UNIVERSITY OF PUNE

The Revised Course Structure of English Subject(s) for the Following Undergraduate Classes Will Be Implemented in a Phased Manner as Follows:

- F.Y.B.Com. (w.e.f. June 2008)
- F.Y.B.A. (w.e.f. June 2008)
- S.Y.B.A. (w.e.f. June 2009)
- S.Y.B.Sc. (w.e.f. June 2009)
- S.Y.B.Sc. (Computer) (w.e.f. June 2009)
- T.Y.B.A. (w.e.f. June 2010)

The Revised Course Structure for the Following Post-Graduate Classes in English Will Be Implemented in a Phased Manner as Follows:

- M.A. English (Part – I, i.e. Semester I & II) (w.e.f. June 2008)
- M.A. English (Part – II, i.e. Semester III & IV) (w.e.f. June 2009)
UNIVERSITY OF PUNE

Revised Course Structure for Under-Graduate Classes :

F.Y.B.Com. (English) (w.e.f. June 2008)
   (i) Compulsory English
   (ii) Additional English

F.Y.B.A. (English) (w.e.f. June 2008)
   (i) Compulsory English
   (ii) English General Paper- I : Introduction to Poetry and Minor Forms of Literature

S.Y.B.A. (English) (w.e.f. June 2009)
   (i) Compulsory English
   (ii) English General Paper- II : Understanding Fiction
   (iii) English Special Paper - I : Understanding Drama
   (iv) English Special Paper - II : Understanding Poetry

S.Y.B.Sc. (Optional English) (w.e.f. June 2009)
   (i) Enriching Oral and Written Communication

S.Y.B.Sc. (Computer) (Compulsory English) (w.e.f. June 2009)
   (i) Enriching Oral and Written Communication

T.Y.B.A. (English) Revised Syllabus (w.e.f. June 2010)
   (i) Compulsory English
   (ii) English General Paper-III : Enriching Oral and Written Communication
   (iii) English Special Paper-III : Introduction to the Study of English Language
F.Y.B.Com. (English) (w.e.f. June 2008)

(i) Compulsory English

(a) Objectives

1. To make students aware of the different communicative skills, and to develop among them an ability to effectively communicate in English, both in written and spoken modes.

2. To develop linguistic and pragmatic competence among the students and to prepare them to develop competence for self-learning.

3. To encourage and enable the students to read the various types of texts on their own and discuss them among peers.

(b) Course Content

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

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

*Course Work for Term – I*

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

*Course Work for Term – II*

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

(c) Suggestions for Teachers

The present syllabus is a multi-skills course and it aims at developing the students’ proficiency in language and communication skills. The teachers are advised to adopt interactive approach in dealing with this course instead of solely relying on unidirectional teacher-talk. They can begin with a few stimulating questions to arouse the curiosity of students and motivate them to read the text on their own. The main reading unit and the units dealing with language skills as well as grammar, vocabulary, etc are to be treated as one composite unit and every part of it needs to be dealt with carefully in the class-room and reflected in
evaluation system. Teachers should ensure the participation of learners by using techniques like question-answer sessions, group discussions, role-playing, oral presentations, etc. The classroom activities and exercises should be adopted / modified to suit the needs and competence level of the students. The course is flexible enough to allow experimentation on the part of individual teachers. The teachers should ensure that students become active participants in the teaching-learning process and enjoy it. The ultimate aim is to equip the students with self learning skills, so that they become better and more confident learners of the language.

(d) Suggestions for Evaluation

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

(e) Question Paper Patterns

**TERM END EXAMINATION**

| Question 1 : Textual-Comprehension question | (2 out of 4) | [2 x 6=12] |
| Question 2 : Textual-Comprehension question | (3 out of 5) | [3 x 4=12] |
| Question 3 : Writing Activity (Modelled on the exercises in the Text) | (2 out of 3) | [2 x 6=12] |
| Question 4 : Practical Questions on Vocabulary | (6 out of 9) | [6 x 2=12] |
| Question 5 : Practical Questions on Grammar and Usage | (6 out of 9) | [6 x 2=12] |

**ANNUAL EXAMINATION**

| Question 1 : Textual-Comprehension questions | (2 out of 4) | [2 x 6=12] |
| Question 2 : Textual-Short answer questions | (3 out of 5) | [3 x 4=12] |
| Question 3 : Writing Activity (Modelled on the exercises in the Text) | (2 out of 4) | [2 x 6=12] |
| Question 4 : Practical Questions on Vocabulary | (6 out of 9) | [6 x 2=12] |
| Question 5 : Practical Questions on Grammar and Usage | (6 out of 10) | [6 x 2=12] |

* Question 1 will be on the First Term Syllabus. In Question 3 and 5, 50% weightage will be given to the First Term Syllabus.

***************
(ii) Additional English

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

(b) Course Content
Prescribed Text: The Joy of Reading Literature (OL)

Part A: Short Stories
2. Between the Mosque and the Temple - Boman Desai
3. The Child - Premchand
4. The Gift of the Magi - O’Henry
5. The Hotel Stefani - J. Millington Ward
6. Marriage is a Private Affair - Chinua Achebe

Part B: Prose
1. Education: Indian and American - Anurag Mathur
3. Speech on Indian Independence - Jawaharlal Nehru
4. A Talk on Advertising - Herman Wouk

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

*Course Work for Term – I
   Part A: Short Stories from 1 to 3, Part B: Prose from 1 to 2, and Part C: Poetry from 1 to 4 (along with required exercises.)

*Course Work for Term – II
   Part A: Short Stories from 4 to 6, Part B: Prose from 3 to 4, and Part C: Poetry from 5 to 8 (along with required exercises.)

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

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

(e) Question Paper Patterns

**TERM END EXAMINATION**

Question 1 : Grammar & Usage (text based) [12x 1=12]
(three components i.e. a, b, c having four marks each)
Question 2 : Long answer questions on Prose units (1 out of 2) [1 x 12=12]
Question 3 : Short answer questions on Prose (2 out of 3) [2 x 6=12]
Question 4 : Long answer questions on Poetry (1 out of 2) [1 x 12=12]
Question 5 : Short answer questions on Poetry (2 out of 3) [2 x 6=12]

**ANNUAL EXAMINATION**

Question 1 : Grammar & Usage (text based) (1 out of 2) [16 x 1=16]
(three components i.e. a,b,c having four marks each)
Question 2 : Long answer questions on Prose units of the first term (1 out of 2) [1 x 16=16]
Question 3 : Long answer questions on Poetry of the first term (1 out of 2) [1 x 16=16]
Question 4 : Short answer questions on Prose of the second term (2 out of 4) [2 x 8=16]
Question 5 : Short answer questions on Poetry of the second term (2 out of 4) [2 x 8=16]
F.Y.B.A. (English) (w.e.f. June 2008)

(i) Compulsory English

(a) Objectives

1. To make students aware of the different communicative skills, and to develop among them an ability to effectively communicate in English, both in written and spoken modes.

2. To develop linguistic and pragmatic competence among the students and to prepare them to develop competence for self-learning.

3. To encourage and enable the students to read the various types of texts on their own and discuss them among peers.

(b) Course Content

Prescribed Text: Reflections I (CUP)

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

*Course Work for Term – I

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

*Course Work for Term – II

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

(c) Suggestions for Teachers

The present syllabus is a multi-skills course and it aims at developing the students’ proficiency in language and communication skills. The teachers are advised to adopt Interactive approach in dealing with this course instead of solely relying on unidirectional teacher-talk. They can begin with a few stimulating questions to arouse the curiosity of students and motivate them to read the text on their own. The main reading unit and the units dealing with language skills as well as grammar, vocabulary, etc are to be treated as
one复合单元和每一部分都需要在教室内仔细处理，并反映在评估系统中。这些都不应被视为可选的。教师应确保通过使用问题-回答会议、小组讨论、角色扮演、口头报告等技术来参与学习者的参与。课堂活动和练习应根据学生的需要和能力水平来采用或修改。本课程足够灵活，允许个别教师进行实验。教师应确保学生成为教学-学习过程中的积极参与者并享受它。最终目标是培养学生的自我学习能力，使他们成为更好的、更有信心的语言学习者。

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

(e) Question Paper Patterns

TERM END EXAMINATION

<table>
<thead>
<tr>
<th>Question</th>
<th>Type</th>
<th>Weightage</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question 1</td>
<td>Textual-Comprehension question</td>
<td>2 out of 4</td>
<td>2 x 6=12</td>
</tr>
<tr>
<td>Question 2</td>
<td>Textual-Comprehension question</td>
<td>3 out of 5</td>
<td>3 x 4=12</td>
</tr>
<tr>
<td>Question 3</td>
<td>Writing Activity (Modeled on the exercises in the Text)</td>
<td>2 out of 3</td>
<td>2 x 6=12</td>
</tr>
<tr>
<td>Question 4</td>
<td>Practical Questions on Vocabulary</td>
<td>6 out of 9</td>
<td>6 x 2=12</td>
</tr>
<tr>
<td>Question 5</td>
<td>Practical Questions on Grammar and Usage</td>
<td>6 out of 9</td>
<td>6 x 2=12</td>
</tr>
</tbody>
</table>

ANNUAL EXAMINATION

<table>
<thead>
<tr>
<th>Question</th>
<th>Type</th>
<th>Weightage</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question 1</td>
<td>Textual-Comprehension questions</td>
<td>2 out of 4</td>
<td>2 x 8=16</td>
</tr>
<tr>
<td>Question 2</td>
<td>Textual-Short answer questions</td>
<td>4 out of 7</td>
<td>4 x 4=16</td>
</tr>
<tr>
<td>Question 3</td>
<td>Writing Activity (Modeled on the exercises in the Text)</td>
<td>2 out of 4</td>
<td>2 x 8=16</td>
</tr>
<tr>
<td>Question 4</td>
<td>Practical Questions on Vocabulary</td>
<td>8 out of 11</td>
<td>8 x 2=16</td>
</tr>
<tr>
<td>Question 5</td>
<td>Practical Questions on Grammar and Usage</td>
<td>8 out of 12</td>
<td>8 x 2=16</td>
</tr>
</tbody>
</table>

* Question 1 will be on the First Term Syllabus. In Question 3 and 5, 50% weightage will be given to the First Term Syllabus.

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

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

(b) Course Content

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

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

One Act Plays
1. The Professor : Donn Byrne
2. The Dear Departed : Stanley Houghton
3. The Monkey’s Paw : W. W. Jacobs

Essays
1. All About a Dog : A. G. Gardiner
2. On Forgetting : Robert Lynd
3. Hobbies and Interests : C. T. Philip

*Course Work for Term – I
Poems from 1 to 5, Short Stories from 1 to 3, One Act Plays 1 and 2, and Essays 1 and 2.

*Course Work for Term – II
Poems from 6 to 9, Short Stories from 4 and 5, One Act Play No. 3, and Essays 3 and 4.
(c) Suggestions for Teachers
The course aims at acquainting the students with minor forms of literature. The distinct nature of each of these minor forms and their formal aspects may be explained at the outset. This background knowledge will help the students to understand and appreciate the prescribed selections better. First hand acquaintance with the prescribed literary texts is absolutely necessary. Teachers should avoid the temptation of paraphrasing the text and dictating the summaries. Students should be motivated to grapple with the language and the context of each text on their own and discover the joy of reading literature. A few curiosity rousing questions before the teaching of the text followed by discussion-sessions to highlight thematic and linguistic aspects of the literary piece would be a fruitful method of dealing with the texts.

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

(e) Question Paper Patterns

TERM END EXAMINATION

<table>
<thead>
<tr>
<th>Question 1 : On the forms of Literature</th>
<th>Short answer questions (7 out of 10)</th>
<th>[7 x 2=14]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question 2 : One -Act Plays</td>
<td>(2 out of 4)</td>
<td>[2 x 4=8]</td>
</tr>
<tr>
<td>Question 3 : Poetry</td>
<td>a- Reference to the Context (2 out of 4)</td>
<td>[2 x 4 = 8]</td>
</tr>
<tr>
<td></td>
<td>b- Practical questions (application oriented)</td>
<td>[2 x 5=10]</td>
</tr>
<tr>
<td>Question 4 : a- Short stories</td>
<td>( 1 out of 2)</td>
<td>[1 x 10=10]</td>
</tr>
<tr>
<td></td>
<td>b- Essays</td>
<td>(1 out of 2)</td>
</tr>
</tbody>
</table>

ANNUAL EXAMINATION

| Question 1 : A- On the forms of Literature | (5 out of 7) | [5 x 2=10] |
| B- On Literary Devices                   | (5 out of 7) | [5 x 2=10] |
| C- On Poetry (References to the context: 2 out of 4) | [2 x 5=10] |
| Question 2 : Poetry : each in about 150 words (1 out of 3) | [1 x 5=10] |
| Question 3 : Short stories : Each in about 150 words (2 out of 4) | [2 x 10=20] |
| Question 4 : A- Essays: Each in about 150 words(1 out of 3) | [1 x 10=10] |
| B- One Act Play: Each in about 150 words (1out of 2) | [1 x 10=10] |

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UNIVERSITY OF PUNE
Revised Course Structure for Post-Graduate Courses in English
M.A. English (Part - I) (w.e.f. June 2008)

Semester One
Core Papers
Paper – 1.1 : English Literature from 1550-1832 (I)
Paper – 1.2 : English literature from 1832 to 1980 (I)
Paper – 1.3 : English Language Today (I)
Paper – 1.4 : Contemporary Critical Theory (I)

Semester Two
Core Papers
Paper – 2.1 : English Literature from 1550-1832 (II)
Paper – 2.2 : English literature from 1832 to 1980 (II)
Paper – 2.3 : English Language Today (II)
Paper – 2.4 : Contemporary Critical Theory (II)

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

Semester Three
Core Papers
Paper – 3.1 : Doing Research (I)
Paper – 3.2 : English Language and Literature Teaching (I)
Optional Papers (Any two of the following)
Paper – 3.3 : Drama (I)
Paper – 3.4 : Fiction (I)
Paper – 3.5 : Poetry (I)
Paper – 3.6 : Linguistics and Stylistics (I)
Paper – 3.7 : Pragmatics (I)
Paper – 3.8 : Multi-Cultural Discourse in Immigrant Fiction (I)

Semester Four
Core Papers
Paper – 4.1 : Doing Research (II)
Paper – 4.2 : English Language and Literature Teaching (II)
Optional Papers (The optional papers will remain the same, i.e., as chosen in semester three)
Paper – 4.3 : Drama (II)
Paper – 4.4 : Fiction (II)
Paper – 4.5 : Poetry (II)
Paper – 4.6 : Linguistics and Stylistics (II)
Paper – 4.7 : Pragmatics (II)
Paper – 4.8 : Multi-Cultural Discourse in Immigrant Fiction (II)
M. A. (English) Part -I (w.e.f. June 2008)

Semester One
Paper – 1.1 : English Literature (1550 - 1832) - (I)

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

(b) Course Content
1. Edmund Spenser : i) Epithalamion
4. William Shakespeare : Othello
5. Oliver Goldsmith : The Vicar of Wakefield

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

(d) Suggestions for Evaluation
The Semester Examination will be for 80 marks. The Internal Assessment will have the weightage of 20 marks. As a part of Internal Assessment, students will write an assignment consisting of a Paper of about 08 to 10 printed pages (double space, A-4 size) on a topic from the syllabus, chosen in consultation with the concerned teacher/s. It will be assessed by the concerned teacher/s for 10 marks. Each student will be required to make a brief oral presentation on the paper for 10 to 15 minutes to be followed by question-answer session. The seminar will be conducted by the concerned teacher/s. The presentation will have the weightage of 10 marks. Teacher/s will submit the assessment and evaluation record to the college office at least fifteen days before the commencement of the Semester Examination.
(e) Reading List
For Course Material standard and authentic editions of the texts published by the publishers like OUP, CUP, Longman, Macmillan, Penguin, Routledge Signet Classics, Allen and Unwin, etc

Edmund Spenser

John Donne

John Milton
4. Alexander Pope

William Wordsworth

P. B. Shelley
2. Fogle, R. H. (1949), The Imagery of Keats and Shelley, Chapel Hill: N.C.

William Shakespeare

William Congreve
1. Bruce, Donald (1975), Topics of Restoration Drama, London.
6. Muir, Kenneth – Comedy of Manners
7. Dobree, Bonamy – Restoration Comedy

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

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

***************
(a) Objectives

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

(b) Course Content

Term - I

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

(c) Suggestions for Teachers

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

(d) Suggestions for Evaluation

The Semester Examination will be for 80 marks. The Internal Assessment will have the weightage of 20 marks. As a part of Internal Assessment, students will write an assignment consisting of a Paper of about 08 to 10 printed pages (double space, A-4 size) on a topic from the syllabus, chosen in consultation with the concerned teacher/s. It will be assessed by the concerned teacher/s for 10 marks. Each student will be required to make a brief oral presentation on the paper for 10 to 15 minutes to be followed by question-answer session. The seminar will be conducted by the concerned teacher/s. The presentation will have the weightage of 10 marks. Teacher/s will submit the assessment and evaluation record to the college office at least fifteen days before the commencement of the Semester Examination.
(e) Reading List


Lord Alfred Tennyson

Robert Browning

W. B. Yeats

T. S. Eliot

Ted Hughes
2. Sagar, Keith (1972), Ted Hughes, London: Longman.
3. Sagar, Keith (1975), The Art of Ted Hughes, Cambridge: CUP.
4. Sagar, Keith, The Laughter of Foxes: A Study of Ted Hughes

Thom Gunn
1. Campbell, James (2000), Thom Gunn in conversation with James Campbell, Between the Lines.

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

E. M. Forster
1. Norton Critical Edition: A Passage to India (Viva Books)
4. Scherer, Judith and Herz (ed.) (1993), A Passage to India.

G. B. Shaw
1. Bentley, Eric (1957), G. B. Shaw.

Graham Greene

Harold Pinter
1. Begley, Varun (2005), Harold Pinter and the Twilight of Modernism, University of Toronto Press.
5. Raby, Peter (ed.) The Cambridge Companion to Harold Pinter, CUP.

*************
Paper-1.3 : English Language Today (I)

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

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

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

(d) Suggestions for Evaluation
The Semester Examination will be for 80 marks. The Internal Assessment will have the weightage of 20 marks. As a part of Internal Assessment, students will write an
assignment consisting of a Paper of about 08 to 10 printed pages (double space, A-4 size) on a topic from the syllabus, chosen in consultation with the concerned teacher/s. It will be assessed by the concerned teacher/s for 10 marks. Each student will be required to make a brief oral presentation on the paper for 10 to 15 minutes to be followed by question-answer session. The seminar will be conducted by the concerned teacher/s. The presentation will have the weightage of 10 marks. Teacher/s will submit the assessment and evaluation record to the college office at least fifteen days before the commencement of the Semester Examination.

(e) Reading List
6. Thorat, Ashok (2008), Discourse Analysis, CUP.
10. Annamalai, E. (2001), Managing Multiculturalism in India (Sage, Delhi)
28. Palmer, Frank – Semantics (CUP)
29. Radford, Atkinson and Others (1999), Linguistics: An Introduction (CUP)
32. Sethi and Dhamija (1989), A Course in Phonetics and Spoken English (Prentice Hall of India)
33. Thorat, Ashok (ed.) (2006), Non-Native Phenomenon of English (IASE, Pune)
34. Thorat, Ashok (ed.) (2007), Pragmatics (IASE, Pune)
38. Verscheuren, Jef (1999), Understanding Pragmatics (London: Edward Arnold)

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

(b) Course Content
Background of Contemporary Literary Theory

I) A survey of Western Critical Thought from classical through the neo-classical to romantic Criticism from mimetic to expressive theories of Literature.
1) Aristotle : The Poetics (Chapters 1-16)
3) William Wordsworth : Preface to Lyrical Ballads

II) Formalist Approach and New Criticism
1) T.S. Eliot : Tradition and the Individual Talent
2) I. A. Richards : Pseudo-Statements
4) Wimsatt and Beardsley : The Intentional Fallacy.

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

(d) Suggestions for evaluation
The Semester Examination will be for 80 marks. The Internal Assessment will have the weightage of 20 marks. As a part of Internal Assessment, students will write an assignment consisting of a Paper of about 08 to 10 printed pages (double space, A-4 size) on a topic from the syllabus, chosen in consultation with the concerned teacher/s. It will be assessed by the concerned teacher/s for 10 marks. Each student will be required to make a brief oral presentation on the paper for 10 to 15 minutes to be followed by question-answer session. The seminar will be conducted by the concerned teacher/s. The presentation will have the weightage of 10 marks. Teacher/s will submit the assessment and evaluation record to the college office at least fifteen days before the commencement of the Semester Examination.
* Weightage of marks will be – 40% for Survey and 60% for Formalist Approach and New Criticism

(e) Reading List
4. Lodge, David (1989), 20th Century Literary Criticism (London Longman) For George Lukacs
7. Barry, Peter (2007), Beginning Theory : An Introduction to Literary and Cultural Theory, Manchester University Press
Semester Two

Paper – 2.1 : English Literature (1550 - 1832) – (II)

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

(b) Course Content
1. Alexander Pope    :         The Rape of the Lock
2. William Wordsworth  :          i) Tintern Abbey
                                          :          ii) Ode on the Intimations of Immortality
3 Shelley    :  Adonais
5. Jane Austen   :  Pride and Prejudice

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

(d) Suggestions for Evaluation
The Semester Examination will be for 80 marks. The Internal Assessment will have the weightage of 20 marks. As a part of Internal Assessment, students will write an assignment consisting of a Paper of about 08 to 10 printed pages (double space, A-4 size) on a topic from the syllabus, chosen in consultation with the concerned teacher/s. It will be assessed by the concerned teacher/s for 10 marks. Each student will be required to make a brief oral presentation on the paper for 10 to 15 minutes to be followed by question-answer session. The seminar will be conducted by the concerned teacher/s. The presentation will have the weightage of 10 marks. Teacher/s will submit the assessment and evaluation record to the college office at least fifteen days before the commencement of the Semester Examination.

(e) Reading List
The same as for Paper 1.1

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

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

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

(d) Suggestions for Evaluation
The Semester Examination will be for 80 marks. The Internal Assessment will have the
weightage of 20 marks. As a part of Internal Assessment, students will write an
assignment consisting of a Paper of about 08 to 10 printed pages (double space, A-4
size) on a topic from the syllabus, chosen in consultation with the concerned
teacher/s. It will be assessed by the concerned teacher/s for 10 marks. Each student
will be required to make a brief oral presentation on the paper for 10 to 15 minutes to be
followed by question-answer session. The seminar will be conducted by the concerned
teacher/s. The presentation will have the weightage of 10 marks. Teacher/s will submit
the assessment and evaluation record to the college office at least fifteen days before
the commencement of the Semester Examination.

(e) Reading List
The same as for Paper 1.1
(a) Objectives

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

(b) Course Content

I) Language and Society

A) Language Variation
   a) Regional Variation / Dialects
   b) Social Variation / Sociolects
   c) Individual Variation / Idiolects
   d) Stylistic Variation / (i.e. Formal and Informal Styles)

B) Language Contact
   a) Code Switching and Code Mixing
   b) Pidgins and Creoles
   c) Borrowing

II) Distinctive Features Of British, American and Indian English

   a) Phonological Features
   b) Syntactic Features
   c) Features of Vocabulary
   d) Spelling Conventions

III) Pragmatics

A) Basic Concepts
   i) Speech Acts
   ii) Situation and Speech Event
   iii) Deixis
   iv) Presuppositions and Implicatures
   v) The Concept of Discourse
   vi) Cohesion and Coherence
   vii) Turn Taking and Adjacency Pairs

B) Conversational Principles
   i) Politeness in Conversation: Face, Power, Solidarity, etc
   ii) Maxims of Politeness Principle (as given by Lakoff and Leech)
   iii) Co-operation in Conversation: Maxims of Co-operative Principle (Gricean Maxims as given in G. N. Leech (1983))
   iv) Observation and Violation of CP and PP in Conversation
(c) Suggestions for Teachers
Keeping in mind the practical nature of the course teaching should be interactive and participatory. It should be learner centred, learning focused and activity oriented. Basic concepts may be clarified with the help of teacher-talk.

(d) Suggestions for Evaluation
The Semester Examination will be for 80 marks. The Internal Assessment will have the weightage of 20 marks. As a part of Internal Assessment, students will write an assignment consisting of a Paper of about 08 to 10 printed pages (double space, A-4 size) on a topic from the syllabus, chosen in consultation with the concerned teacher/s. It will be assessed by the concerned teacher/s for 10 marks. Each student will be required to make a brief oral presentation on the paper for 10 to 15 minutes to be followed by question-answer session. The seminar will be conducted by the concerned teacher/s. The presentation will have the weightage of 10 marks. Teacher/s will submit the assessment and evaluation record to the college office at least fifteen days before the commencement of the Semester Examination.

(e) Reading List
The same as for Paper 1.3

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Paper – 2.4 : Contemporary Critical Theory (II)

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

(b) Course Content
An introduction to the following contemporary critical approaches / schools / ideas in the light of the essay(s) prescribed for study (Questions could be set on the critical approaches or texts or both.)
1. Archetypal Criticism : Richard Chase - Notes on the Study of Myth
2. Marxist Criticism : George Lukacs - The Ideology of Modernism
4. Structuralism : Roland Barthes - To Write: An intransitiveVerb?
5. Reader-Response Theory : Stanley Fish - Is there a Text in this class?
6. Deconstruction : M.H. Abrams - The Deconstructive Angel
7. Feminism : Elaine Showalter - Toward a Feminist Poetics

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

(d) Suggestions for Evaluation
The Semester Examination will be for 80 marks. The Internal Assessment will have the weightage of 20 marks. As a part of Internal Assessment, students will write an assignment consisting of a Paper of about 08 to 10 printed pages (double space, A-4 size) on a topic from the syllabus, chosen in consultation with the concerned teacher/s. It will be assessed by the concerned teacher/s for 10 marks. Each student will be required to make a brief oral presentation on the paper for 10 to 15 minutes to be followed by question-answer session. The seminar will be conducted by the concerned teacher/s. The presentation will have the weightage of 10 marks. Teacher/s will submit the assessment and evaluation record to the college office at least fifteen days before the commencement of the Semester Examination.

(e) Reading List
The same as for Paper 1.4

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QUESTION PAPER PATTERNS
M.A. English Semester-I & II

Question Paper Pattern for Paper 1.1, 1.2, 2.1 & 2.2

Question 1 : Reference to Context (Poetry) (4 out of 6) [4 x 4=16]
Question 2 : Short notes on Poetry (2 out of 4) [2 x 8=16]
Question 3 : Broad question on Drama (1 out of 2) [1 x 16=16]
Question 4 : Broad question on Novel (1 out of 2) [1 x 16=16]
Question 5 : Short notes on; (a)-on Drama (1 out of 2) [1 x 8=8]
(b)-on Novel (1 out of 2) [1 x 8=8]

M.A. English Semester-I

Question Paper Pattern for Paper 1.3

Question 1 : Short answer questions on Phonology (4 out of 6) [4 x 4=16]
Question 2 Short answer questions on Morphology (4 out of 6) [4 x 4=16]
Question 3 : Short answer questions on Syntax (4 out of 6) [4 x 4=16]
Question 4 : Short answer questions on Semantics (4 out of 6) [4 x 4=16]
Question 5 : Practical questions on all the four components (4 out of 6 on each component) [4 x 4=16]

M.A. English Semester-II

Question Paper Pattern for Paper 2.3

Question 1 : Short answer questions on Language & Society (4 out of 6) [4 x 4=16]
Question 2 Short answer questions on Features of British, American & Indian English (4 out of 6) [4 x 4=16]
Question 3 : Short answer questions on Pragmatics: Basic Concepts (4 out of 6) [4 x 4=16]
Question 4 : Short answer questions on Conversational Principles (4 out of 6) [4 x 4=16]
Question 5 : Practical questions on all the four components (4 out of 6 on each component) [4 x 4=16]
M.A. English Semester-I
Question Paper Pattern for Paper 1.4

Question 1: Short answer questions on Survey (2 out of 3) [2 x 8=16]
Question 2: Short answer questions on Aristotle / Johnson / Wordsworth (2 out of 3) [2 x 8=16]
Question 3: Short answer questions on Eliot / Richards (2 out of 3) [2 x 8=16]
Question 4: Short answer questions on Brooks / Beardsley (2 out of 3) [2 x 8=16]
Question 5: Practical question (Application of critical concepts – Passages / examples from prescribed texts of Paper 1.1, 1.2, 2.1 & 2.2 can be given) (2 out of 3) [2 x 8=16]

M.A. English Semester-II
Question Paper Pattern for Paper 2.4

Question 1: Short answer questions on Contemporary Critical Approaches / school / ideas (2 out of 3) [2 x 8=16]
Question 2: Short answer questions on Chase / Lukacs / Jones (2 out of 3) [2 x 8=16]
Question 3: Short answer questions on Barthes / Fish (2 out of 3) [2 x 8=16]
Question 4: Short answer questions on Abrams / Showalter (2 out of 3) [2 x 8=16]
Question 5: Practical question (Application of critical concepts – Passages / examples from prescribed texts of Paper 1.1, 1.2, 2.1 & 2.2 can be given) (2 out of 3) [2 x 8=16]