



# NETAJI SUBHAS UNIVERSITY

Estd. Under Jharkhand State Private University Act, 2018

## Department of English

### M.A. English Course Curriculum (with CO, PO Structure)

w.e.f.2019

Head

Department of English  
Netaji Subhas University



Dean Academics

Netaji Subhas University  
Jamshedpur, Jharkhand

**NETAJI SUBHAS UNIVERSITY**

**COURSE STRUCTURE AND SYLLABUS OF  
MASTER OF ARTS (ENGLISH)**



**PO, PSO.CO ALONG WITH THE DETAILS OF SYLLABUS**

### **M.A. Program Outline**

- 1) The program is of two years duration divided over four semesters.
- 2) The program consists of twelve core courses along with three elective courses, one project.
- 3) The first two semesters comprise of four core courses each.
- 4) The third and fourth semesters comprises of four core courses and six elective courses and one project work of 100 marks.
- 5) Student has to select three electives each from the six elective courses.
- 6) The students will be evaluated on the basis of Mid semester exam, Home assignments, Class Participation which will carry 30% weightage and End Semester Examination which will carry 70% weightage.

## **CURRICULUM**

### **MASTER OF ARTS (ENGLISH)**

**2021 Onwards**

#### **COURSE SUMMARY**

#### **MA ENGLISH (Sem I, Sem II, Sem III, Sem IV)**

##### **Course Summary**

	No. of Courses
Core Course	12
Ability Enhancement Course	00
Skill Enhancement Course	00
Generic Elective Course	03
Discipline Specific Elective	00
Project Internship	01
<b>Total</b>	<b>16</b>

##### **Semester Wise Course Summary**

	Core Course	Ability Enhancement Course	Skill enhancement Course	Generic Elective Course	Discipline Specific Elective	Project Internship	Total
Sem I	04	-	-	-	-	-	04
Sem II	04	-	-	-	-	-	04
Sem III	03	-	-	01	-	-	04
Sem IV	01	-	-	02	-	01	04
Total	12	-	-	03	-	01	16

**CORE  
COURSES**

<b>SL. No.</b>	<b>Course Code</b>	<b>Course Name</b>
<b>1.</b>	<b>FCENG 101</b>	HISTORY OF ENGLISH LITERATURE FROM CHAUCER TO THE MODERN AGE
<b>2.</b>	<b>CCENG 102</b>	BRITISH POETRY FROM CHAUCER TO POPE
<b>3.</b>	<b>CCENG 103</b>	INDIAN WRITING IN ENGLISH AND IN ENGLISH TYRANSLATION
<b>4.</b>	<b>CCENG 104</b>	LANGUAGE AND LINGUSISTICS
<b>5.</b>	<b>CCENG 201</b>	NINETEENTH CENTURY TO MODERN BRITISH P[OETRY
<b>6.</b>	<b>CCENG 202</b>	BRITISH DRAMA
<b>7.</b>	<b>CCENG 203</b>	HISTORY OF ENGLISH LANGUAGE
<b>8.</b>	<b>CCENG 204</b>	MODERN INDIAN LITERATURES IN ENGLISH AND IN ENGLISH TRANSLATION
<b>9.</b>	<b>CCENG 302</b>	BRITISH FICTION (MODERN AGE)
<b>10.</b>	<b>CCENG 303</b>	BRITISH PROSE
<b>11.</b>	<b>CCENG 304</b>	LITERARY CRITICISM AND CONTEMPORARY THEORIES
<b>12.</b>	<b>CCENG 402</b>	WORLD LITERATURE

**GENERIC ELECTIVE COURSES**

<b>SL. No.</b>	<b>Course Code</b>	<b>Course Name</b>
<b>1.</b>	<b>ECENG 301</b>	A. INDIAN WRITING IN ENGLISH – POETRY AND SHORT STORIES  B. LINGUISTICS : ADVANCED

		PHONOLOGY AND MORPHOLOGY OF ENGLISH
2	<b>ECENG 401</b>	A. INDIAN WRITING IN ENGLISH: NOVEL  B. LINGUSITICS: ADVANCED SYNTAX AND SEMANTICS OF ENGLISH
3	<b>ECENG 403</b>	A. INDIAN WRITING IN ENGLISH : NOVEL  B. TEACHING OF ENGLISH AS A SECOND LANGUAGE

### First semester

Paper Code	Course Name	(L-T-P)	Total Credit	Internal	External	Total Marks
<b>FCENG 101</b>	HISTORY OF ENGLISH LITERATURE FROM CHAUCER TO THE MODERN AGE	<b>4-0-0</b>	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>CCENG 102</b>	BRITISH POETRY FROM CHAUCER TO POPE	<b>4-0-0</b>	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>CCENG 103</b>	INDIAN WRITING IN ENGLISH AND IN ENGLISH TYRANSLATION	<b>4-0-0</b>	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>CCENG 104</b>	LANGUAGE AND LINGUSISTICS	<b>4-0-0</b>	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>
	<b>TOTAL</b>		<b>16</b>			<b>400</b>

### Second Semester

Paper Code	Course Name	(L-T-P)	Credit	Internal	External	Total Marks
<b>CCENG 201</b>	NINETEENTH CENTURY TO MODERN BRITISH P[OETRY	<b>4-0-0</b>	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>CCENG</b>	BRITISH DRAMA	<b>4-0-0</b>	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>

<b>202</b>						
<b>CCENG 203</b>	HISTORY OF ENGLISH LANGUAGE	<b>4-0-0</b>	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>CCENG 204</b>	MODERN INDIAN LITERATURES IN ENGLISH AND IN ENGLISH TRANSLATION	<b>4-0-0</b>	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>
	<b>TOTAL</b>		<b>16</b>			<b>400</b>

### Third Semester

<b>Paper Code</b>	<b>Course Name</b>	<b>(L-T- P)</b>	<b>Credit</b>	<b>Internal</b>	<b>External</b>	<b>Total Marks</b>
<b>ECENG 301</b>	A. INDIAN WRITING IN ENGLISH – POETRY AND SHORT STORIES  B. LINGUISTICS : ADVANCED PHONOLOGY AND MORPHOLOGY OF ENGLISH	<b>4-0-0</b>	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>CCENG 302</b>	BRITISH FICTION (MODERN AGE)	<b>4-0-0</b>	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>CCENG 303</b>	BRITISH PROSE	<b>4-0-0</b>	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>CCENG 304</b>	LITERARY CRITICISM AND CONTEMPORARY THEORIES	<b>4-0-0</b>	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>
	<b>TOTAL</b>		<b>16</b>			<b>400</b>

**THIRD SEMESTER**

**ELECTIVE**

<b>Paper Code</b>	<b>Course Name</b>	<b>Credit</b>	<b>Internal</b>	<b>External</b>	<b>Total Marks</b>
<b>ECENG 301</b>	A. INDIAN WRITING IN ENGLISH – POETRY AND SHORT STORIES	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>ECENG 301</b>	B. LINGUISTICS : ADVANCED PHONOLOGY AND MORPHOLOGY OF ENGLISH	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>

**Fourth Semester**

<b>Paper Code</b>	<b>Course Name</b>	<b>L-T-P</b>	<b>Total Credit</b>	<b>Internal</b>	<b>External</b>	<b>Total Marks</b>
<b>ECENG 401</b>	A. INDIAN WRITING IN ENGLISH: NOVEL  B. LINGUSITICS: ADVANCED SYNTAX AND SEMANTICS OF ENGLISH	<b>4-0-0</b>	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>CCENG 402</b>	A. INDIAN WRITING IN ENGLISH : NOVEL  B. TEACHING OF ENGLISH AS A SECOND LANGUAGE	<b>4-0-0</b>	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>ECENG 403</b>	WORLD LITERATURE	<b>4-0-0</b>	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>



<b>PRENG 404</b>	<b>RESEARCH METHODOLOG Y AND DISSERTATION</b>	<b>1-1-2</b>	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>
	<b>TOTAL</b>		<b>16</b>			<b>400</b>

<b>FOURTH SEMESTER</b>					
<b>ELECTIVE</b>					
<b>Paper Code</b>	<b>Paper Name</b>	<b>Credit</b>	<b>Internal</b>	<b>External</b>	<b>Total Marks</b>
<b>ECENG 401</b>	INDIAN WRITING IN ENGLISH: NOVEL	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>ECENG 401</b>	LINGUSITICS: ADVANCED SYNTAX AND SEMANTICS OF ENGLISH	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>ECENG 402</b>	A. INDIAN WRITING IN ENGLISH : NOVEL	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>ECENG 402</b>	B. TEACHING OF ENGLISH AS A SECOND LANGUAGE	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>

### **MASTER OF ARTS (ENGLISH)**

**Programme outcomes, Programme specific outcomes and course outcomes**

#### **Programme Outcomes**

The programme outcomes include:

<b>PO1.</b>	Helps the students learn the evolution of language and the politics.
<b>PO2.</b>	Enhances critical thinking of students.
<b>PO3.</b>	Cultivates language skills of students by introducing them to structures of language through a wide variety of literary works.
<b>PO4.</b>	Hones the writing skills of students and they learn the conventions of academic writing.
<b>PO5.</b>	Instills a critical perspective with which students approach the disciplines.
<b>PO6.</b>	Introduces different literary periods and trends of each of these periods.
<b>PO7.</b>	Introduces works written by different sections of people (gender, racial and ethnic minorities) and makes the students give critical responses from different perspectives.

### **Programme Specific Outcome**

By the end of the programme, the students:

<b>PSO1.</b>	Critically interact with works from different contexts: social, political, economic, historical and national as subjects' conscious of their own socio-historic specificity and thus their level of critical thinking is enhanced.
<b>PSO2.</b>	Become thorough with reading works with theoretical basis.

<b>PSO3.</b>	Students become capable of interpreting and exploring relationships from the points of view of different people.
<b>PSO4.</b>	Become inspired by fiction, open up their minds and stimulate the sympathetic/empathic imagination by allowing them to see the world through other's eyes as well to foster intercultural dialogue.
<b>PSO5.</b>	Approach and appreciate Indian literature in English and explore its uniqueness and its place among the literatures in English.
<b>PSO6.</b>	Learn what language is and what knowledge a language consist of. This is provided by basic examination of internal organization of sentences, words, and sound systems. The course assumes no prior training in linguistics.
<b>PSO7.</b>	Get sensitized with the critical tools used in the reading of literature.
<b>PSO8.</b>	Form an idea of the complex nature of literary studies and how they are entangled with other aspects of the social body.
<b>PSO9.</b>	Gain perceptive insights into the socio-political dynamics, the structuring points of view, the dominant ideology, hegemony, the prevailing common sense and communal underpinnings that mediate the writing, production, reception and survival of a work.
<b>PSO10.</b>	Learn literary terms and the various streams in literary criticism, to make them aware of the inter-disciplinary nature of contemporary criticism and to develop in students, skills for literary criticism.
<b>PSO11.</b>	Inculcate a literary, aesthetic and critical awareness of diverse cultures and literary creations and thus to arrive at a broader

	vision of the world.
<b>PSO12.</b>	To Come to know about the evolution of the Feminist movement and to familiarize them with the various issues addressed by Feminism.
<b>PSO13.</b>	Become sensitized to issues like marginalization and subjugation of women.
<b>PSO14.</b>	Develop sensible response to great classics in translation and fine tune analytical skills with a view to achieving a broad, wholesome vision of life.



# **NETAJI SUBHAS UNIVERSITY**

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Estd. Under Jharkhand State Private University Act, 2018

## **SYLLABUS FOR MASTER OF ARTS ENGLISH**

**2021 Onwards**

### **SEMESTER I**

<b>PAPER NO</b>	<b>CODE</b>	<b>TITLE</b>	<b>MARKS</b>
<b>PAPER 1</b> <b>Foundation course</b>	FCENG101	History of English Literature From Chaucer to Modern Age	<b>30+70=100</b>
<b>PAPER 2</b> <b>Core course</b>	CCENG102	British Poetry from Chaucer to Pope	<b>30+70=100</b>
<b>PAPER 3</b> <b>Core course</b>	CCENG103	Indian Writing in English and in English Translation	<b>30+70=100</b>
<b>PAPER 4</b> <b>Core course</b>	CCENG104	Language and Linguistics	<b>30+70=100</b>

### **SEMESTER II**

<b>PAPER NO</b>	<b>CODE</b>	<b>TITLE</b>	<b>MARKS</b>
<b>PAPER 5</b> <b>Core course</b>	CCENG201	Nineteenth Century to Modern British Poetry	<b>30+70=100</b>
<b>PAPER 6</b> <b>Core course</b>	CCENG202	British Drama	<b>30+70=100</b>
<b>PAPER 7</b> <b>Core course</b>	CCENG203	History of English Language	<b>30+70=100</b>
<b>PAPER 8</b> <b>Core course</b>	CCENG204	Modern Indian Literatures in English and in English Translation	<b>30+70=100</b>

### **SEMESTER III**

<b>PAPER NO</b>	<b>CODE</b>	<b>TITLE</b>	<b>MARKS</b>
<b>PAPER 9</b> <b>ELECTIVE</b>	ECENG301	A. Indian Writing In English- Poetry and Short-Story  B. Linguistics—Advanced Phonology and Morphology of English	<b>30+70=100</b>
<b>PAPER 10</b> <b>Core course</b>	CCENG302	British Fiction (Modern Period)	<b>30+70=100</b>

<b>PAPER 11</b> <b>Core course</b>	CCENG303	British Prose	<b>30+70=100</b>
<b>PAPER 12</b> <b>Core course</b>	CCENG304	Literary Criticism and Contemporary Theories	<b>30+70=100</b>

#### **SEMESTER IV**

<b>PAPER NO</b>	<b>CODE</b>	<b>TITLE</b>	<b>MARKS</b>
<b>PAPER 13</b> <b>ELECTIVE</b>	ECENG401	A. Indian Writing In English- Novel  B. Linguistics—Advanced Syntax and Semantics of English	<b>30+70=100</b>
<b>PAPER 14</b> <b>ELECTIVE</b>	ECENG402	A. Indian Writing In English- Drama  B. Teaching of English as a Second Language	<b>30+70=100</b>
<b>PAPER 15</b> <b>Core course</b>	CCENG403	World Literature	<b>30+70=100</b>
<b>PAPER 16</b> <b>PROJECT</b>	PRENG404	PROJECT/ Dissertation	<b>100</b>

#### **SEMESTER I**

## **FCENG101: Foundation course**

### **History of English Literature from Chaucer to Modern Age**

#### **Course objective:**

1. **Understand the Evolution of English Literature:** Trace the development of English literature from the Medieval period to the Modern Age.
2. **Explore Key Literary Movements:** Study major literary movements such as the Renaissance, Restoration, Romanticism, Victorianism, and Modernism.
3. **Analyze Major Authors and Works:** Examine works by authors like Chaucer, Shakespeare, Milton, Austen, Dickens, and Eliot.
4. **Examine Historical and Cultural Contexts:** Understand how political, social, and historical events influenced literary production.
5. **Enhance Critical Reading Skills:** Develop the ability to critically read and analyze diverse literary texts across periods.
6. **Appreciate Literary Forms and Genres:** Gain an understanding of various literary forms such as poetry, drama, and the novel.
7. **Improve Communication and Analytical Skills:** Foster strong writing, discussion, and presentation skills through literary analysis.

#### **UNIT-I**

- The Age of Chaucer (14th and 15th Century)—Poetry, Prose, Origin of English Drama, Ballads of the 15th century

#### **UNIT-II**

- Elizabethan Age—Poetry, Drama, Prose

#### **UNIT-III**

- Jacobean Age—Drama, Poetry-Cavalier Lyricists, Metaphysical Poetry

#### **UNIT-IV**

- Neo-Classical Age—Milton, Dryden, Pope, Dr. Johnson, Heroic Drama, Restoration Drama, Rise of the Novel, Periodicals, Socio-Political Scene

#### **UNIT-V**

- Romantic Period—Precursors of the Romantic Revival, Romantic Poetry, Romantic Prose, Novel of the Romantic Age

#### **UNIT-VI**

- Victorian Age—Prose, Poetry, Novel, Drama

#### **UNIT-VII**

- Modern Age—Poetry, Drama, Novel

#### **Suggested readings:**

1. A C Baugh (ed): A Literary History of England (2nd edition, Routledge and Kegan Paul)
2. David Daiches: The History of English Literature
3. S. C. Munira: History of English Literature
4. Emile Legouis: A Short History of the English Literature



5. Edward Albert: History of English Literature
6. Boris Ford (Ed.): The Pelican Guide to English Literature, Vols. I- VII
7. W H Hudson: An Outline History of English Literature

**Course outcomes:**

**CO1.** To make the students aware of these literary periods and the trends of each period

**CO2.** To introduce them to a bunch of English poetry;drama; prose and fiction

**CO3.** To make the student thorough with the main writers and their works of the literary period

**CO4.** To introduce works of different authors and their styles.

**CO5.** Learn the social history of England and acquire general knowledge about the old period, the medieval or middle period and the modern period of England in a political perspective.

**CO6.** Correlate the socio-political history with the literary history of English and will be able to perceive how the land's literature reflects or/and refracts the nation's history.

**CO7.** Decipher that the knowledge of socio-political history would enable them to get familiarized with representative literary and cultural texts within a significant span of historical, geographical, and cultural contexts

**CO8.** Identify, analyze, interpret and describe the critical ideas, values and themes that appear in literary and cultural texts of various genres.

**CO9.** Comprehend the evolution of the history of literary genres as contextualized in a land's social history

**CO AND PO MAPPING**

COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
<b>CO1</b>	2	1	1	0	1	3	2
<b>CO2</b>	1	2	3	1	1	2	2
<b>CO3</b>	2	1	3	1	1	3	1
<b>CO4</b>	1	2	3	2	1	2	3
<b>CO5</b>	3	1	1	0	2	3	2
<b>CO6</b>	3	2	2	1	3	3	3
<b>CO7</b>	3	2	2	1	3	2	3
<b>CO8</b>	2	3	3	2	3	2	3
<b>CO9</b>	3	2	2	1	3	3	2

**1: Weakly related, 2: Moderately related and 3: strongly related**

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, Netaji Subhas University, from time to time.

## **CCENG102: British Poetry from Chaucer to Pope**

### **Course objective:**

1. **Explore the Evolution of British Poetry:** Trace the development of British poetry from the medieval period (Chaucer) through the Renaissance to the early 18th century (Pope).
2. **Study Key Poets and Their Works:** Analyze major poets such as Geoffrey Chaucer, Edmund Spenser, John Milton, John Dryden, and Alexander Pope.
3. **Understand Literary Movements:** Examine the impact of important literary movements, including Medieval, Renaissance, Metaphysical, and Neoclassical poetry.
4. **Analyze Themes and Styles:** Investigate recurring themes (e.g., love, religion, heroism) and stylistic elements in the poetry of each period.
5. **Contextualize Poetry in Historical Frameworks:** Study the social, cultural, and political influences on British poetry during these periods.
6. **Enhance Critical Interpretation Skills:** Develop the ability to critically read and interpret poetic forms, techniques, and meanings.
7. **Appreciate the Craft of Poetry:** Foster an appreciation for the technical aspects of poetry, including meter, rhyme, and poetic structure.

### **UNIT I**

- Geoffrey Chaucer: Nun's Priest's Tale

### **UNIT II**

- Edmund Spenser: The Faerie Queene Book I

### **UNIT III**

- Shakespeare: Sonnet Nos. 18, 29, 60 and 130
- John Donne: The Ecstasie, Good Friday
- George Herbert: Virtue, Affliction

### **UNIT IV**

- John Milton: Lycidas, Comus, Paradise Lost Book I

### **UNIT V**

- John Dryden: Absalom and Achitophel
- Alexander Pope: An Epistle to Dr. Arbuthnot

### **Essential/recommended readings- as listed in the units**

#### **Suggested readings:**

1. Boris Ford (ed.): The Age of Chaucer, Pelican Guide to English Literature, Penguin
2. Neville Coghill: The Poet Chaucer
3. Parry, G. The Seventeenth Century: The Intellectual and Cultural Contexts, Longman, 1989
4. E.M. Tillyard: Milton

5. W.G. Knight: The Poetry of Pope, London: Routledge & Kegan Paul, 1995
6. M.V. Doren: The Poetry of John Dryden
7. John Butt: The Augustan Age
8. Edmund Gosse: Eighteen Century English Literature
9. Pat Rogers (ed.): The Eighteenth Century, New York, 1978
10. Harry Blamires, Milton's Creation: A Guide through 'Paradise Lost', London, 1971
11. Palgrave's The Golden Treasury: Rupa & Co. 2001
12. G A Williamson: A Readers Guide to Metaphysical Poets
13. G Wilson Knight: The Mutual Flame: An Interpretation of Shakespeare's Sonnets
14. Philip Martin: Shakespeare's Sonnets: Self Love and Art

#### **Course outcomes:**

**CO1.** To make the students capable of analyzing these works.

**CO2.** Learn the social history of England and acquire general knowledge about the old period, the medieval or middle period and the modern period of England in a political perspective.

**CO3.** Correlate the socio-political history with the literary history of English and will be able to perceive how the land's literature reflects or/and refracts the nation's history.

**CO4.** Decipher that the knowledge of socio-political history would enable them to get familiarized with representative literary and cultural texts within a significant span of historical, geographical, and cultural contexts.

**CO5.** Identify, analyze, interpret and describe the critical ideas, values and themes that appear in literary and cultural texts of various genres.

#### **CO AND PO MAPPING**

<b>COs \ POs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>CO1</b>	2	3	2	2	3	2	3
<b>CO2</b>	3	2	1	1	2	3	2
<b>CO3</b>	3	3	2	1	3	3	3
<b>CO4</b>	2	3	2	1	3	3	3
<b>CO5</b>	1	3	3	2	3	2	3

**1: Weakly related, 2: Moderately related and 3: strongly related**

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, Netaji Subhas University, from time to time.

## **Course objective:**

1. **Understand the Development of Indian Writing:** Explore the evolution of Indian literature in English and its translation into English, from colonial to post-colonial periods.
2. **Study Key Authors and Works:** Analyze the works of major Indian writers such as Rabindranath Tagore, R. K. Narayan, Kamala Das, Arundhati Roy, and others.
3. **Examine Themes in Indian Literature:** Investigate recurring themes like identity, colonialism, post-colonialism, social issues, cultural conflict, and nationalism.
4. **Explore Literary Forms and Styles:** Study different literary genres in Indian writing, including poetry, fiction, drama, and short stories, and their unique styles.
5. **Contextualize Literature in Historical and Cultural Settings:** Understand how historical events, cultural diversity, and social structures shape Indian literature in both English and translation.
6. **Appreciate Translation as a Literary Art:** Develop an understanding of the significance and challenges of translating works from various Indian languages into English.
7. **Enhance Critical and Analytical Skills:** Foster the ability to critically analyze, interpret, and discuss Indian literature in English and its translated versions.

## **UNIT I**

- Indian Poetics:
- Function and Features of Poetry, Purpose of Poetry, The Word and Meaning, Rasa, Dhvani, Alankar, Vakrokti.
- Brief History of Indian Classical Writing in English translation

## **UNIT II**

- Shudrak: Mrichchkatikam tr. M M Ramachandra Kale (New Delhi: Motilal Banarsidas, 1962)

## **UNIT III**

- Rabindra Nath Tagore: From Gitanjali Poems-8 (My song has put off), 12 (Leave this chanting and singing), 36 (Where the mind is without fear), 37 (This is my Prayer), 66 (She who ever had remained)

## **UNIT IV**

- U R Anantmurthy: Sanskara (Trans. A K Ramanujan)

## **UNIT V**

- Mahatma Gandhi: Hind Swaraj
- S Radhakrishnan: Kalki (The Future Civilization)
- Jawaharlal Nehru: The Discovery of India (Chapter IV)

**Essential/recommended readings-** as listed in the units

**Suggested readings:**

1. Bharata, Natyashastra, tr. Manomohan Ghosh, vol. I, 2nd edn (Calcutta: Granthalaya, 1967) chap. 6: 'Sentiments', pp. 100–18.
2. S Radhakrishnan, S. The Religious Consciousness in Indian Philosophy, Vol. I, New Delhi: Oxford University Press, 2008, pp. 188-193.
3. Mammata, Kavyaprakash
4. V S Seturaman (ed.), Indian Aesthetics, Macmillan, 1993
5. V N Raghavan, An Introduction to Indian Poetics, Macmillan, 1970
6. Max Muller, History of Classical Sanskrit Literature
7. Urmil Talwar and Bandana Chakrabarty, Contemporary Indian Drama: Astride Two Traditions
8. Bruce King, Modern Indian Poetry in English, Macmillan
9. K V Surendran and J K Dodiya, Indian English Drama: Critical Perspective

#### **Course outcomes:**

**CO1.** To provide an overview of the various phases of the evolution of Indian writing in English.

**CO2.** To understand the various features of Indian literature in English.

**CO3.** To introduce students to the thematic concerns, genres and trends of Indian writing in English.

**CO4.** To generate discussions on the constraints and challenges encountered in articulating Indian sensibility in English.

**CO5.** To expose students to the pluralistic aspects of Indian culture and identity.

**CO6.** To instill in the students the ability to analyse these works from the political, historical and sociological perspectives

#### **CO AND PO MAPPING**

<b>COs / POs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>CO1</b>	3	2	2	1	2	3	2
<b>CO2</b>	2	3	3	2	3	3	3
<b>CO3</b>	2	3	3	2	3	3	3
<b>CO4</b>	3	3	2	2	3	2	3
<b>CO5</b>	3	3	2	1	3	3	3
<b>CO6</b>	3	3	2	1	3	3	3

**1: Weakly related, 2: Moderately related and 3: strongly related**

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, Netaji Subhas University, from time to time.

#### **CCENG104: Language and Linguistics**

## **Course objective:**

1. **Understand the Nature of Language:** Explore the basic concepts and components of language, including phonology, syntax, semantics, and morphology.
2. **Study Linguistic Theories and Approaches:** Introduce key linguistic theories such as structuralism, generativism, and functionalism.
3. **Analyze Language Structure:** Examine the structure and functioning of language at various levels, including sounds (phonetics/phonology), words (morphology), and sentences (syntax).
4. **Explore Language Evolution and Change:** Understand how languages evolve over time and the processes of language change.
5. **Examine Sociolinguistics:** Investigate how language varies according to social factors like region, class, gender, and age.
6. **Understand Language Acquisition:** Study how children acquire language and the cognitive processes involved in language learning.
7. **Enhance Analytical and Research Skills:** Develop the ability to analyze linguistic data and conduct research in various subfields of linguistics.

## **UNIT I**

What is language? Artificial and Natural language; Language and Society, Language and Culture

Characteristics of human language; Difference between human language and animal communication

What is linguistics? Linguistics as a scientific study of language; Scope of linguistics

Basic concepts in linguistics: Diachronic and Synchronic linguistics; Syntagmatic and Paradigmatic relationships; Langue and Parole; Competence and Performance; Substance and Form; Linguistic Sign and Symbol

## **UNIT II**

Levels of Linguistic Analysis: Phonetics, Phonology, Morphology, Syntax and Semantics; Traditional approach to Linguistics; Structural approach to Linguistics; Cognitive approach to Linguistics; Branches of Linguistics

## **UNIT III**

What is Sociolinguistics? Linguistic and communicative competence; Speech community; Verbal repertoire Patterns of language variations – Regional, Social, Stylistic, Register, Diglossia; Standard and Non-standard varieties; Bilingualism and Multilingualism; Pidgin and Creole; Standardisation and Modernisation of language

## **UNIT IV**

What is Applied Linguistics? Scope of Applied Linguistics Contrastive Analysis; Error Analysis – lapses, mistakes and errors; Methodology in Error Analysis: Identification, description and explanation of errors; Common types of Errors; significance of learners' errors Lexicography: What is Lexicography? Linguistic

Basis of lexicography; Types of dictionaries; linguistic features of a dictionary; Language Learning and Teaching: First and Second language learning; language learning in multilingual settings; methods, materials and teaching aids in language learning; Computer Assisted Language Teaching (CALT) Stylistics: What is stylistics? Stylistics and Interpretation of Literary and non-literary texts; Basic assumptions of stylistics; Stylistic features;

### **Suggested readings:**

1. Corder, S.P. (1973). *Introducing Applied Linguistics*. Harmondsworth: Penguin
2. Hudson, R.A. (1980). *Sociolinguistics*. Cambridge: Cambridge University Press.
3. Leech, G.N. (1969). *A Linguistics Guide to English Poetry*. London: Longman
4. Lyons, John (1968): *Introduction to Theoretical Linguistics*. Cambridge: Cambridge University Press.
5. Misra, P.S. (2009). *An Introduction to Stylistics: Theory and Practice*; New Delhi: Orient BlackSwan
6. O'Grady, W. et al. (1994). *Contemporary Linguistics: An Introduction*. New York: St. Martin's Press. Richards, J.C. (ed.) (1974). *Error Analysis: Perspectives in Second Language Acquisition*. London: Longman.
7. Robins, R.H. (1964). *General Linguistics: An Introductory Survey*. London: Longman
8. Syal, Pushpinder and Jindal, D.V. (1998). *An Introduction to Linguistics: Language, Grammar and Semantics*. New Delhi: Prentice Hall India Pvt. Ltd.
9. Verdonk, Peter (2002). *Stylistics*. Oxford: Oxford University Press.
10. Verma, S.K. and Krishnaswamy, N. (1989). *Modern Linguistics: An Introduction*. Madras: Oxford University Press
11. Wiiddowson, H.G. (1975). *Stylistics and the Teaching of Literature*. London: Longman.

### **Course outcomes:**

- CO1.** To lead to a greater understanding of the human mind, of human communicative action and relations through an objective study of language
- CO2.** To familiarize students with key concepts of Linguistics and develop awareness of latest trends in Language Study
- CO3.** To help students towards a better pronunciation and to improve the general standard of pronunciation in every day conversation and in reading.
- CO4.** To help the students develop a sense of English grammar, idioms, syntax and usage.
- CO5.** To improve writing and speech skills.
- CO6.** Understand the origin of language and the development of writing.

### **CO AND PO MAPPING**

COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
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<b>C01</b>	3	2	2	1	3	3	2
<b>C02</b>	2	3	3	2	2	3	2
<b>C03</b>	1	2	3	2	1	1	1
<b>C04</b>	2	2	3	3	2	1	1
<b>C05</b>	1	2	2	3	2	1	1
<b>C06</b>	3	2	1	1	2	3	2

**1: Weakly related, 2: Moderately related and 3: strongly related**

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, Netaji Subhas University, from time to time.

## **Semester II**

### **CCENG201: Nineteenth and Twentieth Century British Poetry**



## **Course objective:**

1. **Understand the Evolution of British Poetry:** Explore the transformation of British poetry from the Romantic period to the Modernist era.
2. **Study Key Poets and Works:** Analyze the works of influential poets such as William Wordsworth, Samuel Taylor Coleridge, John Keats, T.S. Eliot, and W.B. Yeats.
3. **Examine Literary Movements:** Investigate key movements such as Romanticism, Victorian poetry, Modernism, and Imagism, and their impact on poetic forms.
4. **Analyze Themes and Styles:** Study recurring themes like nature, individualism, industrialization, alienation, and the modern condition, alongside various stylistic approaches.
5. **Explore Poetic Techniques:** Understand the technical aspects of poetry, including meter, rhyme, imagery, and symbolism, used by poets across the centuries.
6. **Contextualize Poetry within Historical and Cultural Frameworks:** Examine how social, political, and cultural contexts shaped the development of poetry during these periods.
7. **Enhance Critical Thinking and Interpretation:** Develop skills in critically analyzing and interpreting poetry, fostering deeper engagement with texts and broader literary contexts.

### **UNIT I**

- William Wordsworth: Intimations of Immortality from Recollections of Early Childhood
- S.T. Coleridge: Christabel Dejection: An ode

### **UNIT II**

- John Keats: Autumn
- P. B. Shelley: To the Skylark

### **UNIT III**

- Alfred Tennyson: In Memoriam
- Matthew Arnold: Thyrsis

### **UNIT IV**

- W.B. Yeats: Sailing to Byzantium, The Second Coming
- T.S. Eliot: The Hollow Man,

### **UNIT V**

- Dylan Thomas: Fern Hill,
- Phillip Larkin: The Unknown Citizens

## **Essential/recommended readings- as listed in the units**

### **Suggested readings:**

1. Harold Bloom and Lionel Trilling (ed.), Preface to the Lyrical Ballads in Romantic Prose and Poetry, New York, Oup, 1973, pp. 594-611.
2. George Watson, (ed.) Biographia Literaria, Everyman, 1993, pp. 161-66
3. C M Bowra, The Romantic Imagination OUP
4. John Beer, Coleridge's Poetic Intelligence, London 1977

5. Sir Walter Raleigh, Wordsworth
6. J D Jump, The Ode
7. J A Symonds, Shelley
8. Sidney Colvin, Keats
9. A D Culler, The Poetry of Tennyson, Yale University Press
10. Hugh Walker, The Literature of the Victorian Era
11. Lafcadio Hearn, The Pre- Raphaelite and Other Poets
12. Grierson and Smith, A Critical History of English Poetry
13. A F Potts, Elegies: Ancient and Modern
14. Michael Bell, ed. The Context of Modern Literature, 1980
15. T S C Smith, T S Eliot's Poetry and Plays, London, 1974
16. Norman A. Jeffares, W.B. Yeats: Man and Poet, London, 1962

### **Course outcomes:**

**CO1.** To know the trend of the writing of this period

**CO2.** To introduce poems, prose and drama of the period and to make them analyze in the light of the trend of the period.

**CO3.** To study how politics of the time influence literary works and vice versa.

**CO4.** To make the students capable of analyzing these works.

**CO5.** Learn the social history of England and acquire general knowledge about the old period, the medieval or middle period and the modern period of England in a political perspective.

### **CO AND PO MAPPING**

<b>COs \ POs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>CO1</b>	2	2	3	1	2	3	2
<b>CO2</b>	1	3	3	2	3	3	3
<b>CO3</b>	3	3	2	1	3	2	3
<b>CO4</b>	2	3	2	3	3	2	3
<b>CO5</b>	3	2	1	1	3	3	2

**1: Weakly related, 2: Moderately related and 3: strongly related**

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, Netaji Subhas University, from time to time.

### **CCENG202: British Drama**

**Course objective:**

1. **Understand the Evolution of British Drama:** Explore the development of British drama from its origins to the modern stage.
2. **Study Key Playwrights and Works:** Analyze major playwrights like William Shakespeare, Christopher Marlowe, Ben Jonson, Oscar Wilde, and Harold Pinter.
3. **Examine Dramatic Movements:** Investigate key movements in British drama, such as Elizabethan, Restoration, Romantic, Victorian, and Modern drama.
4. **Analyze Themes and Social Issues:** Study the recurring themes, such as morality, love, power, and social justice, explored in British plays.
5. **Explore Dramatic Techniques:** Understand dramatic conventions, structure, dialogue, character development, and stagecraft in British plays.
6. **Contextualize Drama in Historical and Cultural Frameworks:** Examine how British drama reflects the social, political, and cultural contexts of its time.
7. **Enhance Critical Analysis and Performance Appreciation:** Develop the ability to critically analyze dramatic texts and appreciate the performance aspects of British drama.

### **UNIT I**

- Christopher Marlowe: Tamburlaine the Great
- William Shakespeare: Hamlet

### **UNIT II**

- Ben Jonson: The Alchemist
- John Webster: The Duchess of Malfi

### **UNIT III**

- G.B. Shaw: Pygmalion
- T.S. Eliot Murder in the Cathedral
- Harold Pinter: The Birthday Party

**Essential/recommended readings-** as listed in the units

#### **Suggested readings**

1. R.G. Moulton, Shakespeare as a Dramatic Artist
2. Nicoll, Studies in Shakespeare
3. Baker and Harrison, A Companion to Shakespeare Studies
4. A.C. Bradley, Shakespearean Tragedy
5. Boris Ford, The Age of Shakespeare
6. H B Charlton, Shakespearean Comed
7. F.L. Lucas, Tragedy
8. Lever, J W, The Tragedy of State: A Study in Jacobean Drama, London, 1971
9. Stern, J B, Marlowe: A Critical Study, Cambridge, 1964 Jacqueline Pearson, Tragedy and Tragicomedy in the Plays of John Webster, Manchester, 1980
10. A Nicoll, The British Drama
11. F Boas, Shakespeare and his Predecessors
12. William Raymond, Drama from Ibsen to Brecht
13. H S Davies, Realism in Drama
14. W H Hudson, An Outline History of English Literature

15. Eric Bentley: George Bernard Shaw
16. G.K. Chesterton: Bernard Shaw
17. A.C. Ward: Bernard Shaw
18. C.E.M. Joad: Shaw
19. John Holloway, The Modern Age

**Course outcomes:**

**CO1.** To introduce students to the best British plays.

**CO2.** To generate a broad vision of life by making the students to come to grips with universal problems discussed in these dramas.

**CO3.** To make the students explore how universal are these dramas and how politically motivated are these writings.

**CO AND PO MAPPING**

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	1	3	1	2	3	2
CO2	2	3	2	1	3	2	2
CO3	3	3	2	2	3	2	3

**1: Weakly related, 2: Moderately related and 3: strongly related**

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, Netaji Subhas University, from time to time.

**CCENG203: History of English Language**

**Course objective:**

1. **Understand the Evolution of the English Language:** Trace the development of English from its origins to its present form, including Old, Middle, Early Modern, and Modern English.
2. **Examine the Influences on English:** Study the historical, cultural, and social factors that influenced the development of English, including invasions, colonization, and trade.
3. **Explore Language Change and Development:** Investigate phonological, morphological, syntactical, and semantic changes in the English language over time.
4. **Analyze Key Historical Texts:** Explore foundational texts like *Beowulf*, *The Canterbury Tales*, and works by Shakespeare to understand language development.
5. **Understand Language Standardization:** Examine the role of print, dictionaries, and grammar books in standardizing English during the Early Modern period.
6. **Study Varieties and Dialects of English:** Investigate the regional variations and dialects of English, both historically and in contemporary contexts.

7. **Enhance Linguistic and Analytical Skills:** Develop the ability to analyze and interpret historical linguistic data and apply it to understanding the modern form of the English language.

**UNIT-I:**

Language Family: Indo-European family of language.

**UNIT-II:**

Foreign elements in English: Greek, Latin, Scandinavian, French and Indian. Phonological, Lexical, Structure and semantic changes.

**UNIT-III:**

World Englishes: British, American, Australian, and South Asian, Indian.

**UNIT-IV:**

English as an International Language, status of English in India

**UNIT-V:**

Standardization of regional varieties.

**Suggested readings:**

1. "The History of the English Language" by Albert C. Baugh and Thomas Cable
2. "An Introduction to the History of English" by Richard Hogg
3. "The Oxford History of English" edited by Lynda Mugglestone
4. "The History of English: An Introduction" by Scott Shay
5. "A History of the English Language" by John Algeo
6. "The English Language: A Historical Introduction" by Charles Barber
7. "The Cambridge Encyclopedia of the English Language" by David Crystal
8. "The Evolution of English" by Peter Trudgill
9. "Language Change: Progress or Decay?" by Jean Aitchison
10. "The Story of English" by Robert McCrum, William Cran, and Robert MacNeil

**Course outcomes:**

**CO1.** To enlighten the students with the evolutions of English language

**CO2.** To make them known how culture made changes to English language from time to time.

**CO3.** Understand the articulation of English words; the use of sounds and intonation.

**CO4.** Comprehend the impact of political and social changes on the English language.

## **CO AND PO MAPPING**

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	2	1	2	3	2
CO2	3	2	2	1	3	3	3
CO3	2	2	3	2	1	2	1
CO4	3	3	2	1	3	3	3

**1: Weakly related, 2: Moderately related and 3: strongly related**

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, Netaji Subhas University, from time to time.

## **CCENG204: Modern Indian Literatures in English and in English Translation**

### **Course objective:**

1. **Explore the Evolution of Modern Indian Literature:** Trace the development of Indian literature in English and its translations from colonial to post-colonial periods.
2. **Study Key Authors and Works:** Analyze the works of significant modern Indian writers such as R. K. Narayan, Mulk Raj Anand, Ismat Chughtai, and Vikram Seth, along with their translated counterparts.
3. **Examine Literary Movements:** Investigate the impact of key movements like nationalism, modernism, and postmodernism on Indian writing in English and in translation.
4. **Analyze Themes of Identity and Social Issues:** Study common themes like cultural identity, caste, gender, migration, and the impact of colonialism and independence.
5. **Understand the Role of Translation:** Explore the process of translating Indian works from regional languages into English, its challenges, and its significance.
6. **Contextualize Literature within Indian Socio-Political Landscapes:** Examine how historical, political, and social contexts shape the themes and styles of Indian literature.
7. **Enhance Critical and Analytical Skills:** Develop the ability to critically read and interpret modern Indian literature in both English and in translation, fostering a deeper understanding of its nuances.

## **UNIT I**

### **Theorising Indian literature**

- Aijaz Ahmed, selections from In Theory

- Ganesh Devy, selection from A Devy Reader
- Selections from the writings of Meenakshi Mukharjee.

## **UNIT II**

- Tagore ; Rabindranath. Gora.
- Raja Rao . Kanathapura
- Premchand : The Chess-players.
- Rashdie, Salman: Midnight's Children

## **UNIT III**

### **(Women) / Gender Issues**

- Rokeya Sakhawat Hussain : Sultana's Dream
- Selected poems by Kamala Das, Pratibha Nandakumar, Volga, Amrita Pritam, Meena Kandaswamy, Prajna Pawar
- Selected short stories : by Ismat Chughtai, Vaidehi, Pratibha Ray and Lalithambika Antarnanam

## **UNIT IV**

### **(Drama and Theatre as social Critique)**

- Tendulkar, Vijay : Ghashiram Kotwal
- Manjula Padmanabhan : The Harvest.

**Essential/recommended readings-** as listed in the units

### **Suggested readings:**

1. An Illustrated History of Indian Literature in English by Arvind Krishna Mehrotra
2. The Oxford India Anthology of Modern English Literature edited by Keki N. Daruwalla
3. Indian Writing in English by K. R. Srinivasa Iyengar
4. Modern Indian Literature: An Anthology (Volume 1 & 2) edited by K. M. George
5. The Indian Novel in English: Themes and Interpretation by R.K. Dhawan
6. Translating India: The Cultural Politics of English by S. Ramaswamy
7. The Cambridge Companion to Modern Indian Culture edited by Vasudha Dalmia and Rashmi Sadana
8. The Politics of Translation: Translation and the Colonial World by Tejaswini Niranjana
9. English Translation and Indian Literature by Ayyappa Paniker

## 10. Indian Literature in English: A Critical Study by S. B. Bhatt

### Course outcomes:

**CO1.** To provide an overview of the various phases of the evolution of Indian writing in English.

**CO2.** To introduce students to the thematic concerns, genres and trends of Indian writing in English.

**CO3.** To expose students to the pluralistic aspects of Indian culture and identity.

### CO AND PO MAPPING

COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	2	1	2	3	2
CO2	2	3	3	2	3	3	3
CO3	2	3	2	1	3	2	3

**1: Weakly related, 2: Moderately related and 3: strongly related**

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, Netaji Subhas University, from time to time.

### SEMESTER III



## **ECENG301A: Indian Writing in English – Poetry and Short-Story**

### **Course objective:**

- 1. Explore the Development of Indian Poetry and Short-Story:** Trace the evolution of Indian writing in English, focusing on poetry and short stories from the colonial to post-colonial periods.
- 2. Study Major Poets and Short-Story Writers:** Analyze works by key writers like Rabindranath Tagore, Sarojini Naidu, R. Parthasarathy, Mulk Raj Anand, and Ruskin Bond.
- 3. Examine Themes and Social Issues:** Investigate common themes such as identity, nationalism, social justice, colonialism, and the human condition in Indian poetry and short stories.
- 4. Understand Cultural and Historical Contexts:** Study how historical events, cultural diversity, and societal changes influenced the content and form of Indian poetry and short stories in English.
- 5. Analyze Literary Techniques:** Explore the use of imagery, symbolism, narrative techniques, and form in both poetry and short stories.
- 6. Appreciate the Role of Language and Translation:** Examine the role of English as a medium for expressing Indian cultural experiences and the importance of translations from regional languages.
- 7. Enhance Critical Reading and Interpretation:** Develop skills to critically read, interpret, and analyze both poetry and short stories, fostering a deeper understanding of Indian literature in English.

### **UNIT I-- Poems**

- Toru Dutt: Laxman, Sita
- Sri Aurobindo: Savitri (Book eight, Canto III)
- Nissim Ezekiel: Enterprise
- Sarojini Naidu: Love and Death
- Jayant Mahapatra: Landscape by the River
- K. Ramanujan: A River
- R. Parthasarathy: Mahabalipuram

### **UNIT II--Short Story**

- C. Rajgopalachari: The Enchanted Pool
- R.K. Narayan: An Astrologer's Day, (From Malgudi Days, Allied Publishers, Pvt. Ltd., NewDelhi, 1983)
- M.R. Anand: The Barbers' Trade Union, (From The Barbers' Trade Union and Other Stories)
- Raja Rao: Javni, (From The Cow of the Barricades, Bombay, OUP.1978)
- P. Padmaraju: Cyclone K.N. Daruwala: Love across the Salt Desert

**Essential/recommended readings-** as listed in the units

### **Suggested reading:**

1. Indian Writing in English" by K. R. Srinivasa Iyengar

2. "The Oxford India Anthology of English Literature: Volume 1" edited by Keki N. Daruwalla
3. "Indian English Literature: An Anthology" edited by R.K. Dhawan
4. "The Penguin Anthology of English Poetry" edited by R. Parthasarathy
5. "The Indian Short Story in English" by K. P. S. Gill
6. "Modern Indian Literature: An Anthology (Vol 1 & 2)" edited by K. M. George
7. "Critical Essays on Indian Writing in English" edited by M. K. Naik
8. "The Cambridge Companion to Modern Indian Poetry" edited by Jeet Thayil
9. "The Short Story: A Critical Introduction" by W. M. Chase
10. "A History of Indian Literature in English" by Arvind Krishna Mehrotra

**Course outcomes:**

**CO1.** To make aware the students towards the problems of interpreting Indian Culture via the English Language.

**CO2.** To make an acquaintance with the work of significant Indian writers of Poetry and Short Stories.

**CO3.** To provide a holistic idea of the distinctive features of Indian Writing in English and their history through the texts and contexts of prose and poetry by Indian authors.

**CO AND PO MAPPING**

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	2	1	2	3	2
CO2	2	3	3	1	3	3	3
CO3	2	2	2	1	3	2	3

**1: Weakly related, 2: Moderately related and 3: strongly related**

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, Netaji Subhas University, from time to time.

**ECENG301B: Linguistics: Advanced Phonology and Morphology of English**

**Course objective:**

1. Understand Advanced Phonology: Explore the complex systems of sounds in English, including phonetic and phonological processes, and their impact on pronunciation.
2. Analyze Phonological Theories: Study key phonological theories such as generative phonology, optimality theory, and autosegmental phonology.
3. Examine Phonological Processes: Investigate processes like assimilation, elision, and stress patterns in both native and non-native English varieties.
4. Explore Morphological Structures: Analyze the structure and formation of words in English, including morphemes, roots, prefixes, and suffixes.
5. Understand Word Formation Processes: Study advanced morphological processes such as derivation, compounding, inflection, and conversion.

6. Investigate Morphological Theories: Explore theories like generative morphology and the role of morphology in syntax and phonology.
7. Develop Analytical Skills: Enhance the ability to analyze and describe complex phonological and morphological structures in English.

### **UNIT I: Phonology**

What is phonology? Features of Structuralist Phonology and Generative Phonology  
 Basic Principles of Identifying Phonemes: Principle of Contrastive Distribution, Principle of Complementary Distribution, Principle of Phonetic Similarity, Principle of Pattern Congruity, Principle of Economy; Minimal Pair, Free Variation. Syllable in Phonology and its Structure; Rhyme and Rhyming words Word Stress: stressed (accented) and unstressed (unaccented) syllables; Primary and Secondary Stress; Placing stress marks on a words; General rules of English word stress. Distinctive Features: the concept of Distinctive Features (DFs); Various DFs, Advantages of DFs in phonological analysis.

### **UNIT II: Morphology**

Morphology: Definite, Nature and Scope; Concepts in Morphology: Morpheme, Morph, Allomorph, Portmanteau Morph, Lexeme and Word; Types of Words: Simple. Compound and Complex Types of Allomorphy: Phonologically, Lexically and grammatically conditioned allomorphs; Some Procedures of identification of morphemes; Inflectional and Derivational morphemes. Morphological Analysis of Words: Morphological Structures of words using labeled tree diagrams; Identification of the processes of word formation in different words.

### **UNIT III: Application of Linguistic**

Theory Showing Syllable division and their structures of English words: any five out of a choice of eight Showing morphological structures of words using labeled tree diagrams: any five out of a choice of eight. OR Identification of morphemes and allomorphs in a given set of words

### **Suggested Readings:**

1. Aronoff, M. and K. Fudeman. What is Morphology? Oxford: Blackwell.
2. Bauer, L. Introducing Linguistic Morphology. Edinburgh: Edinburgh University Press.
3. Gimson, A.C. An Introduction to Pronunciation of English. ELBS
4. Haspelmath, M. Understanding Morphology. London: Arnold.
5. Hockett, C. A Course in Modern Linguistics. New York: Macmillan.
6. Katamba, F. Morphology. London: Macmillan.
7. Odden, David.. Introducing Phonology. Cambridge: Cambridge University Press.
8. Roach, Peter. English Phonetics and Phonology, Cambridge: Cambridge University Press
9. Syal, Pushpinder and Jindal, D.V. An Introduction to Linguistics: Language, Grammar and Semantics. New Delhi: Prentice Hall India Pvt. Ltd.
10. Thakur, D. Linguistics Simplified: Morphology. Patna: Bharati Bhawan

11. Thakur, D. Phonetics and Phonology of English. Patna: Bharati Bhawan.
12. Yule, George The study of Language. Cambridge: Cambridge University Press

#### **Course outcomes:**

- CO1.** To highlight problems of morphemic approach, typological constraints related to language typology, the fuzzy domain of descriptive morphology etc.
- CO2.** To introduce the advanced model of Lexical morphology incorporating the concept of strata based morphological derivation.
- CO3.** To provide training in the International Phonetic Alphabet (IPA).
- CO4.** To introduce basic spectrogram reading – to analyze pronunciation scientifically and objectively.

#### **CO AND PO MAPPING**

<b>COs / POs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>CO1</b>	2	3	2	1	3	2	1
<b>CO2</b>	1	3	2	2	3	1	1
<b>CO3</b>	1	2	3	2	1	2	1
<b>CO4</b>	1	2	3	3	2	1	1

**1: Weakly related, 2: Moderately related and 3: strongly related**

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, Netaji Subhas University, from time to time.

#### **CCENG302: British Fiction (18th & 19th Centuries)**

#### **Course objective:**

1. **Explore the Development of British Fiction:** Trace the evolution of British fiction from the 18th to the 19th century, focusing on key literary movements and genres.
2. **Study Major Authors and Works:** Analyze works by influential authors such as Daniel Defoe, Samuel Richardson, Jane Austen, Charles Dickens, and the Brontë sisters.
3. **Examine Social, Cultural, and Political Contexts:** Investigate how historical events, social structures, and cultural changes shaped the fiction of the period.
4. **Analyze Themes and Motifs:** Study common themes such as class, gender, morality, individualism, and social reform in 18th and 19th-century fiction.
5. **Understand Narrative Techniques:** Explore the narrative techniques used in British fiction, such as first-person narration, omniscient narration, and epistolary forms.

6. **Investigate Literary Movements:** Examine key movements like the Gothic, Romanticism, Victorian realism, and the rise of the novel.
7. **Enhance Critical Thinking and Analytical Skills:** Develop the ability to critically analyze and interpret British novels from the 18th and 19th centuries.

### **UNIT I**

- Samuel Richardson: Clarissa
- Lawrence Sterne: Tristram Shandy

### **UNIT II**

- Charles Dickens: A Tale of Two Cities
- Thomas Hardy : Far from the Madding Crowd

### **UNIT III**

- D.H. Lawrence: Sons and Lovers
- Henry James: The Portrait of a Lady

### **UNIT IV**

- Virginia Woolf: To the Lighthouse
- William Golding: Lord of the Flies

**Essential/recommended readings-** as listed in the units

**Suggested readings:**

1. Ian Watt, The Rise of the Novel: Studies in Defoe, Richardson, Fielding, Harmonds Worth
2. Peter Earl, The World of Defoe, 1976, London
3. Mary Lascelles, Jane Austen and Her Art
4. Elizabeth Jenkins, Jane Austen
5. A.H. Wright, Jane Austen's Novels
6. B.C. Southam, (ed.) Jane Austen: The Critical Heritage, London, 1967
7. Lord David Cecil, Hardy the Novelist
8. Evelyn Hardy, Thomas Hardy: A Critical Biography
9. R.A. Scott-James, Thomas Hardy
10. D.H. Lawrence, A Study of Thomas Hardy
11. J.W. Beach, The Technique of Thomas Hardy
12. Fredrick G. Kitten, The Novels of Dickens
13. A.W. Ward, Charles Dickens
14. Philip Collins, (ed.), Dickens: The Critical Heritage, London, 1971 Nicholas Greene, Syng, A Critical Study of the Plays, London, 1975
15. Joseph Warren Beach, The Twentieth Century Novel: Studies in Technique
16. Robert Humphry, Stream of Conscious in the Modern Novel
17. David Daiches, The Novel and the Modern World
18. 12 S.C. Smith, T.S. Eliot's Poetry and Plays, London, 1974
19. Michael Bell, (ed.) The Context of Modern Literature 1900-1930, London, 1980
20. Randal Stevenson, Modernist Fiction

21. C.B. Cox & A.E. Dyson, The Twentieth Century Mind
22. P. Clements, et. al., Virginia Woolf, New Critical Essays, London, 1983
23. Richard Ellman, James Joyce, Oxford, 1959
24. Percy Lubbock, The Craft of Fiction
25. Leon Edel, The Psychological Novel
26. Elizabeth Drew, The Modern Novel

**Course outcomes:**

**CO1.** To introduce students to the best of British fiction.

**CO2.** To generate a broad vision of life by making the students to come to grips with universal problems and varied life situations.

**CO AND PO MAPPING**

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	2	3	2	2	3	3
CO2	2	3	2	2	3	2	3

**1: Weakly related, 2: Moderately related and 3: strongly related**

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, Netaji Subhas University, from time to time.

**CCENG303: British Prose**

**Course objective:**

- 1. Understand the Evolution of British Prose:** To explore the historical development and stylistic changes in British prose across different literary periods, from the early Modern English to contemporary times.
- 2. Analyze Key Prose Works:** To critically analyze significant works of British prose, focusing on literary techniques, themes, and cultural contexts.
- 3. Examine Influential British Prose Writers:** To study the contributions of major British prose authors (e.g., Charles Dickens, Virginia Woolf, George Orwell) and their impact on literature.
- 4. Develop Analytical and Critical Thinking Skills:** To enhance students' ability to interpret and evaluate prose texts with an emphasis on context, structure, and language.
- 5. Explore Themes and Philosophical Ideas in Prose:** To investigate recurring themes in British prose such as social justice, identity, power, and morality.
- 6. Improve Writing and Communication Skills:** To develop students' ability to write clear, well-argued, and insightful essays and responses to literary texts.
- 7. Promote Cross-Genre Comparison:** To encourage comparison between British prose and other genres like poetry, drama, or non-fiction to understand the interrelations of literary forms.

## UNIT I

- Francis Bacon: , Of Truth, Of Friendship
- The Bible: The Book of Job (The Authorized Version of the Bible)

## UNIT II

- Charles Lamb: Poor Relation, :
- John Ruskin: Oxford Lecturer on Art

## UNIT III

- A.G. Gardiner: On Superstition
- Robert Lynd: On Forgetting, On Doing Nothing
- E.V. Lucas: A Funeral

### Suggested Readings:

1. G Parry, The Seventeenth Century: The Intellectual and Cultural Contexts, Longman, 1989
2. Jardine Lisa, Francis Bacon: Discovery and the Art of Discourse, Cambridge, 1974
3. Lawrence Babb, *Sanity in Bedlam: A Study of Robert Burton's Anatomy of Melancholy*, East
4. Lansing, 1959
5. Hugh Walker, *The English Essay and Essayists*

### Course outcome:

**CO1. Critical Analysis and Interpretation:** Students will develop the ability to critically analyze and interpret key works of British prose, identifying major themes, literary devices, and historical context.

**CO2. Understanding of Literary Movements:** Students will gain an understanding of the evolution of British prose through various literary movements (e.g., the Romantic, Victorian, Modernist periods) and their impact on the cultural and social landscape of Britain.

**CO3. Development of Writing Skills:** Through writing assignments, students will improve their ability to express ideas clearly and persuasively, integrating insights from British prose texts into well-structured essays.

**CO4. Cultural and Historical Awareness:** Students will explore the relationship between British prose and its socio-political, historical, and cultural context, deepening their awareness of the ways literature reflects and shapes society.

### CO AND PO MAPPING

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	2	1	3	3	2
CO2	2	3	3	2	2	3	3

<b>CO3</b>	3	3	2	2	3	2	3
<b>CO4</b>	2	2	3	1	3	3	3

**1: Weakly related, 2: Moderately related and 3: strongly related**

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, Netaji Subhas University, from time to time.

### **CCENG304: Literary Criticism and Contemporary Theories**

#### **Course objectives:**

1. **Understand the Evolution of Literary Criticism:** Explore the history and development of literary criticism from classical to contemporary approaches.
2. **Study Major Critical Theories:** Analyze key literary theories such as Formalism, Structuralism, Post-Structuralism, Psychoanalysis, Marxism, Feminism, and Postcolonialism.
3. **Examine Contemporary Critical Approaches:** Investigate modern critical theories like Queer Theory, Ecocriticism, New Historicism, and Cultural Studies.
4. **Explore Key Literary Critics:** Study the works of influential critics such as Aristotle, Samuel Johnson, Matthew Arnold, T.S. Eliot, Roland Barthes, Jacques Derrida, and Judith Butler.
5. **Understand the Relationship Between Criticism and Literature:** Examine how literary theory influences the interpretation of texts and the role of the critic in literature.
6. **Analyze Texts Using Multiple Theoretical Lenses:** Develop skills to apply various critical theories to literary texts, fostering diverse interpretations.
7. **Enhance Analytical and Critical Thinking Skills:** Develop the ability to critically analyze and evaluate literary texts in light of contemporary critical theories.

#### **UNIT I**

- Aristotle : Aristotle's Theory of Poetry and Fine Art, tr. Butcher, S.H. (Dover)
- Sidney: An Apology for Poetry
- Dr Johnson: Preface to Shakespeare
- John Dryden : 'An Essay of Dramatic Poesy'

#### **UNIT II**

- Wordsworth: Preface to The Lyrical Ballads
- S.T. Coleridge : Biographia Literaria Chapter XIV and XVII
- Arnold: The Function of Criticism at the Present Time, Populace in Culture and Anarchy

#### **UNIT III**



- T.S. Eliot: Tradition and Individual Talent and The Function of Criticism, Tradition and the Individual Talent'
- Jacques Derrida : Structure, Sign and Play in the Discourse of Human Sciences
- Elaine Showalter : Towards a Feminist Poetics
- I.A. Richards: Principles of Literary Criticism

#### **UNIT IV**

Structuralism, Modernism, Post-Modernism, Structuralism, Post Structuralism

#### **UNIT V**

Feminism, Postcolonialism, Psychoanalytic Theory and Criticism, Orientalism, Eco Criticism

#### **Suggested readings:**

1. George Watson: The Literary Critics
2. David Daiches, Critical Approaches to Literature
3. A Bosker, Literary Criticism in the Age of Johnson
4. George Saintsbury, A History of English Criticism
5. Terry Eagleton, Literary Theory: An Introduction (Oxford: Blackwell, 2008).
6. Peter Barry, Beginning Theory (Manchester: Manchester University Press, 2002).
7. Patricia Waugh, (ed.), Literary Theory and Criticism, Oxford University Press, 2006
8. Chris Baldick, Criticism and Literary Theory
9. David Lodge, Modern Criticism and Theory

#### **Course outcomes:**

**CO1.** To instill in the students a theory basis

**CO2.** To make the students analyse and interpret literature based on the

**CO3.** To enhance the critical thinking of students by introducing to them a bunch of literary and political theories.

**CO4.** To make them known the evolution of literary theories.

**CO5.** To introduce students to the Europe's best fictions in translation.

**CO6.** To generate a broad vision of life by making the students to come to grips with universal problems and varied life situations.

**CO7.** To make the students to have a feel of excellent classics in translation in various genres by a judicious selection. It should instill in the students a spirit of enquiry and further exploration.

#### **CO AND PO MAPPING**

<b>COs \ POs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>CO1</b>	2	3	3	2	3	2	3

<b>CO2</b>	2	3	2	3	3	2	2
<b>CO3</b>	3	2	3	2	3	3	2
<b>CO4</b>	2	2	3	2	3	3	2
<b>CO5</b>	3	3	2	2	3	3	3
<b>CO6</b>	3	2	3	3	3	3	3

**1: Weakly related, 2: Moderately related and 3: strongly related**

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, Neatji Subhas University, from time to time.

## **SEMESTER IV**

### **ECENG401A: Indian Writing in English—Novel**

#### **Course objective:**

1. **Explore the Evolution of the Indian Novel:** Trace the development of the Indian novel in English from its inception to contemporary times.
2. **Study Major Authors and Works:** Analyze the novels of prominent authors such as R. K. Narayan, Mulk Raj Anand, E. M. Forster, Kamala Das, Arundhati Roy, and Vikram Seth.
3. **Examine Themes and Issues:** Investigate key themes in Indian novels such as identity, colonialism, nationalism, caste, gender, and social reform.
4. **Understand Narrative Techniques:** Study the narrative structures, storytelling methods, and literary techniques used in Indian English novels.
5. **Contextualize Novels in Historical and Cultural Frameworks:** Analyze how historical events, social changes, and cultural contexts shape the narrative and themes of Indian novels.
6. **Appreciate the Role of Language and Translation:** Understand the significance of English as a medium for Indian storytelling and the role of translation in making regional stories accessible.
7. **Enhance Critical Reading and Interpretation:** Develop skills in critically reading, analyzing, and interpreting Indian novels in English, fostering a deeper understanding of the genre's cultural and literary contributions.

#### **UNIT I**

- R K Narayan: The Painter of Signs
- Raja Rao: The Serpent and the Rope
- Mulk Raj Anand: Untouchable
- Anita Desai: Voices in the City

#### **UNIT II**

- Kamala Markandaya: Nectar in a Sieve

- Amitav Ghosh: The Shadow Lines
- V S Naipaul: A House for Mr. Biswas
- Attia Hossain: Sunlight on a Broken Column

**Essential/recommended readings-** as listed in the units

**Suggested readings:**

1. Indian Writing in English" by K. R. Srinivasa Iyengar
2. A History of Indian Literature in English" by Arvind Krishna Mehrotra
3. The Penguin History of Indian Literature in English" edited by Priyamvada Gopal
4. The Indian Novel in English: Themes and Interpretation" by R.K. Dhawan
5. The Oxford India Anthology of Modern English Literature" edited by Keki N. Daruwalla
6. The Fiction of the Indian Diaspora: A Critical Study" by P. K. Rajan
7. Contemporary Indian English Novel" by C. N. Srinivasan
8. Indian Writing in English: A Critical Study" by M. K. Naik
9. The Indian Novel in English" by K. K. Aziz
10. Postcolonial Indian English Fiction" by R. K. Dhawan

**Course outcomes:**

**CO1.** Comprehend the evolution of Indian Writing in English from the colonial phase till the present.

**CO2.** Be familiar with the major Indian writers and their monumental works as an independent field of literature in English.

**CO3.** Get a deeper understanding of the major traditions and values of the ancient India.

**CO4.** Gain knowledge of 'Indianness' through the works of Indian writing in English; be acquainted with the Indian way of perceiving the world and presenting their findings in their writings in an appreciable way.

**CO5.** Identify the significance and relevance of the works of Indian writers and thereby relate to the ideas embedded in their works.

**CO6.** Evaluate the literary, cultural, historical, political impact of works of Indian writers in English and thereby their role in bringing about social awareness and transformation.

**CO7.** Appreciate the values and the human concern through the exposure of literary texts in colonial and postcolonial period.

### **CO AND PO MAPPING**

<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>CO1</b>	3	2	2	1	2	3	2
<b>CO2</b>	2	3	3	2	2	3	2
<b>CO3</b>	3	2	1	1	3	3	2
<b>CO4</b>	2	2	2	2	3	3	3
<b>CO5</b>	2	2	3	2	3	3	3
<b>CO6</b>	3	3	2	2	3	3	3

CO7	3	3	2	1	3	3	3
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**1: Weakly related, 2: Moderately related and 3: strongly related**

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, Netaji Subhas University, from time to time.

### **ECENG401B: Advanced Syntax and Semantics of English**

#### **Course objective:**

1. **Understand Advanced Syntax:** Explore the complex structure of English sentences, including phrase structure, transformations, and syntactic theory.
2. **Study Syntactic Theories:** Examine key syntactic theories such as Generative Grammar, X-bar theory, and Government and Binding theory.
3. **Analyze Sentence Structure:** Investigate the organization of sentences, including word order, constituent structure, and the syntax of different sentence types.
4. **Explore Advanced Semantics:** Study the relationship between syntax and meaning, including topics like truth conditions, compositional semantics, and the interpretation of sentences.
5. **Examine Theories of Meaning:** Analyze theories of meaning such as truth-conditional semantics, formal semantics, and frame semantics.
6. **Understand Syntactic-Semantic Interface:** Investigate how syntactic structures relate to meaning and how semantics informs syntactic choices in sentence formation.
7. **Develop Analytical and Research Skills:** Enhance skills in analyzing complex syntactic and semantic structures and conducting research in theoretical linguistics.

#### **Unit I:**

Syntax Word classes: Parts of Speech; Content Words and Structure Words Labels: Categorical labels: Lexical (X<sub>0</sub>) Category and Phrasal Category(XP); Functional Labels: Subject, Predicate, Object, Complement, Adjunct Kernel Sentence, Basic types of Kernel Sentences in English Constituents and their Structures, analysis of various constituents using labelled tree diagrams; Phrase Structure (PS) Rules, Limitations of PS Rules; Formulating PS Rules Argument Structure: Predicates, Auxiliary Verbs, Non-Verbal Predicates; Clausal arguments, Expletives; Implicit and Explicit Arguments. Thematic Structures: Assignment of Thematic Roles; Direct and indirect Theta marking. Transformational Generative Grammar: How does TG Grammar function? Application of Transformation Rules: Affix Hopping, Do-Insertion, Negative Placement, Negative Contraction, Wh-Fronting; AUX- Inversion, Passivization; Derivation of sentences using transformation rules. 14 Wh-Movement and NP-Movement in English

#### **Unit II:**

What is Semantics? Meaning and various aspects of Meaning: Denotative Meaning, Connotative Meaning, Social Meaning, Lexical Meaning, and Grammatical Meaning; Sense and Reference; Entailment. Theories of Meaning: Componential Theory, Truth Conditional Theory, Generative Theory, and Contextual Theory Ambiguity: Phonological ambiguity, Lexical ambiguity, and Grammatical ambiguity; disambiguating ambiguous structures.

### **Unit III:**

Application of Linguistic Theory Showing structures of Phrases and Sentences using labeled tree diagrams – three to be attempted out of a choice of five OR Derivation of three simple sentences using Transformational Rules out of a choice of five Disambiguating structures (words, phrases, clauses and sentences) and identification of the type of ambiguity – three to be attempted out of a choice of five.

**Essential/recommended readings-** as listed in the units

#### **Suggested readings:**

1. Freidin, R. (1992). Foundations of Generative Syntax. Cambridge, Mass: MIT Press  
Haegeman, L. (2009).
2. Theory and Description in Generative Syntax. Cambridge: Cambridge University Press.
3. Radford, Andrew (1981). Transformational Syntax. (Chapters 1-4 only). Cambridge: Cambridge University Press.
4. Radford, Andrew (1988). Transformational Grammar (Chapter 4- 10 only). Cambridge: Cambridge University Press.
5. Syal, Pushpinder and Jindal, D.V (1998). An Introduction to Linguistics: Language, Grammar and Semantics. New Delhi: Prentice Hall India Pvt. Ltd.
6. Thakur, D. Linguistics Simplified: Syntax. Patna: Bharati Bhawan
7. Verma, S.K. and Krishnaswamy, N (1989). Modern Linguistics: An Introduction. Madras: Oxford University Press.
8. O'Grady, W. et al. (1991). Contemporary Linguistics: An Introduction. New York: St. Martin's Press.

#### **Course outcomes:**

- CO1.** Understand the regional and social variations of English.
- CO2.** Comprehend basic grammatical and semantic categories of English.
- CO3.** Grasp the complexity of language as a communication system shaped by cognitive, cultural and social factors.
- CO4.** Comprehend the features of speech sounds in English and their respective RP phonetic symbols.
- CO5.** Know how speech organs work and attain a practical knowledge of the articulation of the English speech sounds, acquiring, especially, the following skills.
- CO6.** Distinguish and properly enunciate voiced and voiceless sounds and produce native-like intonation, rhythm and stress in sentences.
- CO7.** Utilize phonetic dictionary symbols to continue to improve

pronunciation.

### **CO AND PO MAPPING**

<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>CO1</b>	3	2	3	1	2	3	2
<b>CO2</b>	2	3	3	2	3	2	2
<b>CO3</b>	3	3	3	2	3	2	3
<b>CO4</b>	2	2	2	3	2	3	2
<b>CO5</b>	2	2	2	3	2	3	3
<b>CO6</b>	1	2	3	3	2	3	3
<b>CO7</b>	1	2	3	2	3	2	3

**1: Weakly related, 2: Moderately related and 3: strongly related**

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, Netaji Subhas University, from time to time.

### **ECENG402A: Indian Writing in English —Drama**

#### **Course objective:**

1. **Explore the Evolution of Indian Drama:** Trace the development of Indian drama in English from the colonial period to contemporary times.
2. **Study Major Playwrights and Works:** Analyze the works of key Indian playwrights such as Rabindranath Tagore, Mohan Rakesh, Vijay Tendulkar, and Girish Karnad.
3. **Examine Social and Political Themes:** Investigate the exploration of themes such as identity, caste, gender, social injustice, and the impact of colonialism and post-independence issues.
4. **Understand Dramatic Techniques:** Study the narrative structure, characterization, dialogue, and theatrical elements used in Indian English drama.
5. **Contextualize Drama within Indian Culture:** Explore how Indian cultural, historical, and socio-political contexts shape the themes and style of dramatic works.
6. **Analyze the Role of Drama in Society:** Understand the function of drama as a medium for social critique, education, and cultural expression in India.
7. **Enhance Critical Thinking and Interpretation:** Develop the ability to critically analyze and interpret Indian English plays, fostering a deeper understanding of their literary and theatrical significance.

### **UNIT I**

- Sri Aurobindo: Perseus the Deliverer
- R.N. Tagore: The Post Office

## **UNIT II**

- Vijay Tendulkar: Silence! The Court is in Session
- Girish Karnad: Nagamandala

## **UNIT III**

- Pratap Sharma: A Touch of Brightness
- Mahesh Dattani: Final Solutions

**Essential/recommended readings-** as listed in the units

**Suggested readings:**

1. Indian English Drama: A Study of the Roots by M. K. Naik
2. A History of Indian English Literature by M. K. Naik
3. Indian Drama in English by K. R. Srinivasa Iyengar
4. The Plays of Vijay Tendulkar edited by Nilufer E. Bharucha
5. Contemporary Indian English Drama by Suresh Chandra
6. Modern Indian Drama: An Anthology edited by Shanta Gokhale
7. The Penguin Anthology of Indian Writing in English edited by Jeet Thayil
8. Badal Sircar: A Study of His Drama by D. N. Gupta

**Course outcomes:**

**CO1. Understand Indian Drama:** Students will gain knowledge of the history and evolution of Indian drama in English.

**CO2. Analyze Key Playwrights:** Students will analyze and interpret works by major Indian playwrights like Tagore, Tendulkar, and Karnad.

**CO3. Explore Key Themes:** Students will identify and discuss central themes such as caste, gender, and politics in Indian drama.

**CO4. Develop Critical Reading Skills:** Students will critically engage with dramatic texts, focusing on literary devices and structures. **Compare Literary Traditions:** Students will compare Indian English drama with global theatrical traditions.

**CO5. Appreciate Performance Aspects:** Students will understand how performance enhances the interpretation of dramatic works.

**CO6. Recognize Socio-Cultural Relevance:** Students will explore how Indian drama addresses socio-political issues in both historical and modern contexts.

**CO7. Enhance Communication Skills:** Students will develop effective skills in presenting and discussing their ideas on Indian drama.

### **CO AND PO MAPPING**

COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	2	1	2	3	2

<b>CO2</b>	3	3	2	1	2	2	2
<b>CO3</b>	2	3	3	3	2	2	1
<b>CO4</b>	2	3	3	3	2	2	2
<b>CO5</b>	2	2	3	2	2	3	1
<b>CO6</b>	2	2	3	3	2	3	2
<b>CO7</b>	3	3	2	2	3	3	3

**1: Weakly related, 2: Moderately related and 3: strongly related**

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, Netaji Subhas University, from time to time.

### **ECENGL402B: Teaching of English as Second Language in India**

#### **Course objective:**

1. **Understand the Role of English in India:** Explore the historical, social, and cultural significance of English as a second language in India.
2. **Study Theories of Language Learning:** Examine key language acquisition and learning theories, including second language acquisition (SLA) and communicative language teaching (CLT).
3. **Analyze ESL Teaching Methods:** Investigate various teaching methods and approaches for English language instruction, such as the grammar-translation method, direct method, and task-based learning.
4. **Focus on Curriculum and Materials:** Study the design of ESL curricula, textbooks, and teaching materials tailored for Indian learners.
5. **Examine Language Skills:** Develop techniques for teaching the four core language skills—listening, speaking, reading, and writing—in the Indian ESL classroom.
6. **Address Language Challenges:** Identify common challenges faced by Indian learners of English, including issues of pronunciation, vocabulary, grammar, and language interference.
7. **Enhance Classroom Strategies:** Develop effective teaching strategies, including assessment techniques and classroom management, to promote language proficiency in diverse Indian classrooms.

#### **UNIT I**

Status of English in India today; Teaching of English in India in the present times; Need of Teaching English in India as a Second Language

#### **UNIT II**



British R.P. and General Indian English (G.I.E.): A comparative Study.

### **UNIT III**

A suitable model of English for India Problems and Prospects of Teaching English in India

### **UNIT IV**

Teaching Methods: Direct Method, Grammar Translation Method, Communicative Approach;

### **UNIT V**

Teaching of Reading, Writing, Listening and Speaking; Teaching of Vocabulary and Grammar;

### **UNIT VI**

Teaching of Literature: Poetry, Drama, Prose, Short Stories Teaching Materials: Text books, Supplementary Reading, Workbook, Supplementary Teaching Materials;

### **UNIT VII**

New Types of Teaching Materials Audio Visual Aids, Computer Assisted Language Teaching (CALT), Electronic Devices

### **UNIT VIII**

Curriculum Design Testing and Evaluation English for Specific Purposes (ESP): Identifying needs; syllabus design, teaching materials; Registers of the discipline; testing and evaluation

### **Suggested reading:**

1. The Teaching of English as a Second Language by R.K. Bansal and J.B. Harrison
2. An Introduction to English Language Teaching by P. S. M. P. Desai
3. Principles of Language Learning and Teaching by H. Douglas Brown
4. The ELT (English Language Teaching) Curriculum: A Guide to Practice by N. H. Prabhu
5. Teaching English as a Second Language: A New Approach by M. K. Agarwal
6. Methodology of Teaching English by P.K. Agnihotri
7. English Language Teaching in India by B. Kachru
8. Second Language Learning and Teaching by H. G. Widdowson
9. The Art of Teaching English by W. M. Rivers
10. Teaching English in the Indian Context by R. P. Singh

### **Course outcomes:**

**CO1.** Students will understand the historical, cultural, and socio-economic significance of English in India.

**CO2.** Students will learn various language teaching methods and approaches and their application in the Indian context.

**CO3.** Students will develop the skills to design a curriculum and syllabus suitable for ESL learners in India.

**CO4.** Students will master strategies for developing the four key language skills: listening, speaking, reading, and writing.

**CO5.** Students will learn how to assess and evaluate second language learners using both traditional and modern methods.

**CO6.** Students will develop an understanding of the diverse linguistic and cultural backgrounds of ESL learners and implement inclusive teaching strategies.

**CO7.** Students will learn to integrate technology effectively in ESL teaching to enhance learning outcomes.

### **CO AND PO MAPPING**

<b>COs \ POs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>CO1</b>	3	2	2	1	2	3	2
<b>CO2</b>	3	3	2	1	2	2	2
<b>CO3</b>	2	3	3	3	2	2	1
<b>CO4</b>	2	3	3	3	2	2	2
<b>CO5</b>	2	2	3	2	2	3	1
<b>CO6</b>	2	2	3	3	2	3	2
<b>CO7</b>	3	3	2	2	3	3	3

**1: Weakly related, 2: Moderately related and 3: strongly related**

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, Netaji Subhas University, from time to time.

### **CCENG403: World Literature**

#### **Course objective:**

1. **Explore Global Literary Traditions:** Study major literary works from diverse cultures, regions, and historical periods, fostering a broader understanding of world literature.
2. **Analyze Key Authors and Texts:** Examine the works of significant authors from various literary traditions, such as European, African, Asian, and Latin American literature.
3. **Investigate Literary Movements:** Study important global literary movements and genres, such as Modernism, Postcolonialism, Romanticism, and Realism.
4. **Understand Cultural and Historical Contexts:** Explore how historical, political, and social contexts shape the themes and forms of literature across the world
5. **Compare and Contrast Literary Traditions:** Develop comparative analytical skills by exploring the similarities and differences between world literary texts.
6. **Examine Universal Themes:** Investigate common themes across world literature, such as identity, human nature, conflict, love, and existential questions.

7. **Enhance Critical and Interpretive Skills:** Foster the ability to critically read, analyze, and interpret world literary texts, encouraging a global perspective on literature.

### **UNIT I American**

- Mark Twain—The Adventures of Huckleberry Finn
- Tennessee Williams: A Streetcar Named Desire
- Emily Dickenson: This is My Letter to the World

### **Unit II Canadian**

- Margaret Atwood—Surfacing
- Lucy Maud Montgomery – A Day off

### **UNIT III Australian**

- – Patrick White—Happy Valley
- A.D. Hope: Australia

### **UNIT IV African**

- Gabriel Okara: The Mystic Drum
- Wole Soyinka: Death and the King's Horseman
- Chinua Achebe: Things Fall Apart

**Essential/recommended readings-** as listed in the units

#### **Suggested Reading:**

1. "The Norton Anthology of World Literature" (Volumes 1 & 2) edited by Martin Puchner
2. "World Literature: A Reader" edited by David Damrosch
3. "The Cambridge Companion to World Literature" edited by Alan D. K.
4. "World Literature in Theory" by David Damrosch
5. "An Anthology of World Literature" edited by Maynard Mack
6. "The Oxford Companion to World Literature" edited by Pat Rogers
7. "The Routledge Companion to World Literature" edited by Theo D'haen, David Damrosch, and Djelal Kadir
8. "World Literature: A Very Short Introduction" by David Damrosch
9. "The History of World Literature" by M.H. Abrams
10. "The Columbia History of the World" edited by John M. Roberts

#### **Course outcome:**

**CO1.** Acquire an overview of the central issues involved in reading world literature.

**CO2.** Develop skills in literary interpretation through close engagement with a number of key novels from recent decades.

**CO3.** Learn to identify theoretical developments in the field of world literature.

**CO4.** Develop skills in historical and cultural analysis.

### **CO AND PO MAPPING**

<b>COs \ POs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>CO1</b>	3	2	2	1	2	3	2
<b>CO2</b>	3	3	2	1	2	2	2
<b>CO3</b>	2	3	3	3	2	2	1
<b>CO4</b>	2	3	3	3	2	2	2
<b>CO5</b>	2	2	3	2	2	3	1
<b>CO6</b>	2	2	3	3	2	3	2
<b>CO7</b>	3	3	2	2	3	3	3
<b>CO8</b>	3	3	2	2	3	2	3

**1: Weakly related, 2: Moderately related and 3: strongly related**

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, Netaji Subhas University, from time to time.

### **CCENG404 – Project Work**

The written component of the project shall be of 80 marks and 20 marks will be for the Viva Voce examination, to be jointly conducted by an External Examiner, appointed by the University and the Internal Supervisor.

#### **Topics for Dissertation:**


- Medieval Literature English Literature (1550-1660)
- English Social History (1660-1800)

- Non-Literary Background to the 19th Century English Literature
- Modernist Fiction
- Critical Theory
- Gender and Indian Literature Indian Folk Theatres
- American/African Literature
- Literature and the Analysis of Culture Religion and Literature
- Children's Literature Topics from "Indian Writing in English" and "Language and Linguistics"
- Diaspora Literature Commonwealth Literature Global Village

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