

It is PG English (RUR) Syllabus, can be applied for Repeaters of 2025 batch.

For 2025-26 - new syllabus is formed, yet to be uploaded on website.

ENGHCT11

FIRST SEMESTER
PAPER I: - MAEN 1.1 (HC): ENGLISH LITERATURE FROM CHAUCER TO MILTON

Objectives

- To provide the students with a historical perspective of medieval English literature
- To familiarize the students with representative texts of the period.

Course Outcomes (COs):

CO1: The student will be familiar with representative literary texts across different genres produced during the period.

CO2: The student will get to know the genres such as poetry and dramas that emerged and became popular during the period.

CO3: The student will learn the historical and political background of the period.

CO 4: The student will understand the values of the Elizabethan period through the prescribed texts.

UNIT-I

1. Study of Medieval society and its social and historical background
2. Renaissance, Reformation, Puritan Upsurge
3. Jacobean-Metaphysical School

UNIT- II

1. Thomas More: *Utopia*, Book II: "Of the Religions of Utopians" and "Of their Magistrates"
2. Francis Bacon: "Of Studies"

UNIT- III

1. Ben Jonson: *Every Man in His Humor*
2. Christopher Marlowe: *Dr. Faustus*

UNIT- IV

1. Chaucer: *Prologue to the Canterbury Tales*
2. Aemilia Lanyer: Extract from *Salve Deum Rex Judaerum* ("Eves Apologie in Defense of Women").
3. John Donne – "Go and Catch a Falling Star"
4. Andrew Marvell – "To His Coy Mistress"

only for Repeaters

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Suggested Reading

1. David Daiches –A Critical History of English Literature-Two Volumes.
2. Boris Ford(Ed)-Pelican Guide to English Literature-Eight volumes
3. Herbert Grierson- Metaphysical Poets

ENGL12

FIRST SEMESTER

**PAPER II: –MAEN 1.2 (HC): ENGLISH LITERATURE FROM RESTORATION
TO THE EIGHTEENTH CENTURY**

Objectives:

- To provide the students with an overview of Restoration and the Eighteenth Century.
- To introduce the students to the texts of the period.

Course Outcomes (COs):

CO1: The student will be familiar with representative literary texts across different genres produced during the period.

CO2: The student will get to know the genres such as periodical essays and novels that emerged and became popular during the period.

CO3: The student will have learned the political, social and philosophical context of the cross roads of feudalism and capitalist democracy within which the literary texts were written.

CO4: The student will have learnt how satire, the dominant mode of social criticism during the period, was used in the texts by writers.

UNIT-I

Background – Restoration
Neo-classical
Augustan Satire
Comedy of Manners
Rise of the novel

UNIT- II

Dryden: *Absalom and Achitophel*
Aphra Behn: *Oroonoko*

UNIT- III

Addison: "Sir Roger at Church" and "Sir Roger at Assizes"
Steele: "The Spectator Club" and "The Gentleman"
Jonathan Swift: "Gulliver's Travels"–Book Two: A Voyage to Laputa

UNIT- IV

Sheridan: *School for Scandal*
Samuel Johnson: Letter to Chesterfield

Suggested Reading:

1. The Norton Anthology of English Literature
2. David Daiches–A Critical History of English Literature –Four volumes
3. Arnold Kettle-The English Novel-Two volumes
4. Ian Jack– The Augustan Satire
5. Pramod Nayyar (ed)–English Poetry 1660-1780: An Anthology(OrientBlackswan,2011)
6. Terry Eagleton: *The English Novel*
7. Davis, W.John. "Parable and Political controversy in Absalom and Achitophel". Lumarium

(2011).

8. *Oroonoko* (Penguin Classics) by Aphra Behn
9. Addison's Essays Paperback by Joseph Addison (Author), John Richard Green (Editor)
10. *Gulliver's Travels* by Jonathan Swift (Rupa publisher)
11. *School for Scandal* by R.B Sheridan (Peacock Edition)
12. Lord Chesterfield's Letters (Oxford World's Classics) Paperback by Lord Chesterfield

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FIRST SEMESTER
PAPER III: –MAEN 1.3 (HC): INDIAN WRITING IN
ENGLISH

Objectives

- To provide the students with an overview of the origin and development of English writings in India.
- To introduce the students to the texts of the period.

Course Outcomes (COs):

CO1: The student will have known the emergence and growth of Indian writings in English and their cultural, political and economic contexts.

CO2: The student will have learnt the colonial, the anti-colonial nationalisms and the postcolonial concerns and anxieties that were the ingredients of the literary texts.

CO3: The student will have learnt the pluralistic aspect of Indian culture and society by analyzing the texts produced by writers from different regional and cultural contexts.

CO4: The student will get familiarized with the literary genres in which the writings were done.

UNIT-I

Aravind Mehrotra: *A Concise History of Indian Literature in English* ("Introduction")

UNIT- II

Toru Dutt: Buttoo

Nissim Ezekiel: Background Casually, Goodbye Party to Miss Pushpa T. S

A.K Ramanujan; Small Scale Reflections on a Great House; River

Kamala Das: Introduction, The Sunshine Cat

Jayant Mahapatra: Hunger

Eunice D'Souza: Feeding the Poor

UNIT-III

R.K. Narayan: *The Guide*

Arundhati Roy: *The God of Small Things*

UNIT- IV

Manjula Padmanabhan: *Harvest*

Mahesh Dattani: *Final Solutions*

Suggested Reading:

1. KR Srinivasa Iyengar–Indian Writing in English
2. M.K.Naik– Critical Essays in Indian Writing in English
3. Ramakrishnan EV–Locating Indian Literature
4. P.P. Ravindran– Texts, Histories, Geographies
5. G.N.Devy Reader–Orient Blackswan Publishers
6. Meenakshi Mukherjee– Nation in Imagination
7. A.K.Mehrotra (ed):A Concise History of Indian Literature in English, Permanent Black2008.
8. Saleem Peeradina(ed);Contemporary Indian Poetry in English
9. Makarand Paranjape (ed)-Indian Poetry in English,
10. R.K. Narayan: *The Guide*. Pub. Paparback
11. Arundhati Roy's *The God of Small Things*. Pub. Penguin India.
12. Mahesh Dattani's *Final Solutions*. Penguin India.

Course Objectives and Learning Outcomes

The aim of the paper is to train students in all the components of grammar and further nurturing their linguistic skills through Listening, Speaking, Reading and Writing exercises. The paper focuses on the teaching of English for Academic Purposes. Students will engage themselves in intense reading and writing exercises for academic purposes.

Unit-I Language Use

- The Idea of English for Academic Purpose
- Why language is important for academics?
- How to master English? The ways and means of acquiring English
- Reflecting on daily exercises for honing linguistic skills

Grammar

Parts of Speech

Tense forms (Present, Past and Future)

Verbs (Main verbs, auxiliaries, modals)

Articles

Prepositions

Active and Passive voice

Direct and Indirect speech

Unit-II Reading

- Ability to comprehend, analyse and interpret unfamiliar passages

-Unfamiliar poems,

-Figures of speech

-Newspapers, magazines etc.

Reading exercises will be given to students in class so that they develop the ability to comprehend academic texts.

Unit III Writing

· Common errors in writing (editing): Identifying and correcting errors in the use of articles, prepositions, tenses, word forms, cohesive devices, spelling etc. · Punctuation, Paragraph writing (Descriptive, Narrative, Argumentative, Process type) · Writing Letters, Writing notice, placard, email, Writing letters to the newspaper editors, Precise writing

· Report writing, Writing a dialogue(purposes- Introducing oneself and others, seeking and giving permission, asking for giving directions, giving instructions, making requests, giving suggestions and advice, expressing comparison and contrast, complaining, apologizing, thanking. And expressing one's opinion etc.)

Writing exercises will be given to students for developing academic writing skills.

Unit-IV Speaking, Listening and Watching Tasks

- Listening to TEDx talks(selected)
- Selected videos from Mind Your Language
- Watching movie English Vinglish
- Learning through Great Personalities speeches(Selected)

References:

Swan, Michael. *Practical English Usage*. III Edi. Oxford University Press (OUP).

Murphy, Raymond. *Intermediate English Grammar*. Cambridge University Press.

Murphy, Raymond. *Essential English Grammar*. Cambridge University Press.

Hewings, Martin. *Advanced English Grammar*. Cambridge University Press

ENGBCT12

FIRST SEMESTER

PAPER IV: MAEN 1.5 (SC): William Shakespeare

Objectives:

To provide the students with an overview of the Elizabethan Age
To introduce the students to the works of Shakespeare

Course Outcomes (Cos):

CO1: The student will have learnt the contribution and relevance of one of the greatest playwrights not only of English but also of World literature.

CO 2: The student will have read important tragedies, comedies and sonnets written by Shakespeare.

CO3: The student will have learnt to analyze these texts from various perspectives developed in the last four hundred years.

CO4: The student will have known the significant features of Shakespearean theatre.

UNIT-I

Background – Elizabethan Age, Elizabethan theatre and audience

UNIT-II (Texts)

The Tempest

Othello

UNIT-III (Texts)

Keith Johnson, "Shakespeare's Language? Why Study it?" (*Shakespeare's English: A Practical Linguistic Guide*)

Dennis Kennedy, "Shakespeare Worldwide" (A Cambridge Companion to Shakespeare)

UNIT-IV (texts)

Shakespeare's Sonnets (Eight Sonnets) 2, 15, 18, 19, 27, 29, 30, 73.

Suggested Reading:

A.C. Bradley–Shakespearean Tragedy

FR Leavis– The Common Pursuit

Wilson Knight – The Wheel of Fire

Stewart Justman–Shakespeare the Drama of Generations Drama Classics –

S.Vishwanathan-Exploring Shakespeare (Orient Blackswan Publishers)

Amir