

Ability Enhancement Compulsory Course (AECC.2) for B.A./B.Sc./B.Com.

Course Code: ENG-A-111

Title of the Paper: English for Communication

Course Level Learning Objectives

The course will seek to achieve the following objectives:

- to make students understand basic rules of Grammar
- to make students use the rules of Grammar for various composition exercises
- to make students appreciate rules of Grammar as used for model in various literary compositions
- to make students enjoy and appreciate literary pieces
- to expose students to literary pieces to develop their creativity

Course Learning Outcomes

At the end of the course students will be able to:

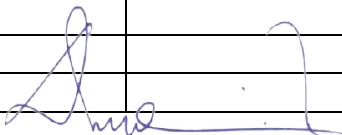
- convey their ideas in English using simple and acceptable English in writing
- understand Fundamentals of Grammar
- describe a diagram or elaborate information contained in a graph, chart, table etc ,write a review of a book or a movie
- write a précis writing, paragraph writing(150 words), Letter writing – personal, official, Demi-official, Business, Public speaking, soft skills, Interviews, preparing curriculum vitae, Report(Meetings and Academic) writing

Scheme of Examination:

- Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
- The final examination will be held for 80 marks.
- Thus, the Paper will be examined for a total of 20+80 =100 Marks.

Marking Scheme:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
Pattern of Question Paper for 80 marks					
A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	
Pattern of Question Paper for 40 marks					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	


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 संयुक्त कुलसचिव (शैक्षणिक एवं सम्मेलन)
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 Rono Hills, Doimukh (A.P.)

Course Content

Module – I: Poetry

William Shakespeare – All the World is a stage.
William Wordsworth – I wondered lonely as a Cloud.
Ralph Waldo Emerson – The Mountain and the Squirrel.
Emily Dickinson – Success is Counted Sweetest.
Robert Frost - Stopping by Woods on a Snowy Evening.
Rabindranath Tagore – Where the Mind is without Fear.
A.K.Meherotra – Songs of the Ganga.

Module – II: Short stories

R.K. Narayan – Lawly Road/Mulk Raj Anand – Barbar’s Trade Union.
Somerset Mangham – The Luncheon/Guy De. Maupassant – The Necklace
Anton Chekhov – The Lament/ O’ Henry – The Last Leaf
Manoj Das – The Submerged Valley.

Module – III: One- Act plays and Short fiction

(A) Norman Mckinnell - The Bishop’s Candle Sticks/Anton Chekov – A Marriage Proposal
Eugene Ionesco – The Lesson /August Strandberg – Miss Jullie
Fritz Karinthy– Refund

(B) Harper Lee – To kill a Mocking Bird.
Or
R. K. Narayan – Vendor of Sweets.

Module – IV: Fundamentals of Grammar

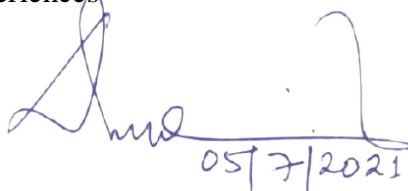
Parts of speech, articles and intensifiers, use of tense forms, use of infinitives, conditionals , adjectives and adverbs, prepositions, making affirmative, negative and interrogative, making question tag.

Module – V: Composition Practice

(A) Comprehension, précis writing, paragraph writing(150 words), reviewing movies and books ,Letter writing – personal, official, Demi-official, Business, Public speaking, soft skills, Interviews, preparing curriculum vitae, Report(Meetings and Academic) writing.
(B) Communication Practice –
Introducing yourself, introducing people to others, meeting people, Exchanging greetings, taking leave, answering the telephone, asking someone for some purpose, taking and leaving messages, call for help in Emergency, e-mails writing ,explaining a graph, chart, table etc.

Suggested Topics for Background Reading and Class Presentation

Short selections from the works prescribed in Modules I, II and III – reading , re-telling , role-playing , explaining with reference to contemporary social experiences
Practical writing work on Modules IV and V

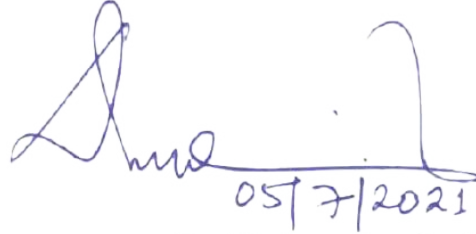


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Suggested Reading:

- 1- For reading the texts available sources of texts and help of the Web source may be taken.
- 2- Crystal, David(1985) Rediscover Grammar with David Crystal. Longman.
- 3- Hewings, M. (1999) Advanced English Grammar. Cambridge University Press.
- 4- Bakshi, R. N. A course in English Grammar, orient Longman
- 5- Krishnaswamy, N. Modern English – A Book of Grammar, usage and composition. MacMillan India Ltd.



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C. Generic Elective (any four)

Course Code: ENG-G-114

Title of the Paper: Academic Writing and Composition

Course Level Learning Objectives

The course will seek to achieve the following objectives:

- to make students use simple and acceptable English to convey their ideas in English in writing
- to make students recognize and draft different types of writing – e.g. classroom notes, summaries, reports, exploratory and descriptive paragraphs, substantiating etc
- to make students understand and explain a diagram or a graph, chart, table etc
- to make students write a review of a book or a movie
- to make students write a report on academic or cultural events held in a college or university for a journal or a newspaper

Course Learning Outcomes

At the end of the course students will be able to:

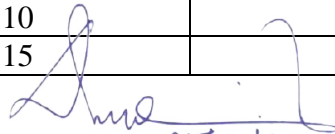
- convey their ideas in English using simple and acceptable English in writing
- understand to recognize and draft different types of writing – e.g. classroom notes, summaries, reports, exploratory and descriptive paragraphs, substantiating etc
- describe a diagram or elaborate information contained in a graph, chart, table etc
- write a review of a book or a movie
- write a report on an academic or cultural event that takes place in a college or university for a journal or a newspaper

Scheme of Examination:

- Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
- The final examination will be held for 80 marks.
- Thus, the Paper will be examined for a total of 20+80 =100 Marks.

Marking Scheme:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
Pattern of Question Paper for 80 marks					
A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	
Pattern of Question Paper for 40 marks					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	


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Course Content

Module A: Introduction to the Writing Process

Introduction to the Conventions of Academic Writing

Module B: Writing in one's own words: Summarizing and Paraphrasing

Study Skills including note making, note taking, information transfer, reviewing etc.

Module C: Structuring an Argument: Introduction, Interjection, and Conclusion

Critical Thinking: Syntheses, Analyses, and Evaluation

Module D: Remedial Grammar

Module E: Citing Resources; Editing, Book and Media Review

Suggested Topics for Background Reading and Class Presentation

Summarizing and Paraphrasing

note making, note taking, information transfer, reviewing

Citing Resources; Book and Media Review

Suggested Readings

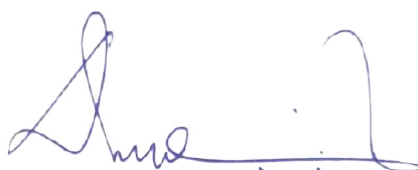
Liz Hamp-Lyons and Ben Heasley, *Study writing: A Course in Writing Skills for Academic Purposes* (Cambridge: CUP, 2006).

Renu Gupta, *A Course in Academic Writing* (New Delhi: Orient BlackSwan, 2010).

Ilona Leki, *Academic Writing: Exploring Processes and Strategies* (New York: CUP, 2nd edn, 1998).

Gerald Graff and Cathy Birkenstein, *They Say/I Say: The Moves That Matter in Academic Writing* (New York: Norton, 2009).

Eastwood, John. (2005) *Oxford Practice Grammar*. Oxford, OUP
Wallace, Michael. (2004). *Study Skills*. Cambridge, CUP



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RGU UG-(LOCF)CBCS SYLLABUS English

BA English (Honours) Courses

A. Core Courses

Course Code: ENG-C-111

Title of the Paper: INDIAN CLASSICAL LITERATURE

Course Level Learning Objectives:

The course will seek to achieve the following objectives:

- to make students understand the spirit of the age that produced Indian classical literature from its early beginning till 1100 AD
- to make students appreciate the pluralistic and inclusive nature of representation in the Indian classical literature
- to make students relate the classical literature and diverse literary cultures from India, mainly from Sanskrit, but also Tamil, Prakrit and Pali
- to make students develop comparative perspectives involving various texts from different literary and cultural traditions of the phase of the Indian classical literature

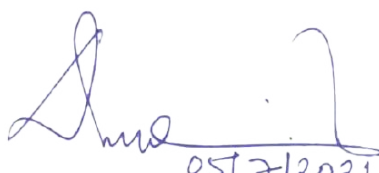
Course Level Learning Outcomes:

At the end of the course students will be able to:

- explain the eco-socio-political-cultural context of the age that produced Indian classical literature from its early beginning till 1100 AD
- appreciate the pluralistic and inclusive nature of Indian classical literature and its attributes
- historically situate the classical literature and diverse literary cultures from India, mainly from Sanskrit, but also Tamil, Prakrit and Pali by focusing on major texts in the principal genres
- trace the evolution of literary culture(s) in India in its/their contexts, issues of genres, themes and critical cultures
- understand, analyze and appreciate various texts with comparative perspectives

Scheme of Examination:

- Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
- The final examination will be held for 80 marks.
- Thus, the Paper will be examined for a total of 20+80 =100 Marks.



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1 Jt. Registrar (Acad. & Conf.)

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Marking Scheme:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
Pattern of Question Paper for 80 marks					
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B	5	3	10	30	
C	4	2	15	30	
Pattern of Question Paper for 40 marks					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

Course Content:

Module A: Excerpts from *The Ramayana (Aranya Kanda(The Book of Forest Trek)Chapter-18,19,20)*

Module B: Excerpts from *The Mahabharata (sub chapters: Swayamvara parva and Vaivahika parva from “Adiparva”)*

OR

Ilango Adigal, *Silappadikaram*

Module C: Bharatamuni’s *Natyashastra* (Chapter 1 on the origin of drama)

Module D: Banabhatta, *Kadambari*

Module E: Kalidas, *Shakuntala*

Suggested Topics for Background Reading and Class Presentation

Short selections from the works prescribed – reading , re-telling , role-playing , explaining with reference to contemporary social experiences

Suggested Readings:

Bharata, *Natyashastra*, tr. Manmohan Ghosh, vol. I, 2nd edn. Calcutta: Granthalaya, 1967.

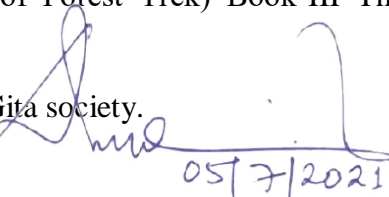
J.A.B. Van Buitenen, ‘Dharma and Moksa’, in Roy W. Perrett, ed., *Indian Philosophy*, vol.V, *Theory of Value: A Collection of Readings* (New York: Garland, 2000) pp. 33–40.

A.V. Kieth, *History of Sanskrit Literature*. Oxford: OUP, 1920.

A.K. Warder, *Indian Kavya Literature*, 8 Volumes. Delhi: Motilal Banarsidas, 2011.

Maharishi Valmiki’s “Aranyakanda”(The Book of Forest Trek) Book-III The Ramayana, Chapter-18,19,20. Retold by

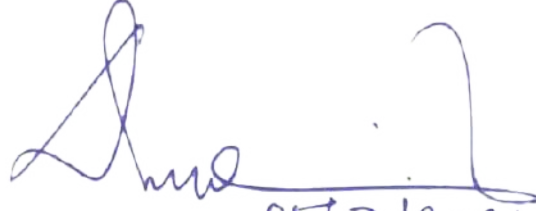
C. Rajagopalachari. Edited by Jay Mazo, American Gita society.


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Veda Vyasa. "Adi Parva" The Mahabharata Book- I, Only sub-Chapters – Swayamvara Parva
& Vaivahika Parva, Translation by Kisori Mohan Ganguli, Published by Pratap Chandra
Roy, Bharat Press, Calcutta.

Kalidas, *Shakuntala*. Trans by Sir William Jones or Arthur W. Ryder or M.R. Kale.



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Course Code: ENG-C-112

Title of the paper: European Classical Literature

Course Level Learning Objectives:

The course will seek to achieve the following objectives:

- to make students understand the historical context behind classical European, i.e., Greek and Latin literary cultures with reference to their society, polity and culture
- to make students appreciate the classical literary traditions of Europe from the beginning till the 5th century AD
- to make students read and use literary texts across a wide range of classical authors, genres and periods with comparative perspectives
- to make students pursue research in the field of classics
- to make students learn about human and literary values of classical period and apply them for various practical purposes in life

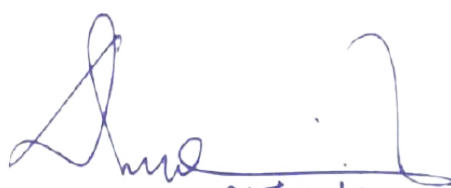
Course Level Learning Outcomes

At the end of the course students will be able to:

- historically situate classical European, i.e., Greek and Latin literary cultures and their socio-political-cultural contexts
- engage with classical literary traditions of Europe from the beginning till the 5th century AD
- grasp the evolution of the concept of classic and classical in the European literary thinking and its reception over a period of time
- appreciate classical literature of Europe and pursue their interests in it
- examine different ways of reading and using literary texts across a wide range of classical authors, genres and periods with comparative perspectives
- develop ability to pursue research in the field of classics
- develop academic and practical skills in terms of communication and presentation and also learn about human and literary values of classical period

Scheme of Examination:

- Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
- The final examination will be held for 80 marks.
- Thus, the Paper will be examined for a total of 20+80 =100 Marks.



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Marking Scheme:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
Pattern of Question Paper for 80 marks					
A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	
Pattern of Question Paper for 40 marks					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

Course Content:

Module A: Homer: selections from the *Illiad* (Book 1: lines 1-100)

Module B: Sophocles, *Antigone* or *Oedipus Rex*

Module C: Virgil, selections from the *Aeneid* (Book 1: 1-104)

OR

Dante, selections from *The Divine Comedy* (*Paradise: canto 1*)

Module D: Horace, *Satires* 1:4

Module E: Plautus: (www.perseus.tufts.edu) Act -I from (*Menaechmi*-The Twin Brothers)

Suggested Topics for Background Reading and Class Presentation

Short selections from the works prescribed – reading , re-telling , role-playing , explaining with reference to contemporary social experiences

Suggested Readings

Homer, *The Illiad*. Tr. E.V. Rieu. Harmondsworth: Penguin, 1985.

Sophocles, *Oedipus the King*. Tr. Robert Fagles in *Sophocles: The Three Theban Plays*. Harmondsworth: Penguin, 1984.

Richard Rutherford, *Classical Literature: A Concise History*. Oxford: Blackwell Publishing, 2005.

Alighiedri, Dante. *Divine comedy*. Trans. H.F. Cary.

www.gutenberg.org

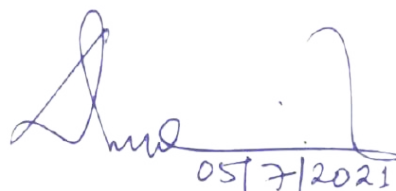
Virgil. *Aeneid*. Trans. H.R. Fairclough.

www.theoi.com/text/VirgilAeneid2.html

Nomer, *The Illiad*. Trans. Ian Johnston.

www.johnstoniatexts.X10host.com

Sophocles. *Antigone*



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Course Code: ENG-G-124

Title of the Paper: MEDIA AND COMMUNICATION SKILLS

Course Level Learning Objectives

The course will seek to achieve the following objectives:

- to make students communicate information clearly and effectively in all kinds of environment and contexts
- to prepare students for effective media writing, reviews, reports, programmes and discussions
- to make students familiar with the new media, its techniques, practices of social media and hypermedia
- to make students aware of career opportunities in print and electronic media

Course Level Learning Outcomes

At the end of the course students will be able to:

- develop the professional ability to communicate information clearly and effectively in all kinds of environment and contexts.
- demonstrate practical skills of various types of media writing, reviews, reports, programmes and discussions.
- demonstrate their familiarity with the new media, its techniques, practices of social media and hypermedia.
- critically analyze the ways in which the media reflects, represents and influences the contemporary world.
- identify avenues for a career in print and electronic media.

Scheme of Examination:

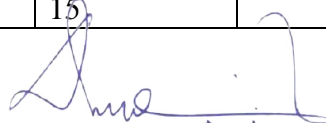
•Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.

•The final examination will be held for 80 marks.

•Thus, the Paper will be examined for a total of 20+80 =100 Marks.

Marking Scheme:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
Pattern of Question Paper for 80 marks					
A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	
Pattern of Question Paper for 40 marks					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	


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Course Content

Module A 1.Introduction to Mass Communication

1. Mass Communication and Globalization
2. Forms of Mass Communication

Topics for Student Presentations:

- a. Case studies on current issues Indian journalism
- b. Performing street plays
- c. Writing pamphlets and posters, etc.

Module B: Advertisement

1. Types of advertisements
2. Advertising ethics
3. How to create advertisements/storyboards

Topics for Student Presentations:

- a. Creating an advertisement/visualization,
- b. Enacting an advertisement in a group ,
- c. Creating jingles and taglines

Module C 3: Media Writing

1. Scriptwriting for TV and Radio
2. Writing News Reports and Editorials
3. Editing for Print and Online Media

Topics for Student Presentations:

- a. Script writing for a TV news/panel discussion/radio programme/hosting radio programmes on community radio
- b. Writing news reports/book reviews/film reviews/TV program reviews/interviews
- c. Editing articles
- d. Writing an editorial on a topical subject

Module D 4: Introduction to Social Media.

1. Types of Social Media
2. The Impact of Social Media

Module E: Introduction to Cyber Media

Suggested Topics for Background Reading and Class Presentation

As given in the Modules above

Suggested Readings

Bel, B. et al. *Media and Mediation*. New Delhi: Sage, 2005.

Bernet, John R, *Mass Communication, an Introduction*. New Jersey: Prantice Hall, 1989.

Stanley J. Baran and Davis, *Mass Communication Theory: Foundations, Ferment and Future*. Boston: Wadsworth Cengage Learning, 2012.

John Fiske, *Introduction to Communication Studies*. London: Routledge, 1982.

Katherine Miller, *Communication theories: Perspectives, Processes and Contexts*. New York: McGraw Hill, 2004.

Michael Ruffner and Michael Burgoon, *Interpersonal Communication*. New York & London: Holt, Rinehart and Winston 1981.

Kevin Williams, *Understanding Media Theory*. London & New York: Bloomsbury, 2015.

V.S. Gupta, *Communication and Development*. New Delhi: Concept Publications, 2000.

Course Code: ENG-C- 121**Title of the paper: Indian Writing in English****Course Level Learning Objectives:**

The course will seek to achieve the following objectives:

- to make students appreciate the growth and development of various genres of IWE from colonial times till the present
- to make students engage with Indian literary texts from perspectives of colonialism/postcolonialism, regionalism, and nationalism
- to make students read and use literary texts across a wide range of classical authors, genres and periods with comparative perspectives
- to make students pursue research in the field of IWE and critically appreciate the creative use of the English language in IWE

Course Level Learning Outcomes

At the end of the course students will be able to:

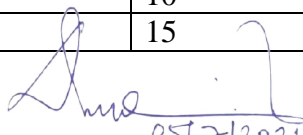
- appreciate the historical trajectory of various genres of IWE from colonial times till the present
- critically engage with Indian literary texts written in English in terms of colonialism/postcolonialism, regionalism, and nationalism
- critically appreciate the creative use of the English language in IWE
- approach IWE from multiple positions based on historical and social locations

Scheme of Examination:

- Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
- The final examination will be held for 80 marks.
- Thus, the Paper will be examined for a total of 20+80 =100 Marks.

Marking Scheme:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
Pattern of Question Paper for 80 marks					
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B	5	3	10	30	
C	4	2	15	30	



05/7/2021

Pattern of Question Paper for 40 marks					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

Course Content

Module A: FICTION

R.K. Narayan, *Swami and Friends*

Amitav Ghosh, *Shadow Lines*

Module B: POETRY

H.L.V. Derozio 'Freedom to the Slave',

* 'The Orphan Girl', 'To India – My Native Land'

Kamala Das, 'Introduction',

* 'My Grandmother's House'

Nissim Ezekiel, 'Enterprise'/'Goodbye Party to Miss Pushpa TS',

* 'The Night of the Scorpion'

Module C: POETRY

Robin S. Ngangom, 'The Strange Affair of Robin S. Ngangom', 'A Poem for Mother'

Eunice de Souza, 'De Souza Prabhu'

Module D: SHORT FICTION

Mulk Raj Anand 'Two Lady Rams'

Rohinton Mistry 'Swimming Lesson'

Shashi Deshpande 'The Intrusion'

Module E: DRAMA

Mahesh Dattani, *Dance Like a Man/ Tara*

Suggested Topics for Background Reading and Class Presentation

Indian English

Indian English Literature and its Readership

Themes and Contexts of the Indian English Novel The Aesthetics of Indian English Poetry

Modernism in Indian English Literature The Nation and Indian English Literature

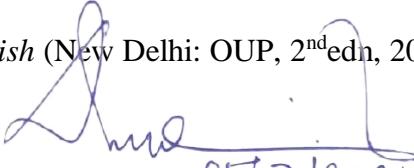
Suggested Readings

Raja Rao, Foreword to *Kanthapura* (New Delhi: OUP, 1989) pp. v–vi.

Salman Rushdie, 'Commonwealth Literature does not exist', in *Imaginary Homelands* (London: Granta Books, 1991) pp. 61–70.

Meenakshi Mukherjee, 'Divided by a Common Language', in *The Perishable Empire* (New Delhi: OUP, 2000) pp.187–203.

Bruce King, 'Introduction', in *Modern Indian Poetry in English* (New Delhi: OUP, 2ndedn, 2005) pp.1–10.


05/7/2021

संयुक्त कुलसचिव (शैक्षणिक एवं सम्मेलन)
राजीव गांधी विश्वविद्यालय
Jt. Registrar (Acad. & Conf.)
Rajiv Gandhi University
Rono Hills, Doimukh (A.P.)

Course Code: ENG-C-122

Title of the paper: British Poetry And Drama: 14th to 17th Centuries

Course Level Learning Objectives:

The course will seek to achieve the following objectives:

- to make students gain acquaintance with the tradition of English literature from 14th to 17th centuries
- to make students clearly understand Renaissance Humanism for proper appreciation of the literary texts
- to make students engage with the major genres and forms of English literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts

Course Level Learning Outcomes

At the end of the course students will be able to :

- understand the tradition of English literature from 14th to 17th centuries.
- develop a clear understanding of Renaissance Humanism that provides the basis for the texts suggested
- engage with the major genres and forms of English literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts
- appreciate and analyze the poems and plays in the larger socio-political and religious contexts of the time.

Scheme of Examination:

- Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
- The final examination will be held for 80 marks.
- Thus, the Paper will be examined for a total of 20+80 =100 Marks.

Marking Scheme:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
Pattern of Question Paper for 80 marks					
A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	
Pattern of Question Paper for 40 marks					

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A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

Course Content

Module A: Geoffrey Chaucer *The Wife of Bath's Prologue*
Edmund Spenser Selections from *Amoretti*:

- * Sonnet LXVII 'Like as a huntsman...'
- * Sonnet LVII 'Sweet warrior...'
- * Sonnet LXXV 'One day I wrote her name...'

Module B: John Donne 'The Sunne Rising',

- * 'Batter My Heart'
- * 'Valediction: Forbidding Mourning'

Module C: Christopher Marlowe *Doctor Faustus*

Module D: William Shakespeare *Macbeth*

Module E: William Shakespeare *Twelfth Night*

Suggested Topics for Background Reading and Class Presentation

Renaissance Humanism
The Stage, Court and City
Religious and Political Thought
Ideas of Love and Marriage
The Writer in Society

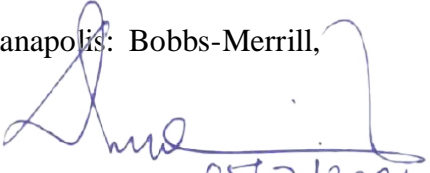
Suggested Readings

Pico Della Mirandola, excerpts from the *Oration on the Dignity of Man*, in *The Portable Renaissance Reader*, ed. James Bruce Ross and Mary Martin McLaughlin (New York: Penguin Books, 1953) pp. 476–9.

John Calvin, 'Predestination and Free Will', in *The Portable Renaissance Reader*, ed. James Bruce Ross and Mary Martin McLaughlin (New York: Penguin Books, 1953) pp. 704–11.

Baldassare Castiglione, 'Longing for Beauty' and 'Invocation of Love', in Book 4 of *The Courtier*, 'Love and Beauty', tr. George Bull (Harmondsworth: Penguin, rpt. 1983) pp. 324–8, 330–5.

Philip Sidney, *An Apology for Poetry*, ed. Forrest G. Robinson (Indianapolis: Bobbs-Merrill, 1970) pp. 13–18.


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B.A. III SEM ENGLISH ELECTIVE

BENG – 303 (E): READING POETRY AND DRAMA

Objectives:

1. To enable students to comprehend English texts of advanced nature
2. To enable them to demonstrate the skills at analysis of literary texts

Plan of Examination:

Full Marks	:	100 Marks
Semester end	:	80 Marks
Internal Tests	:	20 Marks

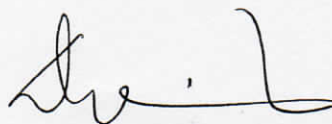
1. Students will be required to explain, with reference to the context, any two out of the four passages from Unit B and C only. (8x 2 = 16)
2. They will be required to answer three essay type questions (one each from units B, C and D out of six essay type questions) on the prescribed texts with an internal choice in every unit. (16 x3 = 48)
3. In unit E, an unseen poem will be given for appreciation (1x 16 = 16)

Contents:

Unit – A: Explanations with reference to the context from Unit B and Unit C.

Unit – B: Poetry

John Donne	-	A Valediction Forbidding Mourning
John Milton	-	How Soon Hath Time
Alexander Pope	-	Ode on Solitude



George Herbert - Pulley

Unit – C: Poetry

Robert Browning - The Last Ride Together

W.B. Yeats - The Second Coming

W.H. Auden - The Unknown Citizen

Unit – D: Drama

William Shakespeare - The Merchant of Venice

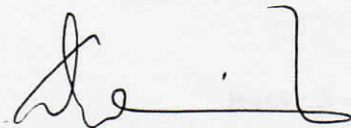
Unit – E: Practical Criticism

Appreciation of an unseen poem

Recommended Books:

1. David Green (Ed.): *Winged Word*, Macmillan
2. William Shakespeare: *The Merchant of Venice*
3. E. Albert: *History of English Literature*, Oxford, Delhi.
4. Boulton Marjorie: *Anatomy of Poetry*.
5. Allardyce Nicoll: *British Drama*, Doaba House, Delhi.
6. Rex Sadler, Tom Hayllar, Clifford Powell: *Appreciating Poetry*, Macmillan.

DIGITAL PLATFORM: internet resources /websites may be visited for all practical purposes of coming upon the prescribed Text and / or related references wherever necessary.



B.A. IV SEM ENGLISH ELECTIVE

BENG – 404 (E): READING PROSE AND FICTION

Objectives:

1. To enable the students to comprehend and analyze English Prose and Fiction of an advanced nature.
2. To enable them to demonstrate the ability to interpret fiction and analyze its structural components.

Plan of Examination:

Full Marks	:	100 Marks
Semester End	:	80 Marks
Internal Test	:	20 Marks

1. Students will be required to answer four essay type questions (one each from Unit A to Unit D out of eight essay type questions with an internal choice in every unit) towards demonstrating their understanding of the prescribed texts. (16x4=64)
2. Students will be required to answer one question in Unit E, where an unseen prose passage will be given for appreciation. (16x1=16)

Contents:

Unit – A: Prose

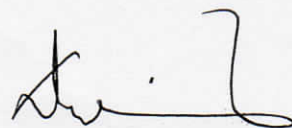
- APJ Abdul Kalam: "The Power of Prayer"
Chinua Achebe: "The Novelist as Teacher"
J.B. Priestley : "On Getting off to Sleep"

Unit – B: Novel

Mulk Raj Anand - Untouchable

Unit – C: Novel

Emily Bronte - Wuthering Heights



Unit – D: Short Stories

1. Anton Chekhov – “The Bet”
2. Somerset Maugham – “Mr. Know All”
3. V.S. Naipaul – “His Chosen Calling”

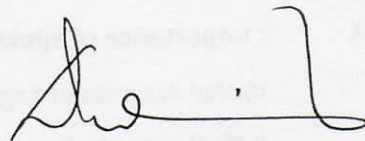
Unit – E: Practical Criticism

Appreciation of an unseen prose passage

Recommended Books:

1. Mulk Raj Anand : *Untouchable*, Penguin, 2014
2. Emily Bronte: *Wuthering Heights*
3. R. C Prasad (Ed.): *The Necklace and other stories*, Vikas Publishing House, New Delhi
4. Board of Editors : *Selected College Prose* ,Orient Blackswan
5. Board of Editors: *Journey Through Words* (An Anthology of Prose and Poetry), (for Anton Chekhov : “The Bet”) ,Orient Blackswan
6. James Reeves: *The Critical Sense*, Heinemann, London
7. Marjorie Boulton: *Anatomy of Prose*, Routledge
8. K. R. Srinivasa Iyengar : *Indian Writing in English*, Asia Publishing House, Bombay.

DIGITAL PLATFORM: internet resources /websites may be visited for all practical purposes of coming upon the prescribed Text and / or related references wherever necessary.



B.A. IV SEM ENGLISH SBC

BENG – 404 (SBC): SKILL BASED COURSE IN ENGLISH

Objectives:

1. To enable the student to have a firm grasp of communication requirement in all social, business and official contexts
2. To enable them to face interview and write competitive examination papers with confidence
3. To enable them to acquire and demonstrate skills required to grow as creative writers

Plan of examination:

Full Marks	:	100 Marks
Semester End	:	80 Marks
Internal Test	:	20 Marks (out of three Internal Tests, one must be conducted in the viva voce mode)

1. There will be two questions of 8 marks from Unit A: (a) phonemic transcription with stress mark, and (b) phonemic transcription in the form of conversation. (8x2 = 16)
2. One question each with an internal choice will be set from Units B,C and D. (16x3 = 48)
3. One question out of two questions on creative writing on given themes. (16x1 = 16)

Contents:

- Unit – A : Importance of spoken English: Indian and Global context, Native and Non-native Accents of English and Issue of Intelligibility.
- i) Dictionary Referencing Skill, ii) Phonetic Transcription iii) Stress & intonations
 - iv) Sound varieties (British & American)



v) Speech Register: - Speaking politely in English : Use of *can, could, may, might, will, would, excuse me, sorry, thanks and please* in expressing request, gratitude, compliments, agreement, disagreement and telephonic conversation.

- Situational Conversations: Meeting people, Greetings, Introducing Yourself, Introducing People, Saying Thanks etc.

Unit – B: Feature Writing

- Article writing for the media (electronic and print)
- Interpretation of Charts/ Diagrams/Graphs

Unit – C: Writing Notice, Memorandum, Agenda, Minutes

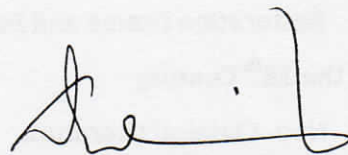
Unit – D: Academic Report Writing (Academic/Project Report), Editing, CV writing, e-mails

Unit – E: Creative writing: Poem, Story, Play (with given outlines)

Recommended Books:

1. Adler and Rodman: Understanding Human Communication
2. Bhatnagar & Bell: Communication in English.
3. T.Balasubramaniam: A Textbook of English Phonetics for Indian students of English
4. Daniel Jones: *Pronouncing Dictionary 15th Edition, 1997*
5. *New Advanced learners Dictionary 7th Edition.*
6. A.C. Gimson : An introduction to English Pronunciation
7. Bansal & Harrison: Spoken English for India
8. *Stella Cottrell: Critical Thinking Skills. Basingstoke: Palgrave Macmillan.*
9. *Stella Cottrell: The Study Skills Handbook. Basingstoke: Palgrave.*

DIGITAL PLATFORM: internet resources /websites may be visited for all practical purposes of coming upon the prescribed Text and / or related references wherever necessary.



Objectives:

1. To familiarise the students with the different trends and movements of English Literature which will help them in the proper understanding of the texts prescribed.
2. To enable students to develop critical sense.

Plan of Examination:

Full marks	:	100 Marks
Semester End	:	80 Marks
Internal Tests	:	20 Marks

1. Students will be required to answer five questions one each with an alternative, from Unit – A to Unit – E, carrying equal marks.

Contents:

Unit – A:

- The Age of Chaucer
- Renaissance in England
- Pre-Shakespearean Drama
- Elizabethan and Jacobean Age

Unit – B:

- 17th Century Poetry before Restoration
- Restoration Drama and Poetry

Unit – C:

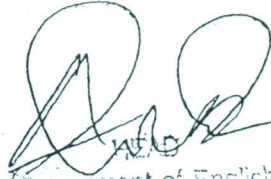
- Neo-Classical Literature
- The Periodical Essays
- The Rise of the English Novel

Unit – D:

- Romantic Period
- Victorian Poetry
- Pre-Raphaelite Poetry
- Victorian Novel


Unit – E:

- Modern Poetry (including the War Poets)
- Modern Novel
- Modern Drama


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Suggested Readings:

1. Albert Edward: History of English Literature; Oxford University Press
2. Daichess David: A Critical History of English Literature Vol. I-IV; New Delhi, Allied Publishers.
3. Legouis Emile & Cazamian Louis: History of English Literature; Delhi: Macmillan India Ltd.
4. Long William J: A History of English Literature.
5. Crompton & Ricket: History of English Literature
6. Evans Ifor: A Short History of English Literature; Penguin Books
7. Hudson W.H: An Outline History of English Literature; B.I . Publications.
8. Legouis Emile: A Short History of English Literature.


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BENG – 506 (M): ENGLISH POETRY FROM THE ELIZABETHAN TO THE
AUGUSTAN AGE

Objectives:

1. To introduce the learners to English poets and poetry from the Elizabethans to the Augustans by exposing them to the variety of forms and themes.

Plan of Examination:

Full marks	:	100 Marks
Semester End	:	80 Marks
Internal Tests	:	20 Marks

1. Students will be required to explain, with reference to the context, any two out of the four passages from the starred Units only. (2 x 8 = 16)
2. Students will be required to answer four questions one each with an alternative, from Unit – B to Unit – E, carrying equal marks.

Contents:

Unit - A: Explanation

*Unit - B:

- Philip Sidney – *from* Astrophel & Stella
- William Shakespeare – Sonnets 73 & 116

*Unit – C:


- John Donne – Twickenam Garden
- George Herbert – The Collar
- Marvell – To His Coy Mistress

Unit – D:

- J. Milton – *from* Paradise Lost – Book –III
- J. Dryden – A Song for St. Cecilia's Day


Unit – E:

- Alexander Pope – *from* An Epistle to Dr. Arbuthnot
- Samuel Johnson – *from* The Vanity of Human Wishes
- Thomas Gray – Hymn to Adversity.


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Recommended Readings:

1. The Winged Word, Ed, David Green
2. History of English Literature, Edward Albert, New Delhi: OUP
3. A Critical History of English Poetry, H.J.C Grierson & J.C. Smith
4. Humanism and Poetry in the early Tudor Period, H.A. Mason (1959)
5. Metaphysical Lyrics and Poems of the Seventeenth Century, H.J.C Grierson
6. Cross-Currents in English Literature of the Seventeenth Century, H.J.C Grierson
7. The Seventeenth Century Background – Basil Willey
8. The Eighteen Century Background - Basil Willey
9. The Metaphysical Poets – J.B. Leishman
10. The Harmonious Vision – Studies in Milton's Poetry – D.C. Allen
11. The English Religious Lyric in Middle Ages – R. Woolf (1968)
12. The Augustan Satire – Ian Jack (1952)



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Objectives:

1. To ensure a firm command in English Literary Skills.
2. To ensure adequate knowledge of the social, historical and cultural background of the plays.
3. To enable the students to relate the study of the texts to a wider cultural context.

Plan of Examination:

Full marks	:	100 Marks
Semester End	:	80 Marks
Internal Tests	:	20 Marks

1. Students will be required to explain with reference to the context any two out of the four passages from *Hamlet* and *Look Back in Anger* with an internal choice from each. (2 x 8 = 16)
2. They will be required to answer four essay type questions, one each from unit B to E out of total eight essay type question (on elements of drama and the prescribed texts) with an internal choice in every unit. (4 x 16 = 64)

Contents:

- Unit – A:** Explanations from *Hamlet* and *Look Back in Anger*
- Unit – B:** William Shakespeare – Hamlet
- Unit – C:** Marlowe – Doctor Faustus
- Unit – D:** Sheridan – The Rivals
- Unit – E:** John Osborne – Look Back in Anger.

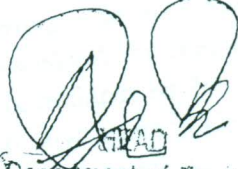
Prescribed Reading:

1. Shakespeare: Hamlet
2. Marlowe: Doctor Faustus.
3. Sheridan: The Rivals.
4. John Osborne: Look Back in Anger

Suggested Reading:

1. E.M.W. Tillyard. The Elizabethan World Picture, Transaction Publishers.
2. A.C. Bradley. Shakespearean Tragedy, Penguin.
3. Allardyce Nicoll. British Drama, Cambridge.
4. Bonamy Dobree. Restoration Comedy 1660 – 1720, Greenwood Press.

5. Marjorie Boulton. The Anatomy of Drama, Routledge.
6. Raymond Williams. Drama in Performance, Penguin.
7., "Introduction", Drama from Ibsen to Eliot, Penguin.
8. Cleanth Brooks. Understanding Drama, Stearns Press.
9. Knight, Wilson. Wheel of fire.



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23

BENG - 508 (M): READING FICTION & NON-FICTION

Objectives:

1. To familiarise novel as a dominant genre in the eighteenth, late nineteenth century and with new experimentations in modern times.
2. To facilitate an in-depth study of some representative literary texts of the periods.
3. To acquaint the students with social, historical and cultural ramifications of the periods under study and to enable the students to relate the study of the texts to those wider cultural contexts.
4. To acquaint the students with emergence of the Essay as an art form in the Seventeenth century and its growth in the Romantic period.

Plan of Examination:

Full marks	:	100 Marks
Semester End	:	80 Marks
Internal Tests	:	20 Marks

1. The duration of the examination will be 3 hours.
2. They will be required to answer on four of the forms of fiction from Unit – A. (4x4 = 16)
3. They will be required to answer three, one from each unit from B to D, out of six questions with an internal choice in every unit. (3 x 16 = 48)
4. One essay type question from Essays prescribed in Unit – E. (16 marks)

Contents:

Unit – A: Forms of Fiction

- Picaresque, Bildungsroman, Realism in fiction, Naturalism and fiction, Epistolary, Historical, Gothic, Detective, Science, Stream of Consciousness, Metafiction, Diasporic fiction etc.

Fictions

Unit – B: Charles Dickens – David Copperfield


Unit – C: Thomas Hardy – Tess of D' Urbervilles

Unit – D: D H Lawrence – The Rainbow

Unit – E: Essay:

Francis Bacon: Of Travel, Of Friendship, Of Studies

Charles Lamb: All Fools Day, My Relations


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Prescribed Reading:

1. Dickens, Charles. David Copperfield. Penguin
2. Hardy, Thomas. Tess of D' Urbervilles. Penguin
3. Abrams, M.H. A Glossary of Literary Terms. Harcourt, Asia, Pvt. Ltd.
4. Bacon, Francis: Bacon's Essays, Cult: Calcutta.
5. Lamb, Charles – Essays of Elia. Surjeet Publications.

Suggested Reading:

1. Watt, Ian. Rise of the Novel. Penguin
2. Allen, Walter. The English Novel. Penguin
3. Lubbock, P. The Craft of Fiction, B.I. Publications
4. Forster, E.M. Aspects of the Novel, Penguin.
5. Kettle, Arnold. Introduction to the English Novel Vol. 1 & 2.



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BENG - 609 (M): POETRY FROM THE ROMANTIC TO THE MODERN AGE

Objectives:

1. To give the students a general order of acquaintance of the English Poetic tradition from the Age of Romanticism to the Modern Age.
2. To make them appreciate the characteristics of the Romantic, Victorian Poetry and Modern Poetry.

Plan of Examination:

Full marks	:	100 Marks
Semester End	:	80 Marks
Internal Tests	:	20 Marks

1. Students will be required to explain with reference to the context two passages from the starred Poems. (2 x 8 = 16)
2. They will be required to answer four essay- type questions, one each from unit B to E out of eight essay type question with an internal choice in every unit. (4 x 16 = 64)

Contents:


- Unit – A:** The students will have to explain two passages with reference to the context from the starred Poems given below.
- Unit – B:** Wordsworth – Tintern Abbey
- *Coleridge – Kubla Khan
- Shelley - *from* Adonais
- Unit – C:** *Keats - Ode to Psyche
- Byron - When We Two Parted
- Tennyson – Tithonus
- Unit – D:** *Browning – A Grammarian’s Funeral
- Arnold – A Summer Night.
- Hopkins – God’s Grandeur
- Unit- E:** Yeats – Easter 1916
- *Eliot – Preludes
- Owen – Insensibility

Prescribed Reading:

1. David Greene (Ed.), The Winged Word, Macmillan, 1974 (39th impressions), 2009.

Suggested Reading:

1. M. H. Abrams, *The Mirror and the Lamp: Romantic Theory and the Critical Tradition*, Oxford, OUP, 1953.
2. Rene Welleke. *A History of Modern Criticism*, 1780.



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27

BENG - 610 (M): LITERARY CRITICISM

Objectives:

1. To acquaint the students with the running critical tradition in Anglo-American Criticism
2. To enable students to apply the critical canons to appreciation of literary texts.

Plan of Examination:

Full marks	:	100 Marks
Semester End	:	80 Marks
Internal Tests	:	20 Marks

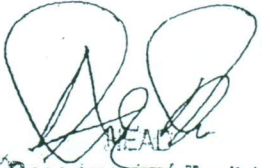
1. They will be required to answer five essay- type questions, one from each unit with an internal choice in every unit. (5x 16 = 80)

Contents:

- Unit – A:** Shelley - Defence of Poetry
- Unit – B:** Coleridge - *from* Biographia Literaria (Ch- XIV)
- Unit – C:** Arnold – The Study of Poetry
- Unit - D:** Eliot – The Function of Criticism
- Unit – E:** Lionel Trilling – The Sense of the Past

Prescribed Reading:

1. The English Critical Tradition, Vol. I & II edited by S. Ramaswamy and V.S. Sethuraman (Macmillan, 1986).
2. Literary Criticism: A Reading , edited by B. Das and J.M. Mohanty. OUP.
3. English Critical Texts. Ed. By D.J. Enright and Ernst de Chickera


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28

(BLOCK - I)

BENG - 611 (M) A: INDIAN WRITING IN ENGLISH

Objectives:

1. To introduce the learners to the rich tradition of Indian Writing in English in different ages.
2. To acquaint them with the various influences in different ages of Indian Writing in English

Plan of Examination:

Full marks	:	100 Marks
Semester End	:	80 Marks
Internal Tests	:	20 Marks

1. The students will have to explain two out of three stanzas set from the Poems included in Unit - B. (2x8=16)
2. The students will have to answer four out of eight questions with internal choice from Unit B to E. (4x16=64)

Contents:

Unit - A: Explanations.

Unit - B: Poetry

- Henry L. Derozio - The Harp of India
- Toru Dutta - Our Casaurina Tree
- Sarojini Naidu - Song of Radha
- Nissim Ezekiel - Night of the Scorpion
- Kamala Das - The Dance of the Eunuchs

Unit - C: Novel

Mulk Raj Anand - Coolie

Unit - D: Novel

Amitabh Ghosh - The Shadow Lines

Unit - E: Drama

Girish Karnad - Tughlaq

Prescribed Reading:

1. Gokak, VK ed. The Golden Treasury of Indo-Anglian Poetry, Sahitya Akademi, Delhi
2. Sarang, Vilash, ed. Indian English Poetry Since 1950: An Anthology, Disha Books, V-95
3. Iyengar, K.R. Srinivasa, *Indian Writing in English*, New Delhi: Sterling Publishers, 1987
4. Naik, M.K. *A History of Indian English Literature*, New Delhi: Sahitya Akademi, 1981
5. Naik, M.K & Shyamala A. Narayan, *Indian English Literature: 1980-2000*, New Delhi: Pencraft

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(BLOCK - I)

**BENG - 611 (M) B: LITERATURE FROM INDIAN LANGUAGES IN
TRANSLATION****Objectives:**

1. To induce an in-depth study of some representative texts translated from Indian Languages into English.
2. To provide the students with a perspective of the composite nature of various Literatures of India.

Plan of Examination:

Full marks	:	100 Marks
Semester End	:	80 Marks
Internal Tests	:	20 Marks


1. Five essay- type question on matters of understanding of the content of the texts. They will be required to answer one from each unit from A to E, on the prescribed texts with an internal choice in every unit. (5x16=80)

Contents:

- Unit – A:** M.K. Gandhi – *My Experiments with Truth*
- Unit – B:** R.N. Tagore – *Gitanjali*
- Unit – C:** G. Mohanty – *Paraja*
- Unit – D:** S.L. Shukla – *Rag Darbari*
- Unit – E:** Girish Karnad – *Nagamandala*

Prescribed Reading:

1. Gandhi M. K.- *My Experiments with Truth*, Navodaya Trust.
2. Tagore R.N. - *Gitanjali*, Penguin India
3. Mohanty, Gopinath – *Paraja*, O.U.P., New Delhi
4. Shukla, Shrilala – *Rag Darbari*, , O.U.P., New Delhi
5. Girish Karnad – *Nagamandala*


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(BLOCK – II)

BENG - 612 (M) A: AMERICAN LITERATURE**Objectives:**

1. To introduce Literature other than the British to develop an eclectic taste and appreciation of texts in the wider cultural context.
2. To ensure an in-depth study of some representative texts of American Literature.
3. To provide the students with a perspective of development of American Literature since 17th Century to Modern Period.

Plan of Examination:

Full marks	:	100 Marks
Semester End	:	80 Marks
Internal Tests	:	20 Marks

1. The students will have to explain two out of four stanzas set from the Poems included in Unit B and C with an internal choice from each unit. (2 x 8 = 16)
2. They will be required to answer four essay- type questions, one each from unit B to E out of eight-essay type questions with an internal choice in every unit. (4 x 16 = 64)

Contents:

Unit - A: Explanation

Unit - B: Poems

- Edgar Allan Poe-Annabel Lee
- Walt Whitman – Song of Myself (No – 14), On the Beach at Night

Unit - C: Poems

- Emily Dickinson – Success is Counted Sweetest, The Day Came Slow, Till Five O' Clock
- Robert Frost – The Road Not Taken, Stopping by Woods on a Snowy Evening

Unit - D: Fiction


- Herman Melville – Billy Budd

Unit - D: Play

- E. O'Neill: The Hairy Ape.

Prescribed Reading:

1. Fisher, William J. Ed. American Literature of the Nineteenth Century, S. Chand & Company Ltd.
2. Oliver, Egbert S. American Literature 1890-1965, S. Chand & Company Ltd. Herman Melville. Billy Budd.
3. O'Neill, Eugene – The Hairy Ape


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31

Suggested Reading:

1. K, Inder Nath. The Landscape of Absence: Emily Dickinson's Poetry. New Haven, Connecticut, 1974.
2. Kar, P.C. & Ramakrishna, D. The American Classics Revisited: Recent Studies of American Literature, Hyderabad: American Studies Research Centre, 1985.
3. Bloom, Harold. Modern American Drama. New York: Chelsea House Publishers, 2005.
4. Manheim, Michael. The Cambridge Companion to Eugene O' Neill. CUP.



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Jalimukh

32

(BLOCK - II)

BENG - 612 (M) B: LINGUISTICS

Objectives:

1. To acquaint the students with the basic knowledge of Linguistics.
2. To acquaint the students with the goals and scope of Linguistics, Branches of Linguistics, Socio-Linguistics, Phonetics, Morphology and Syntax.

Plan of Examination:

Full marks	:	100 Marks
Semester End	:	80 Marks
Internal Tests	:	20 Marks

1. Questions will be set with internal choice(s). Each unit will carry 16 marks.

Contents:

- Unit - A:** Linguistics: Definitions and Scope.
- Language: Nature and varieties, Language as a system of Communication; Components of human language.
 - Branches of Linguistics: Descriptive Linguistics,
 - Historical Linguistics, Psycho-Linguistics.
- Unit - B:** Socio-Linguistics, Language Varieties, Dialect, Pidgin, Creole, Register.
- Unit - C:** Phonetics and Phonology, Organs of Speech, Mechanism of Speech Productions, Classification of Vowels and Consonants, Phone, Phoneme, Allophone, Phonemic Transcription (RP)
- Unit - D:** Morphology; Morpheme, Morph, Allomorph, Study of word, Structure, Inflexions and derivations.
- Unit - E:** Syntax and Grammar, Syntactic devices, IC Analysis and Transformations.

Prescribed Readings:

1. Balasubramaniam, T.A. Text Book of Indian Phonetics. Macmillan.
2. Verma & Krishnaswamy. Modern Linguistics. OUP.
3. Balasubramaniam, T. English Phonetics for Indian Students - A workbook - Macmillan.

Suggested Reading:

1. Robinson, R.H. General Linguistics - An Introductory Survey. Longmans (1964).
2. Hockett, C.F. A Course in Modern Linguistics. Oxford and I.B. H. 1958 Publishing Company.
3. Gleason, H.A. An Introduction to Descriptive Linguistics. Holt (1966).
4. Bloomfield, L. Language.