing.
- To develop among students an insight into the mechanics of writing and skills of sentence transformation.
- To enable the students to write effectively for various domains.

SEMESTER- V

45 Lectures

Unit I:

A. Morphology

15 lectures

- Bound and Free Morphemes
- Root Words
- Affixes (Prefixes & Suffixes) and Stems
- Morphological Analysis

B. Grammatical units:

- Hierarchy
- Forms and functions
- Co-ordination and subordination

C. Words

- Open and closed word classes
- Types of nouns, adjectives, verbs, adverbs
- Types of pronouns, conjunctions
- Forms and functions of words in phrases

Unit II: Phrases:

15 lectures

- Noun Phrase, Genitive Phrase, Prepositional Phrase
- Adjective Phrase and Adverb Phrase
- Verb Phrase

Unit III:

15 lectures

I. Mechanics of writing

- B) Characteristics of typical writing(as against those of typical speech)
- C) Cohesion and cohesive devices
- D) Coherence- Salience, Sequencing and segmentation
- E) Rhetorical Structures –analysis, argumentation, classification, comparison-contrast, cause-effect, definition, exemplification,
- F) Domain and language change – journalism, advertising and literature, scientific and technical writing

II. Writing for the print media -

- a. News
- b. Book reviews and film reviews

Paper Pattern: Semester End Examination

Semester V: 60 Marks

Q.1. Phrasal analysis : 15 marks

Q.2 a. Morphological analysis (4 words) 8 marks

b. Verb phrase analysis 7 marks

Q.3. a. Edit the given passage to make it more fluent and coherent. 15 Marks

(A short passage of about 150 words to be given for identification of errors and for revising/editing.)

Q. 4. Write a news item on the basis of facts provided. 15 marks

Internal Assessment:

40 Marks

Class Test: 20 marks

Assignment/ Project/ Presentation: 20 marks

Semester VI

TYBA

Name of Subject: English Literature- Paper III

Title of Paper: Grammar and Art of Writing

Paper Code: SIUAENG63

Number of Credits:3.5

Total No. of Lectures: 45

SEMESTER- VI

I. Clauses:

15 lectures

- Clause elements and subject –verb concord
- Basic clause patterns
- Types of clause: finite - non-finite (tensed- tenseless) , independent- dependent (main- subordinate)
- Kinds of subordinate clause: Noun clause, Prepositional Clause, Relative clause, Adverb Clause, Comparative Clause

II. Sentences:

15 lectures

- Simple , compound (linked and unlinked coordination) and complex sentences
- Basic and Derived structures

Unit III:

15 lectures

I. Academic writing- thesis statement/ underlying proposition, content analysis, rhetorical devices, readership, purpose of writing

II. Advertisement copy writing

Paper Pattern: Semester End Examination

Semester VI: 60 Marks

Q.1 Clause analysis (SPOCA elements—form and function labels) 15 marks

Q.2. a) Sentence analysis to identify SCIs with their types and functions – form labels not necessary. 09 marks

b). Derived structures- 06 marks

Q.3. Formulate a thesis statement on the given topic and develop it in about 150 words in the form of an argumentative essay. Specify the rhetorical structures used by you. 15 marks

(one out of 3 topics)

Q.4. Write an advertisement copy on the basis of facts provided. 15 marks

Internal Assessment:**40 Marks**

Class Test/Assignment/Presentations: 20 marks

Internships (mandatory): 20 marks

Prescribed Text:

1. Geoffrey Leech, Margaret Deuchar and Robert Hoogenraad: *English Grammar for Today: A New Introduction*. London, Macmillan, 1973.

Recommended Reading:

- 1 Quirk, R. and Greenbaum, S. : *A University Grammar of English*, Longman 1973.
- 2 Lucile Vaughan Payne : *The Lively Art of Writing* ,Mentor, 1969.
- 3 Grenville Kleiser : *The Art of Writing* , A P H , New Delhi , 2011.
- 4 John R. Trimble : *Writing with Style , Conversations on the Art of Writing*, Prentice Hall , New Jersey , 1975.



RISE WITH EDUCATION

NAAC REACCREDITED - 'A' GRADE

Faculty: Arts

Programme Name: BA

Programme Code: SIUAENG

Subject: 19TH CENTURY BRITISH
LITERATURE

Academic Year: 2018-19

Credit Based Semester System

Syllabi approved by the Board of Studies in
English with effect from June 2018

Semester V

TYBA

Name of Subject: English Literature- Paper IV

Title of Paper: 19th Century British Literature

Paper Code: SIUAENG54

Number of Credits: 4

Total No. of Lectures: 45

Semester V

The Romantic Age Paper IV

Objectives of the Course

- 1) To introduce the students to English Literature of the 19th century – of the Romantic Revival and the Victorian period.
- 2) To show them how background influences shaped the writer's thinking.
- 3) To introduce them to literary masters who dominated the scene
- 4) To familiarize the students with the different writing styles that each age adopted.

Total: 45 Lectures

Unit 1: Important Concepts

15 Lectures

The Romantic Revival (1798-1836):

- a. The Pre-Romantic School of Poets
- b. Characteristics of the Romantic Age
- c. Romanticism as distinguished from Neo-Classicism
- d. The Impact of French Revolution on Romanticism
- e. The Romantic Gothic Novel
- f. Medievalism
- g. Pantheism

Unit 2 (Novel)

Jane Austen: *Emma*

OR

Mary Shelley: *Frankenstein*

15 Lectures

Unit 3 Selected Verse from the Romantic period:

15 Lectures

- a. William Blake: 'The Chimney Sweeper poems from *the Songs of Innocence and Experience*
- b. William Wordsworth: From 'The Lucy Poems':
"She dwelt among the untrodden ways"; "Three years she grew..."
- c. John Keats: 'La Belle Dame Sans Merci'
'Ode to Autumn'
- d. Percy B. Shelley: 'Mutability'
'Ode to the West Wind'

Paper Pattern
Semester V

Semester End paper pattern:

60 Marks

- Q1. Short notes on Unit I (2 out of 4): 15 marks
- Q2. Essay type question on Unit II (1 out of 2): 15 marks
- Q3. Essay type question on Unit III (1 out of 2): 15 marks
- Q4. Short notes on Unit II & III (2 out of 4): 15 marks

Internal Assessment:

40 Marks

Class Test: 20 marks

Assignment/ Project/ Presentation: 20 marks

Semester VI

TYBA

Name of Subject: English Literature- Paper IV

Title of Paper: 19th Century British Literature

Paper Code: SIUAENG64

Number of Credits: 4

Total No. of Lectures: 45

Semester VI

The Victorian Age Paper IV

Total: 45 Lectures

Unit 1: Important Concepts

15 Lectures

A. The Victorian Age (1837 -1901)

- a. Age of Science
- b. Age of Faith and Doubt (Victorian Dilemma)
- c. Utilitarianism
- d. Aestheticism
- e. Pre-Raphaelitism
- f. The Oxford Movement

Unit 2: Drama

Oscar Wilde: *The Importance of Being Earnest*

15 Lectures

OR

Oscar Wilde: *Lady Windermere's Fan*

Unit 3: Selected Verse from the Victorian period:

15 Lectures

- a. Alfred Lord Tennyson – ‘Ulysses’
- b. Robert Browning: ‘The Lost Mistress’
‘The Light Woman’
- c. Matthew Arnold: ‘Dover Beach’
- d. Elizabeth B. Browning: Sonnets from the Portuguese – Sonnet
14 “If thou must love me, let it be for nought...”

Semester VI

Semester End paper pattern:**60 Marks**

Q1. Short notes on Unit I (2 out of 4): 15 marks

Q2. Essay type question on Unit II (1 out of 2): 15 marks

Q3. Essay type question on Unit III (1 out of 2): 15 marks

Q4. Short notes on Unit II& III (2 out of 4): 15 marks

Internal Assessment:**40 Marks**

Class Test: 20 marks

Assignment/ Project/ Presentation: 20 marks

Recommended Reading:

1. Boris Ford (Ed.): *A Pelican Guide to English Literature From Blake To Byron*, Vol.5, (Penguin, 1982)
From Dickens to Hardy, Vol.6, (Penguin, 1982)
2. David Daiches: *A Critical History of English Literature*, Vol. IV. *The Romantics to the Present Day* (Secker & Warburg, 1975)
3. Laurie Magnus: *English Literature in the Nineteenth Century an Essay in Criticism* (BiblioBazaar, 2009)
4. G.K. Chesterton: *The Victorian Age in Literature* (1913, Echo: Middlesex, 2008)
5. Basil Willey: *Coleridge to Matthew Arnold* (Cambridge UP: Cambridge, 1980)
6. J. E. Luebering (Ed): *English Literature From the 19th Century Through Today*, (Britannia Educational Pub, 2011)
7. Alice Chandler: *A Dream of Order: The Medieval Ideal in Nineteenth Century Literature* (Routledge and Kegan Paul: London, 1971)
8. Stefanie Markovits: *The Crisis of Action in Nineteenth Century English Literature*, Ohio State Univ: Ohio, 2006)
9. Sir Adolphus William Ward, Alfred Rayney Waller: *Cambridge History of English Literature: The Nineteenth Century* (Cambridge UP: Cambridge, 1967)
10. Alison Chapman & Jane Stabler (Eds): *Unfolding the South: Nineteenth Century British Women Writers and Artists in Italy* (Manchester UP: Manchester, 2003)
11. John Hayward: *English Verse* (Penguin Books: London, 1985)
12. Caroline Franklin: *The Female Romantics Nineteenth Century Women Novelists and Byronism* (Routledge: New York, 2012)
13. Francis Turner Palgrave: *The Golden Treasury*, Fifth Edition, (OUP: London, 1965)
14. W. Peacock: *English Verse*, Vol. III, (OUP, London, 1972)
15. Paula R. Feldman: *British Women Poets of the Romantic Era* (John Hopkins UP: Maryland, 1977)
16. Stuart Curran: *Poetic Form and British Romanticism* (Oxford UP: Oxford, 1986)
17. Dino Franco Felluga: *The Perversity of Poetry: Romantic Ideology and the Popular Male* (State University of New York Press: Albany, 2005)
18. Richard Cronin: *Reading Victorian Poetry* (Wiley-Blackwell: Oxford, 2012)
19. Charles LaPorte: *Victorian Poets and the Changing Bible* (University of Virginia Press: Virginia, 2011)
20. Charles Lamb: *Essays of Elia*, (ed.) N.L. Haillward, M.A. Cantab and S.C Hill, (1967, Macmillan, New Delhi, 2000)
21. William Hazlitt: *Selected Essays*, (ed) M.G. Gopalkrishnan, (Macmillan, New Delhi, 2006)
22. Thomas Carlyle: *Historical Essays* (Univ. of California P: California, 2003)
23. John Stuart Mill: *On Liberty* (Longmans, Green: London, 1921)
24. Hilary Frazer and Daniel Brown (Eds): *English Prose of the Nineteenth Century* (Longman Literature in English Series)
25. Raymond Macdonald Alden: *Readings in English Prose of the Nineteenth Century*, (Riverside Press: Cambridge, 1917)



Faculty: Arts

Programme Name: BA

Programme Code: SIUAENG

Subject: 20TH CENTURY BRITISH
LITERATURE

Academic Year: 2018-19

Credit Based Semester System

Syllabi approved by the Board of Studies in
English with effect from June 2018

Semester V

TYBA

Name of Subject: English Literature- Paper V

Title of Paper: 20th Century British Literature

Paper Code: SIUAENG55

Number of Credits:4

Total No. of Lectures: 45

20th Century British Literature

Paper V

Aims and Objectives:

- To familiarize the learners with the twentieth century literary movements
- To introduce them to concepts of modernism and postmodernism
- To familiarize learners with literary texts of the age

Semester V

	Total: 45 Lectures
Unit I: Concepts and terms (From 1900-1950)	15 Lectures
1. Modernism	
2. Imagism	
3. Symbolism	
4. Impact of the First World War on British poetry	
5. Theatre of the Absurd	
Unit II: Poetry	15 Lectures
1. T. S. Eliot: <i>Prelude, Journey of the Magi</i> .	
2. W. B. Yeats: <i>Sailing to Byzantium, Circus Animals' Desertion</i> .	
3. Wilfred Owen: <i>Futility, Dulce et decorum est</i> .	
4. W.H. Auden: <i>The Unknown Citizen, Musee des Beaux Arts</i>	
Unit III: Drama	15 Lectures
Samuel Beckett: <i>Waiting for Godot</i>	
OR	
Eugene Ionesco: <i>Rhinoceros</i>	

Paper Pattern

Semester V

Semester End paper pattern:

60 Marks

- Q1. Short notes on Unit I (2 out of 4): 15 marks
- Q2. Essay type question on Unit II (1 out of 2): 15 marks
- Q3. Essay type question on Unit III (1 out of 2): 15 marks
- Q4. Short notes on Unit II & III (2 out of 4): 15 marks

Internal Assessment:

40 Marks

Class Test: 20 marks

Assignment/ Project/ Presentation: 20 marks

Semester VI

TYBA

Name of Subject: English Literature- Paper V

Title of Paper: 20th Century British Literature

Paper Code: SIUAENG65

Number of Credits:4

Total No. of Lectures: 45

Semester VI

Total: 45 Lectures

Unit I: Important Concepts (From 1950 to the present)

15 Lectures

1. Feminism
2. Surrealism
3. Impact of developments of Psychology on British novels
4. Postmodernism
5. Multiculturalism

Unit II: Novel

15 Lectures

- a) Joseph Conrad: *Heart of Darkness*
OR
Doris Lessing: *The Grass is Singing*

Unit III: Short stories

15 Lectures

1. James Joyce: “Araby”
2. D.H. Lawrence: “The Rocking Horse Winner”
3. Jean Rhys: “Illusion”
4. Angela Carter: “The Werewolf”

Paper Pattern

Semester VI

Semester End paper pattern:

60 Marks

- Q1. Short notes on Unit I (2 out of 4): 15 marks
- Q2. Essay type question on Unit II (1 out of 2): 15 marks
- Q3. Essay type question on Unit III (1 out of 2): 15 marks
- Q4. Short notes on Unit II & III (2 out of 4): 15 marks

Internal Assessment:

40 Marks

Class Test: 20 marks

Assignment/ Project/ Presentation: 20 marks

Recommended Reading:

1. King, Kimball. *Modern Dramatists*. Routledge, 2001.
2. Williams, Raymond. *Recent English drama by from John Russel Brown*. Routledge, 1988.
3. Beckett, Samuel. *Samuel Beckett: The Complete Short Prose, 1929-1989*. Grover, 1996.
4. Docherty, Thomas, *Postmodernism: A Reader*, 1992.
5. Mikhail Bakhtin: Problem of Dostoevsky's Poetics, Routledge 1988.
6. Beauvoir, Simone de, *The Second Sex*. Gallimard, 1949.
8. Mr. Bennet and Mrs. Brown by Virginia Woolf.
9. Lodge, David. *Modern Criticism and Theory*. Routledge, 2008.
10. Selden, Raman. *The Theory of Criticism: from Plato to the Present*. Routledge, 1988.
11. Seymour-Smith, Martin. *Guide to Modern World Literature*. Macmillan, 1985.
12. Lee-Browne, Patrick. *The Modernist Period: 1900-45*. London: Evans, 2003.
13. Tew, Philip and Alex Murray. *The Modernism Handbook*. London: Continuum, 2009.
14. John Press. "Imagism" from *A Map of Modern Verse*.
15. Adam Piette, *Imagination at War: British fiction and poetry, 1939-1945*, 1995
16. Mark Rawlinson, *Writings of the Second World War*, 2000

Internet sources: 1.

<<http://www.inter-disciplinary.net/critical-issues/wp-content/uploads/2012/08/downesfashpaper.pdf>>



Faculty: Arts

Programme Name: BA

Programme Code: SIUAENG

Subject: LITERATURE AND
GENDER

Academic Year: 2018-19

Credit Based Semester System

Syllabi approved by the Board of Studies in
English with effect from June 2018

Semester V

TYBA

Name of Subject: English Literature- Paper VI

Title of Paper: Literature and Gender

Paper Code: SIUAENG56

Number of Credits:3.5

Total No. of Lectures: 45

Literature and Gender

Paper VI

Aims and Objectives:

- To acquaint students with the basic concepts in Gender Studies, Sex and Gender , Construction of Gender and Identity, Dimensions of Gender Oppression – race, class, caste, religion and how social structures reinforce these.
- To help students to understand and examine the ways in which race, caste, class, religion, nationality shape gender realities.
- To make the learners aware of the fact that the oppression of people of colour usually takes place at the intersections of race, gender, class and caste.
- To train students to analyze sex and gender roles and identities, explore realities, understand and apply feminist theories and methodologies with respect to literature.

Semester V

**Total: 45 Lectures
15 Lectures**

Unit I:

Basic Concepts in feminist theory:

Sex and Gender, Patriarchy, Masculinity Studies, The Politics of Feminism(s), Gynocriticism

Schools of Feminism: Liberal and Marxist Feminism

Unit II

15 Lectures

Lakshmi Holmstrom (Ed.): *The Inner Courtyard: Stories by Indian Women*

Unit III: Fiction:

15 Lectures

Maya Angelou: *I Know Why the Caged Bird Sings*

OR

Margaret Atwood: *The Handmaid's Tale*

Paper Pattern

Semester V

Semester End paper pattern:

60 Marks

Q1. Short notes on Unit I (2 out of 4) or Essay type question: 15 marks

Q2. Essay type question on Unit II (1 out of 2): 15 marks

Q3. Essay type question on Unit III (1 out of 2): 15 marks

Q4. Short notes on Unit II & III (2 out of 4): 15 marks

Internal Assessment:

40 Marks

Class Test: 20 marks

Assignment/ Project/ Presentation: 20 marks

Semester VI

TYBA

Name of Subject: English Literature- Paper VI

Title of Paper: Literature and Gender

Paper Code: SIUAENG66

Number of Credits:3.5

Total No. of Lectures: 45

Semester VI

**Total: 45 Lectures
15 Lectures**

Unit I:

Basic Concepts in feminist theory:

Ecofeminism, Queer Theory, Postcolonial Feminism, Psychoanalytic Feminism, Postmodern Feminism

Schools of Feminism: Socialist and Radical

Unit II: Poetry:

15 Lectures

“She Rose to his Requirement” by Emily Dickinson

“Stone Age” by Kamala Das

“Tonight no Poetry will Serve” by Adrienne Rich

“Coping” by Audre Lorde

“Mascara” by Meena Kandasamy

Unit III: Drama:

15 Lectures

Mahesh Dattani: *Dance Like a Man*

OR

Lillian Hellman: *The Children's Hour*

Paper Pattern

Semester VI

Semester End paper pattern:

60 Marks

Q1. Short notes on Unit I (2 out of 4) or Essay type question: 15 marks

Q2. Essay type question on Unit II (1 out of 2): 15 marks

Q3. Essay type question on Unit III (1 out of 2): 15 marks

Q4. Short notes on Unit II & III (2 out of 4): 15 marks

Internal Assessment:

40 Marks

Class Test/Assignment/Presentations: 20 marks

Internships (mandatory): 20 marks

Recommended Reading:

1. Bhasin, Kamala. *What is Patriarchy?* Kali for Women, 1993.
2. Bhasin, Kamala and Nighat, Said Khan. *Some Questions on Feminism and Relevance To South Asia*. Kali for Women, 1986.
3. Hester, Eisenstein. *Contemporary Feminist Thought*. Boston: G.K.Hall, 1983.
4. Fleenor, Juliann. *The Female Gothic*. Montreal: Eden Press, 1983.
5. Gilbert, Sandra and Susan Gubar [eds.]. *The Madwoman in the Attic: The Woman Writer and the Nineteenth Century Imagination*. Yale University Press, 1979.
6. Humm, Maggie. *A Reader's Guide to Contemporary Feminist Theory*. New York: Harvester Wheashef, 1994.
7. Jagose, Annmarie. *Queer Theory: An Introduction*. Melbourne University Press, 1996.
8. Janeway, Elizabeth. *Man's World, Woman's Place*.
9. Lindsay, Linda L. *Gender Roles: A Sociological Perspective*. NJ: Engelwood Cliffs, Prentice Hall, 2ndedn, 1994.
10. Loomba, Ania. *Gender, Race and Renaissance Drama*. Oxford: Manchester University Press, 1989.
11. Millett, Kate. *Sexual Politics*. New York: Doubleday, 1976.
12. Showalter, Elaine. *A Literature of their Own: British Novelists from Brontë to Lessing*, Revised. Princeton University Press, 1982.
13. Showalter, Elaine. Ed. *New Feminist Criticism: Essays on Women, Literature and Theory*. New York: Pantheon Books, 1989.
14. Tong, Rosemarie. *Feminist Thought: A Comprehensive Introduction*. Westview Press, 1984.
15. Warhol, Robyn R. and Diane Price Herndl. [eds.] *Feminisms: An Anthology of Literary Criticism*. New Jersey: Rutgers University Press, 1991.
16. Weedon, Chris. *Feminist Practice and Poststructuralist Theory*. Oxford, Basil and Blackwell, 1987.