



### List of New Course(s) Introduced

**Department** : **English and Foreign Language**

**Programme Name** : **B.A.ENGLISH HONS.**

**Academic Year** : **2018-19**

### **List of New Course(s) Introduced**

Sr. No.	Course Code	Name of the Course
01.	ENCR101T	Indian Classical Literature
02.	ENAECC101T	English Communication
03.	ENCR102T	European Classical Literature
04.	ENGE101T	Academic Writing and Composition
05.	ENCR201T	Indian Writing in English
06.	ENCR202T	British Poetry and Drama: 14th to 17th Centuries
07.	ENGE201T	Language, Literature and Culture
08.	EN101T	INTRODUCTION TO LINGUISTICS
09.	EN201T	LINGUISTICS AND ENGLISH LANGUAGE TEACHING



Minutes of Meetings (MoM) of Board of Studies (BoS)

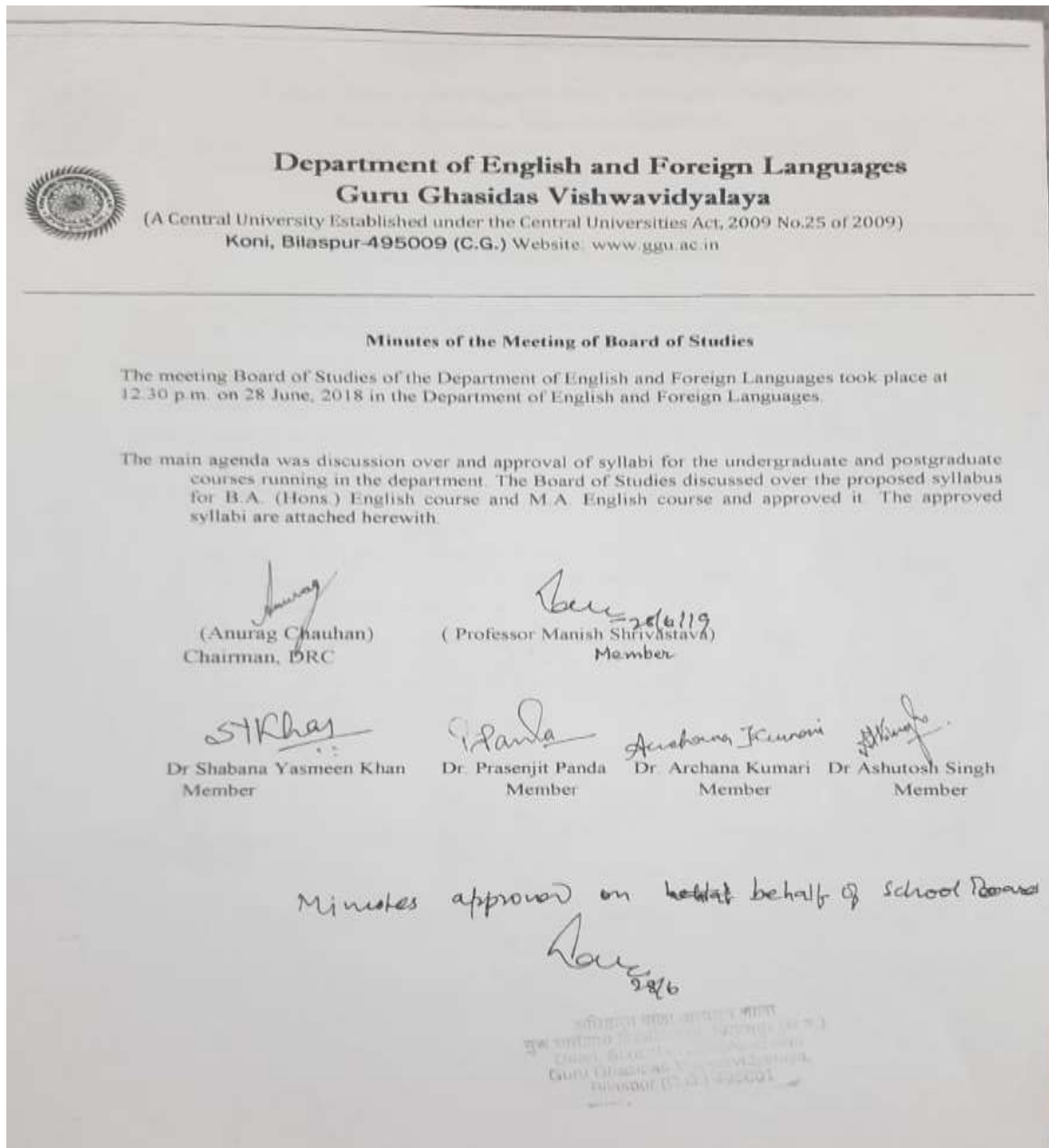
Academic Year : 2018-19

School : *School of Studies in Arts*

Department : English and Foreign Language

Date and Time : *June 28, 2018 - 12:30 PM*

Venue : *Department of English and Foreign Languages*





The following new courses of B.A. English Hons. and M.A.English were introduced in the First and Second Semesters:

<b>B.A.ENGLISH HONS.</b>		
<b>ENCR101T</b>	<b>Indian Classical Literature</b>	<b>SEMESTER I</b>
<b>ENAEC101T</b>	<b>English Communication</b>	<b>SEMESTER I</b>
<b>ENCR102T</b>	<b>European Classical Literature</b>	<b>SEMESTER I</b>
<b>ENGE101T</b>	<b>Academic Writing and Composition</b>	<b>SEMESTER I</b>
<b>ENCR201T</b>	<b>Indian Writing in English</b>	<b>SEMESTER II</b>
<b>ENCR202T</b>	<b>British Poetry and Drama: 14th to 17th Centuries</b>	<b>SEMESTER II</b>
<b>ENGE201T</b>	<b>Language, Literature and Culture</b>	<b>SEMESTER II</b>
<b>M.A.in ENGLISH</b>		
<b>EN101T</b>	<b>Introduction To Linguistics</b>	<b>SEMESTER I</b>
<b>EN201T</b>	<b>Linguistics and English Language Teaching</b>	<b>SEMESTER II</b>

## **Scheme and Syllabus**



BA ENGLISH HONS. UNDER CBCS SCHEME

Courses	FULL MARKS (End Sem 70+30 Internal assessment)	Credits Theory +Tutorial
	Core Courses (14 Papers)	100 x14=1400
Discipline Specific Elective (4 Papers)	100 x4=400	4x6=24
Generic Elective/Interdisciplinary (4 Papers)	100x4=400	4X6=24
Ability Enhancement Compulsory Courses (AE) (2 Papers of 4 Credits each)	100 x 2=200	4X2=8
Skill Enhancement Courses (SE) (2 Papers of 4 Credits each)	100x2=200	4X2=8

अध्यक्ष/HEAD  
अंग्रेजी विभाग / Department of English  
गुरु घासीदास विश्वविद्यालय  
Guru Ghasidas Vishwavidyalaya  
बिलासपुर (छ.ग.) / Bilaspur (C.G.)



## Detailed Syllabi

### I. B. A. Honours English under CBCS

#### Core Course

#### Paper 1: Indian Classical Literature

##### Course Level Learning Outcomes:

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- 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

##### Course Content

1. Kalidasa *Abhijnana Shakuntalam*, tr. Chandra Rajan, in *Kalidasa: The Loom of Time* (New Delhi: Penguin, 1989).
2. Vyasa 'The Dicing' and 'The Sequel to Dicing', 'The Book of the Assembly Hall', 'The Temptation of Karna', Book V 'The Book of Effort', in *The Mahabharata*: tr. and ed. J.A.B. van Buitenen (Chicago: Brill, 1975) pp. 106-69.
3. Sudraka *Mrcchakatika*, tr. M.M. Ramachandra Kale (New Delhi: Motilal Banarasidass, 1962).
4. Ilango Adigal 'The Book of Banci', in *Cilappatikaram: The Tale of an Anklet*, tr. R. Parthasarathy (Delhi: Penguin, 2004) book 3.

#### Suggested Topics and Background Prose Readings for Class Presentations Topics

The Indian Epic Tradition: Themes and Recensions  
Classical Indian Drama: Theory and Practice  
Alankara and Rasa  
Dharma and the Heroic

#### Readings

1. Bharata, *Natyashastra*, tr. Manomohan Ghosh, vol. I, 2nd edn (Calcutta: Granthalaya, 1967) chap. 6: 'Sentiments', pp. 100-18.
2. Iravati Karve, 'Draupadi', in *Yuganta: The End of an Epoch* (Hyderabad: Disha, 1991) pp. 79-105.
3. 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.
4. Vinay Dharwadkar, 'Orientalism and the Study of Indian Literature', in *Orientalism and the Postcolonial Predicament: Perspectives on South Asia*, ed. Carol A. Breckenridge and Peter van der Veer (New Delhi: OUP, 1994) pp. 158-95.

अध्यक्ष/HEAD  
अंग्रेजी विभाग/Department of English  
गुरु घासीदास विश्वविद्यालय  
Guru Ghasidas Vishwavidyalaya  
बिलासपुर (छ.ग.)/Bilaspur (C.G.)



## Paper 2: European Classical Literature

### Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- 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 5<sup>th</sup> 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

### Course Content

1. Homer *The Iliad*, tr. E.V. Rieu (Harmondsworth: Penguin, 1985).
2. Sophocles *Oedipus the King*, tr. Robert Fagles in *Sophocles: The Three Theban Plays* (Harmondsworth: Penguin, 1984).
3. Plautus *Pot of Gold*, tr. E.F. Watling (Harmondsworth: Penguin, 1965).
4. Ovid *Selections from Metamorphoses* 'Bacchus', (Book III), 'Pyramus and Thisbe' (Book IV), 'Philomela' (Book VI), tr. Mary M. Innes (Harmondsworth: Penguin, 1975). Horace *Satires I: 4*, in *Horace: Satires and Epistles and Persius: Satires*, tr. Niall Rudd (Harmondsworth: Penguin, 2005).

### Suggested Topics and Background Prose Readings for Class Presentations Topics

The Epic  
Comedy and Tragedy in Classical Drama  
The Athenian City State  
Catharsis and Mimesis  
Satire  
Literary Cultures in Augustan Rome

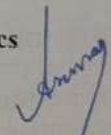
### Readings

1. Aristotle, *Poetics*, translated with an introduction and notes by Malcolm Heath, (London: Penguin, 1996) chaps. 6–17, 23, 24, and 26.
2. Plato, *The Republic*, Book X, tr. Desmond Lee (London: Penguin, 2007).
3. Horace, *Ars Poetica*, tr. H. Rushton Fairclough, *Horace: Satires, Epistles and Ars Poetica* (Cambridge Mass.: Harvard University Press, 2005) pp. 451–73.

## Paper 3: Indian Writing in English

### Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate

  
अध्यक्ष/HEAD  
अंग्रेजी विभाग/Department of English  
गुरु घासीदास विश्वविद्यालय  
Guru Ghasidas Vishwavidyalaya  
बिलासपुर (छ.ग.)/Bilaspur (C.G.)



run thus:

- > 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

#### Course Content

1. R.K. Narayan *Swami and Friends*
2. Anita Desai *In Custody*
3. H.L.V. Derozio 'Freedom to the Slave'  
'The Orphan Girl'  
Kamala Das 'Introduction'  
'My Grandmother's House'  
Nissim Ezekiel 'Enterprise'  
'The Night of the Scorpion'  
Robin S. Ngangom 'The Strange Affair of Robin S. Ngangom' 'A Poem for Mother'
4. Mulk Raj Anand 'Two Lady Rams'  
Salman Rushdie 'The Free Radio'  
Rohinton Mistry 'Swimming Lesson'  
Shashi Deshpande 'The Intrusion'

#### Suggested Topics and Background Prose Readings for Class Presentations Topics

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

#### Readings

1. Raja Rao, Foreword to *Kanthapura* (New Delhi: OUP, 1989) pp. v-vi.
2. Salman Rushdie, 'Commonwealth Literature does not exist', in *Imaginary Homelands* (London: Granta Books, 1991) pp. 61-70.
3. Meenakshi Mukherjee, 'Divided by a Common Language', in *The Perishable Empire* (New Delhi: OUP, 2000) pp.187-203.
4. Bruce King, 'Introduction', in *Modern Indian Poetry in English* (New Delhi: OUP, 2nd edn, 2005) pp. 1-10.

#### Paper 4: British Poetry and Drama: 14th to 17th Centuries

#### Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

आयुक्त/HEAD  
अंग्रेजी विभाग/Department of English  
गुरु घासीदास विश्वविद्यालय  
Guru Ghasidas Vishwavidyalaya  
बिलासपुर (छ.ग.)/Bilaspur (C.G.)



- 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.

#### Course Content

- 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...'  
John Donne 'The Sunne Rising'  
'Batter My Heart'  
'Valediction: forbidding mourning'
1. Christopher Marlowe *Doctor Faustus*
  2. William Shakespeare *Macbeth*
  3. William Shakespeare *Twelfth Night*

#### Suggested Topics and Background Prose Readings for Class Presentations Topics

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

अध्यक्ष/HEAD  
अंग्रेजी विभाग/Department of English  
गुरु घासीदास विश्वविद्यालय  
Guru Ghasidas Vishwavidyalaya  
बिलासपुर (छ.ग.)/Bilaspur (C.G.)

#### Readings

1. 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.
2. 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.
3. 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.
4. Philip Sidney, *An Apology for Poetry*, ed. Forrest G. Robinson (Indianapolis: Bobbs-Merrill, 1970) pp. 13–18.

#### Paper 5: American Literature

##### Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate






run thus:

- understand the depth and diversity of American literature, keeping in mind the history and culture of the United States of America from the colonial period to the present (17<sup>th</sup> century to 21<sup>st</sup> century)
- understand the historical, religious and philosophical contexts of the American spirit in literature; social-cultural-ecological-political contexts may, for example, include the idea of democracy, Millennial Narratives, the Myth of Success, the American Adam, the Myth of the Old South, the Wild West, Melting pot, Multiculturalism, etc.
- appreciate the complexity of the origin and reception of American literature, given its European and non-European historical trajectories, particularly in relation to writers of European (Anglo-Saxon, French, Dutch and Hispanic) descent, as well as writers from black and non-European (African, American Indian, Hispanic-American and Asian) writing traditions
- critically engage with the complex nature of American society, given its journey from specific religious obligations and their literary transformations (such as Puritanism, Unitarianism, Transcendentalism, etc.) to the growth of anti- or non-Christian sensibilities
- critically appreciate the diversity of American literature in the light of regional variations in climate, cultural traits, economic priorities
- explore and understand the nature of the relationships of human beings to other human beings and other life forms in relation to representative literary texts in various genres
- relate the African American experience in America (both ante-bellum and postbellum) to issues of exclusion in societies relevant to their learning experience
- analyze the American mind from global and Indian perspectives and situate the American in the contemporary world

#### Course Content

1. Tennessee Williams: *The Glass Menagerie*
2. Toni Morrison *Beloved*
3. Edgar Allan Poe 'The Purloined Letter' F. Scott Fitzgerald 'The Crack-up'
4. Anne Bradstreet 'The Prologue'  
Walt Whitman Selections from *Leaves of Grass*: 'O Captain, My Captain'  
'Passage to India' (lines 1-68)  
Alexie Sherman Alexie 'Crow Testament'  
'Evolution'

  
अध्यक्ष/HEAD  
अंग्रेजी विभाग/Department of English  
गुरु घासीदास विश्वविद्यालय  
Guru Ghasidas Vishwavidyalaya  
बिलासपुर (छ.ग.)/Bilaspur (C.G.)

#### Suggested Topics and Background Prose Readings for Class Presentations Topics

The American Dream  
Social Realism and the American Novel  
Folklore and the American Novel  
Black Women's Writings  
Questions of Form in American Poetry



### III Generic Elective (Any Four)

#### Paper 1: Academic Writing and Composition (Any four)

##### Course Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- 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

##### COURSE CONTENT

1. Introduction to the Writing Process
2. Introduction to the Conventions of Academic Writing
3. Writing in one's own words: Summarizing and Paraphrasing
4. Critical Thinking: Syntheses, Analyses, and Evaluation
5. Structuring an Argument: Introduction, Interjection, and Conclusion
6. Citing Resources; Editing, Book and Media Review

##### Suggested Readings

1. Liz Hamp-Lyons and Ben Heasley, *Study writing: A Course in Writing Skills for Academic Purposes* (Cambridge: CUP, 2006).
2. Renu Gupta, *A Course in Academic Writing* (New Delhi: Orient BlackSwan, 2010).
3. Ilona Leki, *Academic Writing: Exploring Processes and Strategies* (New York: CUP, 2nd edn, 1998).
4. Gerald Graff and Cathy Birkenstein, *They Say/I Say: The Moves That Matter in Academic Writing* (New York: Norton, 2009).

#### Paper 2: Media and Communication Skills

##### Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- 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.

अध्यक्ष/HEAD  
अंग्रेजी विभाग/Department of English  
गुरु घासीदास विश्वविद्यालय  
Guru Ghasidas Vishwavidyalaya  
बिलासपुर (छ.ग.)/Bilaspur (C.G.)



- 2 Structuralism: De Saussure, Ferdinand. 1966. *Course in general linguistics*.
- 3 Phonology and Morphology: Akmajian, A., R. A. Demers and R. M. Harnish, *Linguistics: An Introduction to Language and Communication*, 2<sup>nd</sup> ed. Fromkin, V., and R. Rodman, *An Introduction to Language*, 2<sup>nd</sup> ed. (New York: Holt, Rinehart and Winston, 1974) Chapters 3, 6 and 7
- 4 Syntax and semantics: categories and constituents phrase structure; maxims of conversation.  
Akmajian, A., R. A. Demers and R. M. Harnish, *Linguistics: An Introduction to Language and Communication*, 2<sup>nd</sup> ed. (Cambridge, Mass.: MIT Press, 1984; Indian edition, Prentice Hall, 1991) Chapter 5 and 6.

#### Paper 5: Contemporary India: Women and Empowerment

**Objective:** This paper introduces students to the concepts of gender and sexuality with special reference to the ideas of masculinity, femininity and patriarchy. A history of the contribution of women to the both the Pre-independence and the post-independence movements in India is discussed. Various contemporary issues such as Women and Environment, State interventions, Domestic violence, Female foeticide, sexual harassment are discussed.

#### COURSE CONTENT

1. Social Construction of Gender (Masculinity and Femininity)  
Patriarchy
2. History of Women's Movements in India (Pre-independence, post independence)  
Women, Nationalism, Partition  
Women and Political Participation
3. Women and Law  
Women and the Indian Constitution  
Personal Laws (Customary practices on inheritance and Marriage)  
(Supplemented by workshop on legal awareness)
4. Women and Environment  
State interventions, Domestic violence, Female foeticide, sexual harassment Female  
Voices: *Sultana's Dream*  
Dalit Discourse: \* Details awaited

#### Paper 6: Gender and Human Rights

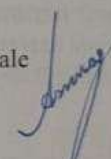
Syllabi not received

#### Paper 7: Language, Literature and Culture

##### Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- see literature as a fine form of expression.
- use literature for analysis to understand the use of language

  
अध्यक्ष/HEAD  
अंग्रेजी विभाग/Department of E  
गुरु घासीदास विश्वविद्यालय  
Guru Ghasidas Vishwavidya  
बिलासपुर (छ.ग.)/Bilaspur (C



- see language as a major source of transmitting culture
- show the understanding of literature in the form of extrapolation (see the relevance of a story, poem, play etc in their own lives)
- show how cultures and languages are interrelated especially through their presentation of differences .

#### COURSE CONTENT

Unit I – Braj Kachru. “The Alchemy of English”. *The Post-Colonial Studies Reader*. Eds. Ashcroft, Griffiths and Tiffin. Pp. 291-295.

Unit II – Gauri Viswanathan. “The Beginnings of English Literary Study in British India”. *The Post-Colonial Studies Reader*. Pp. 431-437.

Unit III – Raja Rao. Foreword. *Kanthapura* (“Language and Spirit” in *The Post-Colonial Studies Reader*, pp. 296-7.

Unit IV – Ngugi Wa Thiongo. “The Language of African Literature”. *The Post-Colonial Studies Reader*. Pp. 285-290.

Unit V – Lawrence Lipking. “Aristotle’s Sister: A Poetics of Abandonment”. *Critical Inquiry* Vol. 10, No. 1, Canons (Sep., 1983), pp. 61-81. Accessed on *JSTOR*.

#### IV. Ability Enhancement Course Compulsory


**English Communication Credits: 4**

#### Course Level Learning Outcomes

The purpose of this course is to introduce students to the theory, fundamentals and tools of communication and to develop in them vital communication skills which should be integral to personal, social and professional interactions. One of the critical links among human beings and an important thread that binds society together is the ability to share thoughts, emotions and ideas through various means of communication; both verbal and non-verbal. In the context of rapid globalization and increasing recognition of social and cultural pluralities, the significance of clear and effective communication has substantially enhanced.

The present course hopes to address some of these aspects through an interactive mode of teaching-learning process and by focusing on various dimensions of communication skills. Some of these are:

Language of communication, various speaking skills such as personal communication, social interactions and communication in professional situations such as interviews, group discussions and office environments, important reading skills as well as writing skills such as report writing, note-taking etc.

  
अध्यक्ष/HEAD  
अंग्रेजी विभाग/Department of English  
गुरु घासीदास विश्वविद्यालय  
Guru Ghasidas Vishwavidyalaya  
बिलासपुर (छ.ग.)/Bilaspur (C.G.)



While, to an extent, the art of communication is natural to all living beings, in today's world of complexities, it has also acquired some elements of science. It is hoped that after studying this course, students will find a difference in their personal and professional interactions.

The recommended readings given at the end are only suggestive; the students and teachers have the freedom to consult other materials on various units/topics given below. Similarly, the questions in the examination will be aimed towards assessing the skills learnt by the students rather than the textual content of the recommended books.

### COURSE CONTENT

1. **Introduction:** Theory of Communication, Types and modes of Communication
2. **Language of Communication:**  
Verbal and Non-verbal  
(Spoken and Written)  
Personal, Social and Business  
Barriers and Strategies  
Intra-personal, Inter-personal and Group communication
3. **Speaking Skills:**  
Monologue  
Dialogue  
Group Discussion  
Effective Communication/ Mis- Communication  
Interview  
Public Speech
4. **Reading and Understanding**  
Close Reading Comprehension  
Summary Paraphrasing  
Analysis and Interpretation  
Translation (from Indian language to English and vice-versa) Literary/Knowledge Texts
5. **Writing Skills**  
Documenting  
Report Writing  
Making Notes  
Letter writing

### Recommended Readings:

1. *Fluency in English - Part II*, Oxford University Press, 2006.
2. *Business English*, Pearson, 2008.
3. *Language, Literature and Creativity*, Orient Blackswan, 2013.
4. *Language through Literature* (forthcoming) ed. Dr. Gauri Mishra, Dr Ranjana Kaul, Dr Brati Biswas

अध्यक्ष/HEAD  
अंग्रेजी विभाग / Department of Eng  
गुरु घासीदास विश्वविद्यालय  
Guru Ghasidas Vishwavidyalaya  
बिलासपुर (छ.ग.)/Bilaspur (C.G.)



	Hardy) – ENG – 204			
Total				400

**Semester III**

SN	Paper Type	Title of Paper	END SEM	INTERNAL	TOTAL
9	Core	1) Poetry III (Hopkins to Ted Hughes) – ENG – 301	60	40	100
10		2) Drama III (Twentieth Century Drama) – ENG – 302	60	40	100
11		3) Literary Criticism & Theory I – ENG – 303	60	40	100
12	Elective	4.1) <u>Indian Literature in English I</u> – ENG – EL-304	60	40	100
		4.2) American Literature I – ENG – EL-304	60	40	100
		4.3) Indian Diasporic Writing EL-304	60	40	100
		4.4) Women Writing – ENG – EL-404	60	40	100
Total					400

**Semester IV**

	Paper Type	Title of Paper	END SEM	INTERNAL	TOTAL
13	Core	1) Fiction II – ENG – 401	60	40	100
14		2) Literary Criticism & Theory II – ENG – 402	60	40	100
15	Elective	3) Indian Literature in English II – ENG – EL-403	60	40	100
		3.1) American Literature II – ENG – EL-403	60	40	100
16	Open Elective	4) Dissertation	100		100
		4.1) <u>New Literatures in English</u> – ENG – EL-404	60	40	100
		4.2) Translation Studies EL-404	60	40	100
Total					400

**अध्यक्ष/HEAD**  
अंग्रेजी विभाग / Department of English  
गुरु घासीदास विश्वविद्यालय  
Guru Ghasidas Vishwavidyalaya  
बिलासपुर (छ.ग.) / Bilaspur (C.G.)



Department of English & Foreign Languages  
Guru Ghasidas Vishwavidyalaya  
Bilaspur (C.G.) 495009

Syllabus for M.A. English  
Semester Course (2018 -19 onwards)

M.A. Course in English shall comprise 4 semesters. Each semester shall have 4 courses. In all, there shall be **16 courses**. Each course will be having 5 credits and shall carry **100 marks**. Of these, **60 marks shall be reserved for theory** (end-Semester examination) and **40 marks for tutorials/seminars (internal assessment)**.

However, in course 5, titled "Linguistics and English Language Teaching", only 40 marks shall be reserved for theory (end-Semester examination), 20 marks for Practical/Viva-voce exam and 40 marks for internal assessment.

Of these courses, **Course Nos. 1 to 11, 13 and 14 shall be treated as Core Courses**, **Course nos. 12 and 15** as Elective Courses and the starred items are meant for detailed study. The theory component of each paper shall be of three hours' duration. There will be 80 credits in the PG Programme. Course 16 (both Optional B & Optional C) would be treated as Elective Course open even to the students of other departments/faculties.

**Courses of Studies:**

**Semester I**

SN	Paper Type	Title of Paper	END SEM	INTERNAL	TOTAL
1	Core	1) Introduction to Linguistics – ENG - 101	60	40	100
2		2) Poetry I (Chaucer to Blake) – ENG – 102	60	40	100
3	Core	3) Drama I (Marlowe to Wilde excluding Shakespeare) – ENG – 103	60	40	100
4		4) Prose – ENG – 104	60	40	100
Total					400

**Semester II**

SN	Paper Type	Title of Paper	END SEM	INTERNAL	TOTAL
5	Core	1) Linguistics and English Language Teaching – ENG – 201	60 (40 for theory and 20 for practical/viva voce)	40	100
6		2) Poetry II (Wordsworth to Arnold) – ENG – 202	60	40	100
7	Core	3) Drama II (Shakespeare) – ENG – 203	60	40	100
8		4) Fiction I (Defoe to	60	40	100

Department of English & Foreign Languages, Guru Ghasidas Vishwavidyalaya, Bilaspur (C.G.) Page 1

अध्यक्ष/HEAD  
अंग्रेजी विभाग/Department of English  
गुरु घासीदास विश्वविद्यालय  
Guru Ghasidas Vishwavidyalaya  
बिलासपुर (छ.ग.)/Bilaspur (C.G.)



M.A.in English  
SEMESTER- I

### Course 1: An Introduction to Linguistics

**Course Objective:** The need for learning and mastering the English language has, over the last few decades, grown enormously all over the world; India is no exception. This course will help students in understanding the subtle nuances of English language and acquire the art of spoken English. Besides, this course will also help students understand the evolution of English language.

**Learning Outcomes (LOs):** The learners will develop:

1. Understanding of phonology as mechanics of language.
2. Better understanding of the language.
3. Better English pronunciation and better usage of English in real- life situations.
4. Understanding the evolution of English Language from ancient times to the modern.

#### UNIT I:

- (a) Language: Definition, Nature and Characteristics
- (b) Linguistics: Definition, Nature and Scope
- (c) Branches of Linguistics

#### UNIT II:

- (a) Phonetics: Definition and Branches of Phonetics
- (b) The Production of Speech: Speech Mechanism, Active and Passive Articulators
- (c) Phonology of English: Phoneme, Vowels, Diphthongs, Consonants, Phonemic Transcription, Stress, Intonation

#### UNIT III:

- (a) Morphology: Morpheme, Allomorph, Types of morpheme
- (b) Syntax: Structuralism, Constituency and Constituency Tests, Deep and Surface Structure

#### UNIT IV:

- (a) Semantics: Conceptual and Associative Meaning; Lexical Relations
- (b) Pragmatics: Role of Context in meaning, Speech Acts.

#### Recommended Readings:

1. Yule, George. *The Study of Language*. 6th Edition (South Asia edition). Cambridge University Press.
2. Varshney, R. L. *An Introductory Textbook of Linguistics and Phonetics*
3. Balasubramanian, T. *A Textbook of English Phonetics for Indian Students*. Laxmi Publications.
4. S. K. Verma & N. Krishnaswami. *Modern Linguistics: An Introduction*. OUP.
5. Fromkin, V. (ed.) 2000. *Linguistics: An Introduction to Linguistics*. Cambridge: Blackwell.
6. Crystal, D. *Linguistics*. Harmondsworth: Penguin, 1971.
7. Gongapadhyay, A. *Essentials of English Philology, Phonetics, Linguistics*. (2nd Ed.). 2014.
8. Jespersen, Otto. *Growth and Structure of the English Language*: 2013 (Reprint)

Department of English & Foreign Languages, Guru Ghasidas Vishwavidyalaya, Bilaspur (C.G.) Page 5

अध्यक्ष/HEAD  
अंग्रेजी विभाग/Department of English  
गुरु घासीदास विश्वविद्यालय





Pattern of Question Papers

End-semester examination

Section A: Ten Objective-Type Questions to be answered in a word or sentence each  
- 10x2=20

Section B: There will be 7 questions and out of that 5 questions to be attempted-  
8x5=40

Remaining 40 marks will be of internal assessment.

Note: Dissertation will be of 100 marks out of which 25 marks will be for viva voce.

**Course Outcome  
Master of Arts in English**

The Master's programme in English Literature is a course of four semesters. It involves the manifestation of the modern meaning of literature which involves a deep understanding of the major writers of each genre and century. The first year (semester one and two) propose to deliver to students the major theoretical concepts of various ages, inductive in approach and chronological in sequence. The second year (semester three and four) concentrate to germinate a research aptitude and critical faculty amongst the students. The proposed outcome of the entire programme is to bestow the students with a creative and critical intelligence alongside with the knowledge of English Literature.

Eng. 101: An Introduction to Linguistics

This course will introduce students to Linguistics, its definition, nature and characteristics, and notions related to Phonetics, Morphology as well as Syntax.

Eng. 102: Poetry I (Chaucer to Blake)

This course is a survey of English Poetry from the period of Chaucer till that of the Romantic poet William Blake. A detailed analysis of poems by prescribed poets will help students understand the evolution of English poetry.

Eng. 103: Drama I (Marlowe to Wilde excluding Shakespeare)

This is a detailed survey of English drama by major English playwrights with special reference to pre-Shakespearean drama, the Restoration Comedy of Manners and Revenge tragedy.

Eng. 104: Prose

This paper enables students to understand the origin, development and evolution of periodical essays through a study of certain representative texts.

Eng. 201: Linguistics and English Language Teaching

A continuation of Eng 101, this course will acquaint students with various concepts of Sociolinguistics, Psycholinguistics, Language Pedagogy and Stylistics.

Eng. 202: Poetry II (Wordsworth to Arnold)

Students will be aware of basic differences between Romantic and Victorian poetry, analysing the main themes and characteristics of both periods with reference to representative works.

Eng. 203: Drama II (Shakespeare)

The students will be introduced to Shakespearean drama and criticism, through a detailed study of a few of his major works.

Eng. 204: Fiction I (Defoe to Hardy)

This course will enable the students to have a detailed study of the representative novels of the 18<sup>th</sup> and 19<sup>th</sup> century.

Department of English & Foreign Languages, Guru Ghasidas Vishwavidyalaya, Bilaspur (C.G.) Page 3

अध्यक्ष / HEAD  
अंग्रेजी विभाग / Department of English  
गुरु घासीदास विश्वविद्यालय  
Guru Ghasidas Vishwavidyalaya  
बिलासपुर (छ.ग.) / Bilaspur (C.G.)



SEMESTER II

Course 5: Linguistics and English Language Teaching

**UNIT I: Sociolinguistics**

Language and Dialect, Language and society, Language Variation, Register, Idiolect, Diglossia, Elaborated Code and Restricted Code, Pidgin, Creole, Code switching, Code-mixing, Jargon, Standard Language, Isogloss, Speech community, Monolingualism, Bilingualism, Multilingualism

**UNIT II: Psycholinguistics**

Language and Mind, Competence and Performance, Communicative Competence, Perspectives of Language Acquisition, Stages of Child Language Development

**UNIT III: Language Pedagogy**

Acquisition and learning, Learner Factors in Second Language Acquisition, Audio-Visual Aids, Grammar-translation Method, Direct Method, Bilingual method, Audio-lingual approaches, Communicative approaches

**UNIT IV: Stylistics**

Definition, Meaning, Nature and Scope of Stylistics; Functions of Language; Language and Style; Context and Style; Foregrounding; Stylistics, Linguistics and Literary Criticism

**Recommended Readings:**

1. Yule, George. *The Study of Language*. 6th Edition (South Asia edition). Cambridge University Press.
2. Corder, S. Pit. *Introducing Applied Linguistics*. Penguin Education, 1973.
3. Suzanne Romaine. *Language in Society: An Introduction to Sociolinguistics*. OUP.
4. Krishnaswamy, N., Verma, S. K., Nagarajun, M. *Modern Applied Linguistics*. Macmillan
5. Crystal, D. *Linguistics*, Harmondsworth: Penguin, 1971.
6. Peter Trudgill. *Sociolinguistics*. Penguin, 1994
7. Ferdinand De Saussure. *Course in General Linguistics* (With introduction by Jonathan Culler), Fontana: Collins. 1974.
8. Chambers, J.K. *Sociolinguistic Theory*. London: Blackwell. 1995.
9. Richards, J.C. and Rodgers, T.S. *Approaches and Methods in Language Teaching*. Third Edition. Cambridge University Press, 2014.
10. Goatly, A. *Explorations in stylistics*. Oakville, CT: Equinox Pub. 2008.

अध्यक्ष/HEAD  
अंग्रेजी विभाग/Department of English  
गुरु घासीदास विश्वविद्यालय  
Guru Ghasidas Vishwavidyalaya  
बिलासपुर (छ.ग.)/Bilaspur (C.G.)



9. Jaydeep Sarangi. *A Textbook of Linguistics and Phonetics*: 2011 (4th Ed.)
10. Rabin Kumar Das. *A Handbook of Language, Linguistics and Philology*.
11. David Abercrombie. *Studies in Phonetics and Linguistics*. Oxford University Press, 1965.
12. J. Harold B Allen. *Applied English Linguistics*. 1964.
13. Chomsky. *Reflections on Language*. Random House, 1975.
14. Andrew Radford, et al. *Linguistics: An Introduction*. Cambridge University Press, 1999.
15. D. Thakur. *Syntax*. Patna: Bharati Bhavan, 1998

अध्यक्ष/HEAD  
अंग्रेजी विभाग/Department of English  
गुरु घासीदास विश्वविद्यालय  
Guru Ghasidas Vishwavidyalaya  
बिलासपुर (छ.ग.)/Bilaspur (C.G.)