

(CBCS BASED)

ORDINANCE, REGULATION & SYLLABUS

**For
M.A. [ENGLISH]**



Offered by

NEHRU GRAM BHARATI

(DEEMED TO BE UNIVERSITY),

KOTWA-JAMUNIPUR-DUBAWAL

PRAYAGRAJ-221505

UTTAR PRADESH

Session:

From 2019 – 2020

PREAMBLE

To formulate a college or university curriculum in English poses a special challenge because at some level or other, virtually all students within the Indian university system study a certain amount of English. This is not the case with any other subject. Planning the curriculum thereby becomes a complex task with broader social implications beyond the academic ones.

This preamble lays out the principles and curricular structures adopted by this Committee in framing its recommendations.

Any programme or degree bearing the word 'English' in its title should ensure a certain competence in using the English language and studying English texts. The nature and level of this competence will vary from programme to programme. This Committee has assumed the following levels of attainment for the various programmes:

(A) General/Compulsory English programmes should ensure

(a) Ability to comprehend English texts of a moderately advanced nature, such as may be studied by all college and university students in the pursuit of their disciplines;

(b) Certain compositional skills in English required in various professions and activities in India, e.g., letter-writing, précis or summary-writing, paragraph composition. This may extend to more specialized skills such as report-writing, copy-editing, copywriting, scriptwriting, translation etc.

(c) A first entry into the more complex literary use of English, and the human values and perceptions conveyed through it,.

General/Compulsory programmes should consist of 1-3 clusters/papers, depending on the degree of competence aimed at and the number of other compulsory clusters/papers in the syllabus.

(B) Elective/Optional/Subsidiary programmes, usually consisting of 3 clusters/papers, should ensure

(a) Ability to comprehend and analyse English texts of an advanced nature, both literary and non-literary. Hence the programme may include a fair proportion of literary texts.

(b) Ability for sustained composition in the descriptive, narrative, expository, argumentative and persuasive modes, and other advanced language skills. This can be extended to practical applications of the English language in fields such as report-writing, copyediting, copywriting, scriptwriting and translation.

Ideally, such programmes should not be considered as training for the academic study of English language and literature. Hence they should not contain such components as literary history, critical theories and concepts, philology or linguistics. In states/universities where there is no Honourssystem, the Elective programme may perforce serve as qualification for entry to the MA class, and its components suitably modified.

Where an Honours/Major programme is in operation, its students should not be permitted to take up the Elective/Subsidiary programme as well. They should opt for some other elective or subsidiary subject in the interest of a more broad-based training.

(C) Honours/Major/Special programmes, usually of 3 years

(D) The Master of Arts programme, usually of 2 years

Although only a proportion of Honours students may proceed to the MA stage, the two programmes are best perceived as continuous, even notionally integrated. Again, it is not expected that most students, even at the MA level, should become academics; but all Honours and MA students should have a serious interest in the discipline, and be able to employ the advanced language skills, critical understanding and human values derived from it in their future lives and careers. Hence such programmes should, at appropriately graded levels, include literary history, critical theories and concepts, the history and structure of the English language, and general linguistics. They should take account of the cultural, historical and social background of the texts and concepts studied, and the context of other literatures and cultures. They should also allow scope to develop advanced functional and applied skills in the English language. Thus may be particularly necessary at the BA Honours level, after which a large number of students may be expected to branch out into various professions employing such skills.

It is assumed that students taking up an Honours or MA programme in English will have sufficient working proficiency in the English language. Training in basic language skills - as opposed to advanced linguistic or functional skills - should not be a formal skills - as opposed to advanced linguistic or functional skills - should not be a formal component of MA programmes. If such students still require basic language training, it should be provided in the Compulsory English classes, or through remedial or bridge courses. Needless to say, students in need of such training should be counselled intensively before admission to MA programme in English. They should not be encouraged to take up the programme unless there is overriding evidence of their motivation and potential for improvement. It is also recommended that the basic language skills of MA students should be tested at or near the beginning of their course, and their further progress monitored accordingly.

Special workshops, training programmes and fieldwork need to be conducted to familiarise teachers with these areas as well.

The nature and purpose of English Honours and MA courses in India today need to be considered deeply. Such programmes are expected to ensure firm command of English language skills, active and passive, as well as in-depth study of literary texts in English. In this day and age, few if any would confine the latter to British and/or American texts alone. The new literatures in English, especially Indian writing in English, must find due place in the curriculum; and the study of texts by British, American and other Anglophone authors must take non-Anglophone, especially postcolonial perspectives into account. This still places stress on the English language, and on literature composed in that language.

At the same time it is widely felt that, in our present postcolonial phase of culture, the 'English' programme should incorporate Indian literature in English translation, as well as the comparativist study of texts from many (especially Indian) languages, and proceed thence to wider historical, cultural and theoretical studies. In all such programmes, the subject of study is increasingly non-English: the English language only provides the medium of study. Such programmes have been widely adopted by universities across the country for many years now. It is argued that in the sixth decade of Independence, there is neither need nor justification for the wide continuance of traditional English programmes of British and Anglophone bent. Rather, it is felt, the skills traditionally imparted through such programmes should now be applied to a wider range of cultural material, especially that of Indian provenance or relevance.

Clearly, universities must be allowed a choice in the matter. Or to view the question in another light, they must decide what they wish to offer subscribers to their English programmes, and what the subscribers themselves want. The two main approaches seem to be as follows.

(i) Programmes in 'English Language and Literature' (or simply 'English') focussing on English-language texts (of whatever provenance), with their related contexts, issues and cultures. These programmes use translated texts - from European, Indian and other sources - to understand theory, context and genre, but not for direct critical study and analysis.

(ii) Programmes which may be entitled 'Literature through English'. These adopt broader cultural and comparativist approaches, placing English-language texts on par with those translated from various languages into English.

The latter approach points beyond programmes foregrounding English language and literature (hence fairly including the word 'English' in their designation) towards general programmes that may fitly be entitled 'Literature' or 'Literary Studies'. These putative programmes would use texts translated not only into English but into Indian languages, and permit use of the latter in class discussion, examinations and other teaching/learning practices. Such a change would follow a postcolonial development seen in certain other non-Anglophone countries. Universities that so chose could construct full-fledged Comparative Literature programmes, so named, on that basis; or they could move towards formal programmes (again so named) in Culture Studies, Postcolonial Studies etc.

In every case, the programme title should do justice to the nature of the training, In every case, the programme title should do justice to the nature of the training, instead of adopting the all-purpose term 'English'. This Committee feels that, to serve the expectations of academia, employers and society at large, programmes simply designated as 'English' should primarily ensure training in the language and/or its literature. as 'English' should primarily ensure training in the language and/or its literature. Programmes of newer design may still incorporate a modicum of literature in the English language, and use English as the medium of study; but they should adopt titles properly indicating their scope. Ultimately they may break quite free of traditional 'Eng. Lit.', and move into totally new areas with appropriate new titles eschewing the word 'English'.

Needless to say, a credit-based semester system would allow a measure of interaction between these approaches. It would also encourage an interdisciplinary approach embracing other subjects of study. All programmes of the broader 'literary/cultural' type could, and almost necessarily would, call for interaction with sister departments of Indian, Western and other languages, as well as philosophy, history and the social sciences. Even traditional programmes of 'English Language.

Hence institutions, too, must plan their curriculum in a spirit of change, openness and flexibility. In all institutions, especially affiliating universities with many colleges, alternative texts (at the same level of difficulty) should be prescribed wherever possible, leaving the final choice to the particular teachers and students. In all cases, the prescribed texts should be changed every 3-4 years. every 3-4 years. This will prevent the growth of set patterns of teaching, question-setting and evaluation. It will also limit the harmful effects of 'bazaar notes' and coaching institutions, which thrive on the possibility of 'suggestions' and 'expected questions'.

Board of Studies

A meeting of the Board of Studies in English was organised at 11.00 am on 24 May 2019 in the Civil Lines premises of the NBGU, Allahabad.

The syllabus presented by Dr Chhaya Malaviya, HOD was discussed threadbare.

Certain papers were deleted and some more were added.

Appropriate corrections were made in the typescript and new suggestions were made and ^{at} ~~in~~ the appropriate place in the syllabus.

The members present put their signatures as per the following attendance:

1. Prof. S C Dube S.C. Dube
2. Prof. S K Sharma S. K. Sharma
3. Dr Chhaya Malaviya CM
24-05-2019
4. Dr Jai Shankar Tiwari J. S. Tiwari

Shukh.
Dean 24/5/19

Date - 27th May 2019

The Board of faculty of Arts has been convened by the Dean faculty of Arts M.G.B.V (DU) Prayagraj, on 27th May 2019 at 11:00 a.m in the hall of Research Centre.

The agenda of meet was to discuss the courses for P.G. programmes in accordance with C.B.C.S. system. These courses shall be effective from the session 2019-20.

The following members were present:-

Sr. No.	NAME	Department	Signature
1.	Dr. Jata Shankar	Dean Arts.	J. Jata 27/5/19
2.	Dr. Birendra Mani Tripathi	Deptt of Ancient history, culture & Archaeology	B. Tripathi 27/5/19
3.	Dr. Chhaya Malviya	Deptt of English	C. Malviya 27/5/19
4.	M. S. Rai (S.P.L. inst)	Dean Commerce	M. S. Rai 27/5/19
5.	Dr. Ramesh Ch. Mishra	Deptt of Political Science	R. Mishra 27/5/19
6.	Dr. Prabuddha Mishra	Deptt of Philosophy	P. Mishra
7.	Sanjay Sharma	Deptt of Education	S. Sharma
8.	Dr. Radhe Shyam Das	Deptt. of Geography	R. Das
9.	Dr. Rishi Kumar Singh	DE-39-Geography	R. Singh
10.	Dr. Kalan Tripathi	इतिहास विभाग	K. Tripathi
11.	Dr. DEVNARAYAN PATHAK	Deptt of Sanskrit	D. Pathak
12.	डॉ. महेश त्रिपाठी	इतिहास विभाग	M. Tripathi
13.	DR. ALOK TRIPATHI	LIS-	A. Tripathi
14.	Dr. Anirind K. Shukla	dept of Philosophy	A. Shukla
15.	Dr. Santosh K. Shukla	Yoga & Philosophy	S. Shukla
16.	DR. SAVYASACHI	Hindi	S. Sachi
17.	Saujanya Pandey	Political Sc	S. Pandey
18.	Shikha Khare	Home Science	S. Khare
19.	Aisha Parveen	"	A. Parveen

Sr. No.	NAME	Department	Signature
20.	Ravikant Kumar Yadav	Journalism & Mass Communication	R. Yadav
21.	Jitendra Kumar Sanyal	Department of Sociology	J. Sanyal
22.	Dr. Gyanesh Kumar Trivedi	Social Work	G. Trivedi

Resolution No-1.

The Board considered the proposed courses for P.G. (C.B.C.S) of different departments & after thorough discussion unanimously resolved that these courses shall be implemented from Session 2019-20.

There was no other issue to be discussed, therefore the meeting ended with a vote of thanks to the chair.

27.5.19

POST GRADUATE -PROGRAMME

ORDINANCES AND REGULATION FOR ALL POST GRADUATE - PROGRAMMES

A. ORDINANCE

1. The Degree of Master of Arts/Science/Social Science/Commerce/Law/Teacher's Education

The Nehru Gram Bharati (Deemed to University) may confer the Degree of Master's Programme on Such candidates who, being eligible for admission to the Post Graduate Degree Programme, have received regular instruction in the prescribed course of study, passed successfully relevant examinations and being otherwise suitable by virtue of their character, have fulfilled such other condition as may be laid down from time to time by the appropriate authorities.

2. The Curriculum and Duration Of Studies

- A.** (i) The Curriculum of study of the Master Degree shall comprise of courses set out in Annexure B.
(ii) The Departmental Committee shall prescribe the detailed content of various of study, if required before the beginning of each session. The Departmental Committee can make changes in the optional papers/subjects, subjects to the availability of teaching facility/ faculty.
- B.** The curriculum of study for the Master Degree shall be spread over four Semesters having 80 credits (each semester of 20 credits).

3. Requirement for Admission

A. Registration: Registration

- (i) Candidates of Master Degree shall first be admitted to the first semester upon the reopening of the University after summer vacation every year.
(ii) **Subsequent Registration**

A candidate, who fails to clear a regular course of study during any of the second, third and fourth semesters may be registered in the appropriate term of any subsequent year to the semester concerned but within such time as enables him, to complete the study of all semester comprising Master Degree Programme within a maximum period of four years from the date of his/her registration for the first semester.

B. Minimum Qualification For Admission

- (i) Admission to the Master Degree Programme of study shall be open to those candidates who have passed the 3 Year Graduate Degree Examination of this University or such examination of any other University or Institution after Graduation under 10+2+3 pattern as recognized by the University. Admission shall be made according to merit subject to the fulfillment of eligibility requirement as determined by the University and availability of seats in the Master courses.

C. Conditions of Admission:

- (i) No application for registration to the First Semester shall be entertained unless it is accompanied by:
- (a) A duly migration of scholastic record of the candidate, commencing from the graduation or equivalent examination.
 - (b) Original migration of a candidate who has been a regular student in any Institution at any time prior to making application for registration in the Faculty.
 - (c) Original migration certificate if the candidate is not enrolled in this University or if enrolled, his enrollment has been cancelled. Provided that if a candidate is unable to produce any of the documents other than the marks-

sheet of the graduate examination at the time of seeking admission in the concerned Faculty before admission committee, he shall undertake to submit them within one month or within such further period as the University authorities may prescribed; and the admission, if any of such candidate shall until the submission of the aforesaid documents, be deemed to be provisional.

(ii) Candidate shall give also a written undertaking to the effect that:

(a) He/She shall exclusively devote his/her time to the study of courses prescribed for Master Degree and in particular he/she shall not offer any other course leading to a degree of any description whatsoever, not shall he/she undertake any remunerative work, though with the prior permission of the Faculty, he/she may join certificate of or diploma courses in any foreign language.

(b) He/She shall abide by the provision of NGB (DU) Act, Statutes, Ordinances, Regulations and Rules that are framed or may be framed there under and the orders of Officers and authorities of the University and the concerned Faculty from time to time.

4. Fees

The students pursuing Master Degree Programme of study shall have to pay fee as may be prescribed by the University from time to time.

5. The course of study, scheme of examination, result and promotion are covered in the regulation, and are given below.

REGULATIONS

1. Master Degree Programme has been divided in four semesters in two years, this is a full time course study. The odd semester would run between July to December and even semester between January to June. Two consecutive (one odd + one even) semester constitute one academic year.
2. There will be minimum 18 and maximum 24 papers /courses in all in the whole programme. Besides, there would also be one course on **Dissertation and Viva-Voce**.
3. The course has 4 components: Core courses, Elective course, Skill Development and Inter-disciplinary course.
4. Each Core course has equal weightage. Each core course will have 100 marks or 4 credits. Elective and Inter-disciplinary course will have 3 credits, where as Skill Developments course will have 2 credits.
5. The core courses are compulsory to all students in all four semesters. The fourth (Elective course) paper and fifth (Skill Development course) paper will be opted by the students of same Department. However, the sixth (Inter-disciplinary course / University elective course) paper of each semester will be opted by the students of other Departments only.
6. In the beginning of the **Semester III**, the Department would announce the available specialization group/ course in the Elective Group to the students for the current session. The choice of elective group/course in the semester will be limited to those announced by the Department. Because of infrastructural and Faculty limitations, the Department may put a cap on the number of students in an elective group/course.

7. Each semester shall have minimum 90 teaching days, exclusion of holidays, admission and examinations.

SCHEME OF EXAMINATION

1. The evaluation scheme of examination consists of two parts: Internal Assessment (IA), Mid Semester Exam (MSE) and End Semester Examination (ESE). Internal assessment includes Assignments, Presentations, Seminars, Quizzes, Case studies, Viva, Unit test, Group activities /Discussion, etc. The internal assessment will contribute 40% and the Semester and examination will contribute 60% to the total marks. This shall apply to both types of examination system i.e., Semester- wise and Choice based credit system (CBCS) based examination.

****Note:** The ratio of internal assessment and semester and examination will be the same as determined by the University.

2. There shall be continuous assessment of the student in each course. The course instructor shall hold a maximum of three and minimum of one internal test /assignment /presentation, etc. The distribution of marks in Internal assessment will be in two parts; 20% (Mid Sem. Exam) and 20% (Assignments/Presentations/Group Discussion etc.)
3. In case of semester examination, there shall be no binding on the number of external paper setters/examiners, though in case of CBCS//CBSS system, generally the course instructor shall be the paper setter and examiner. However, the Core courses comprising “**Dissertation and Viva-Voce** “ and “**Project Work and Viva-Voce**” respectively will be evaluated / examined by Board/s consisting of one external examiner and one internal examiner who shall be the Chairman of the Board. The Dissertation / Project Work and Viva-Voce shall equal weightage and would be judged separately. The remuneration for these courses would be at par with such courses been run in other Department of the University.
4. The duration of the End Semester Examination (ESE) of each course will be 3/2 Hours.

Format of New syllabus according to CBCS

1. In M.A. previous there will be two semesters. In each semesters there will be 6 written paper and Viva-Voce 100 Marks. I, II, III paper belong to core paper each paper consists 4 credit, IV paper is optional paper consist 3 credit, V paper belongs to skill development-2 credit, and VI paper belongs to foundation paper (university paper)-3 credits
2. In M.A final there will be two semesters 6 written paper and last semester (VII) a viva- voce examination carrying 100 marks . I, II, III paper belong to core paper, each semester consists 6 paper IV paper optional consists 3 credits, V paper belong to skill development 2 credit and VI paper belongs to foundation paper 3 credit
3. IV paper is optional paper belong 18 century novel/19 century novel/20th century novel/Indian novel.
4. V paper belongs to skill development forms of poetry forms of drama forms of novel.
5. VI paper belongs to foundation paper (university paper)-General English essay translation unseen passages.
6. Reference book-
 - Wren and Martin.

Semester - I

First Paper-Poetry

Duration-3Hours

M.M.:80

Syllabus

In M.A. (Previous) there will be two semesters. In each semester there will be six written papers, carrying 80 marks each, and in second semester a viva-voce examination carrying 80 marks will also be conducted.

Semester-I

First Paper

Chaucer to Shelley (Romantic-Age)

1. Chaucer - (134-1400), Prologue to the Canterbury tales.
2. Edmund Spenser (1552-90) Faerie Queene Book-I
3. Milton (1608-1674) Paradise Lost Book-I
4. Alexander Pope-(1688-1744
5. John Dryden-(1631-1700) Absalom and Achitophel) The Rape of the Lock
6. William Wordsworth (1770-1860) Tintern Abbey
7. Samuel Taylor Coleridge-(1772-1834) (a) kubla khan (b) Ancient Mariner
8. Percy Bysshe Shelley -(1792-1822) Adonais.

Note: Passages for explanation shall be set from the above mentioned Poets Chaucer, Spenser, Milton, John Dryden, Pope, Wordsworth, Coleridge and Shelley.

Pattern of Question paper

The paper will be divided into five units, Unit - I carrying 16 (Sixteen) marks, will consist of eight passages from the poets prescribed for detailed study and candidates will be asked to explain with reference to the context any four; In unit-II, III, IV and V there will be a question each on any two poets in the unit and candidates will be required to answer anyone. Each question will be carrying 16 (Sixteen) marks. The following Unit-wise division will be observed in setting questions.

Unit-II Chaucer and Spenser

Unit -III: Milton and John Dryden

Unit-IV: Pope and Wordsworth

Unit-V: Coleridge, Shelley, and development of English poetry during the period in the paper, themes, forms techniques and candidates will be asked to answer anyone.

a) Chaucer-Lectures

1. The Chaucerian context
2. Chaucer's Literary Development.
3. Chaucer's place in English poetry.
4. Some characteristic of Chaucer's poetry.
5. The story of the Canterbury Tales.

Chaucer the Prologue-Portrait Gallery.

Reading List

1. E. Legouis- Geoffrey Chaucer
2. G.K. Chesterton-Chaucer

Spenser-Lectures

1. From Chaucer to Spenser
2. Spenser's place in English poetry
3. The pastoral tradition and Spenser's poetry
4. Spenser's achievement in the Faerie queene
5. The Renaissance influence in Spenser's poetry
6. The tradition of allegory and the Faerie queene
7. The Spenserian stanza
8. Spenser's Diction
9. Spenser's Pictorial Art
10. The prescribed text

Milton-Lectures

1. The epic tradition in England?
2. Milton- The Man-His equipment and literary career Puritanism and Milton
3. The last of the Elizabethans: Milton's Hellenism

4. The art of Milton: His use of blank verse
5. Sublimity and Grand style
6. The character of Satan
7. The concept of moralist in Paradise Lost
8. The prescribed text

John Dryden-Lectures

1. The Rise of Classicism
2. Dryden as a satirist

Alexander Pope-Lectures

1. Pope as a satirist
2. The Rape of the Lock as a mock epic poem

William Wordsworth-Lectures

1. Influence shaping the Romantic Mind. The French Revolution, Spinoza, Rousseau, Godwin, Locke, Berkeley, The German Idealist.
2. Romanticism as Revival and Revolt.
3. Wordsworth and Neoclassicism Poetic Diction, Idea of poetic imagination.

Coleridge-Lectures

1. The shaping of Coleridge's mind: The influence of Plato, Spinoza, Boehme, Berkeley and the German Metaphysicians-Kant, Hegel.
2. Coleridge's poetry in the light of his theory of imagination.
3. The Image symbol conflict The Natural and the Supernatural, Ancient Mariner, Kubla Khan, Christabel.

P.B. Shelley- Lectures

1. Shelley and the Lyric genre.
2. Abstract theme of the poetry.

Semester - I
Paper-II (Drama)

Duration-3Hours

M.M.:80

Syllabus

Text Prescribed:

1. Sophocles- (D496-406BC) Antigone
2. Christopher Marlowe (1564-93) Doctor Faustus
3. William Shakespeare - (1564-1616) Hamlet
4. John Dryden - (1631-1700) All for Love.
5. William Congreve- (1670-1729) The Way of the World
6. George Bernard Shaw- (1856-1950) Saint Joan

Note: Passages for explanation with reference to context will be set from Antigone, Hamlet, All for Love, Saint Joan and The Way of the World.

Pattern of Question Paper:

The paper will be divided into five units. Unit I carrying 16 (Sixteen) marks, will consist of eight passages from the dramatist prescribed for detailed and candidates will be asked to explain with reference to the context any four. In unit II, III, IV and V there will be a questions each on any dramatist in the unit and candidates will be required to answer anyone Each question will be carrying 16 (Sixteen) marks. The following unit wise division will be observed in setting questions.

Unit-II: Sophocles, Doctor Faustus

Unit -III William Shakespeare

Unit -IV: All for Love and The Way of the World

Unit-V: Saint Joan and development of English drama during the period themes, types of drama and candidates will be asked to answer anyone.

Doctor Faustus - Lectures

1. Introduction of drama as from of peculiarities etc.
2. Tragedy- definition and brief history
3. Comedy- definition and brief history.
4. Sources, plot and structure of Dr. Faustus.
5. The Marlovian Hero

Reading List

1. A. C. ward: Dr. Faustus
2. J.B. Steave: Marlowe

Shakespeare: Hamlet- Lectures

1. Introduction of Shakespeare, emphasis on his tragedies
2. Plot and structure
3. Hamlet's melancholy, madness
4. The revenge play

Reading List

1. A.C. Bradley : Shakespearean Tragedy
2. A. Nicoll : Shakespearean Tragedy

Dryden- Lectures

1. Background to restoration drama
2. Plot and structure
3. Heroic tragedy

Reading List

1. George Saintbury : Dryden
2. Murray: Lecture's on Dryden

Congreve: The Way of the World Lectures

1. Introduction to Congreve
2. Plot and structure
3. Comedy and Manners
4. Wit and satire

Reading List

1. B Harris : Restoration Theatre
2. Dobree : Restoration comedy

G.B. Shaw- Saint Joan Lecturers

1. Introduction to the Theatre of Idea
2. Problem Pay
3. Historical Drama
4. Tragedy
5. Religious Drama

6. Plot and structure

7. Wit and Humour

Reading List

1. Louis Crompton : Shaw As the Dramatist

2. Eric Bentley : Bernard Shaw

Semester - I
Paper-III (Prose)

Duration-3Hours

M.M.:80

Syllabus

1. Bacon - (1661-1625): of truth (ii) of marriage and Single Life
2. John Milton - (1608-74) Areopagitica
3. Jonathan Swift - (1667-1719) Gulliver's Travels book IV
4. Joseph Addison - (1672-1719) and Richard, Steele (1672-1729) from the Coverley Papers the following Nos: 1,2,3,106
5. Charles Lamb : (1775-1854):
 - (i) The Old and the new School Master
 - (ii) My Relations

Note: Passages for explanation with reference to context will be set from Bacon.

1. Of Truth (ii) of Marriage and Single Life, Addison and Steele -Coverley Papers 1,2,3,106

Pattern of questions papers

The paper will be divided into five units, unit 1 carrying 16 (Sixteen) marks will consist of eight passages from the writer prescribed for detailed study and candidates will be required to answer anyone each question will be carrying 16 (Sixteen) marks. The Following unit wise division will be observed in setting questions.

Unit-II - Francis Bacon

Unit-III-John Milton

Unit-IV-Jonathan Swift, Addison and Steele.

Unit-V- Charles Lamb and development of English Prose during the period in the paper themes types of novels and candidates will be asked to answer anyone.

Bacon- Lectures

1. Bacon and the English essay.

John Milton - Lectures

1. The Majesty and Sublimity of Milton's prose.
2. The Age of classicism

3. Social Influence.

Reading List

1. Quiller Couch: The Art of writing
2. Douglas Bush : English Literature in the early 17th century
3. Allen Warner: A short guide to English prose style.

Charles Lamb- Lectures

1. Charles Lamb the Man
2. Charles Lamb and the English essay.

Reading List

1. Ainger : Charles Lamb
2. Walter Pater : Appreciation (Essay on Lamb)

Semster-I

credit-3

Paper-IV /optional paper

18th century novel

- **Jane Austen –(1775-1917) –Emma**
- Jonathan Swift- (1667-1745)-Guliver’s Travels

19th century novel

- James Joyce-(1862-1904) Portrait of artist as a young man
- D.H Lawrence –(1885-1930) Women in love

20th century novel

- M.k Gandhi (1969-1948) My experiment with truth
- J.L Nehru (1939-1964) The discovery of India

Indian English Novel

- R.k narayan (1906-2001) The English Teacher
- Anita Desai (1937- -) The fire on the mountain

Note: no passages will be given for explanation

Pattern of question paper:

The question paper will be divided in to five units. Unit

I,II,III,IV and V will consist of two question each on anyone novelist in the and candidates will be asked to answer anyone.

General lectures

- The art of the novel
- The rise of the novel
- Language of fiction
- Plot characters symbolism and narrative techniques
- The stream of consciousness

Reading list

- E.m foster: aspects of the novel
- Wall allen : The English novel
- W.Beach :the 20th century novel

Semester-I

credit -2

Paper-v

Syllabus

3T4 (A) Fouundation: Communicative English-I

Communication Skills-I

Course Objectives:

1. To improve the basic skills of reading, writing. Listening and speaking among students of any subject.
2. To prepare students to face interviews and group discussions.
3. To acquaint students with the contemporary, colloquial and idiomatic expressions in language.
4. To train them in practical letter writing and forms of business communication

Communication Skills-I

Unit I: Understanding Communication Skills

- i. What is communication, types of communication,
- ii. Media of communication, channels of communication

- iii. Barriers to effective communication.
- iv. Role of communication skills in society

Unit II: Understanding figurative language

- i. Idioms and phrases, making sentences with at least 50 contemporary idioms and phrases should be taught
- ii. Agreement of subject and verb, correct usage of prepositions.
- iii. Conditional sentences.
- iv. New terms from Management, Information Technology and social media should be taught.

Unit III: Letter writing:

- i. Resume writing and job application
- ii. Business letters (Orders, Inquiries, Sales letters, Complaints)
- iii. Memos and replies to memos.
- iv. Emails

Unit IV: Presentation Skills

- i. How to effectively organize thoughts, research and data collection for speech/presentation, the use of logic and sequence, central idea.
- ii. Oral presentation, diction, tone, clarity and body language.
- iii. Power point presentation
- iv. Time management and preparation, adaptation skills if changes occur.

Note: no passages will be set for explanation

Pattern of the question paper- The question paper will be divided in to five units.the unit I,II,III,IV and V will consist of two question each unit and candidates will be asked to answer anyone .

Recommended Books

Literary movements and forms—Dr. D.P trivedi

Semester-I

Paper—VI

Foundation paper (university paper)

credit –3

Syllabus

- **General English**
- **Essay writing**
- **Translation**
- **Unseen passage**

Note: no passages will be set for explanation

Pattern of the question paper

The question paper will be divided in to five units. Unit I,II,III,IV and V will consist of two question each unit and candidates will be asked to answer any one.

Recommended book

- **Wren and martin**
- **General English for competitive examination –A.P Bhardwaj**
- **Objective general English – S.P Bakshi**

Semester - II

Paper-I

Poetry

Duration-3Hours

M.M.:80

In Semester-II there will be six written papers each carrying 80 marks and a Viva Examination carrying 100 marks.

First Paper

1. John keats (1795-1821)
 - (a) Ode to Autumn
 - (b) Ode on a Grecianurn
2. Alfred Tennyson (1809-1892) Ulysses

3. Robert Browning (1812-1889) Andrea del sarto)
4. Mathew Arnold (1822-1888) The Scholar Gipsy
5. Gerard Manley Hopkins (1844-89) Pied Beauty
6. William Butler Yeats (1865-1939) Sailing to Byzantium
7. Thomas Sterns Eliot (1888-1965) The Wasteland
8. Robert Graves (1895-1985) -A Love Story

Note: Passages for explanation shall be set on all poets.

Pattern of Questions paper

The paper will be divided into five units. Unit-I carrying 16 (Sixteen) marks, will consist of eight passages from all the poets prescribed and candidates will be asked to explain with reference to the context any four, In Unit-II,III, IV and V there will be a question each on any two poets in the unit and candidates will be required to answer anyone. Each question will be carrying 16 (Sixteen) marks. The Following Unit wise division will be observed in setting questions.

Unit- II- John keats and Alfred Tennyson

Unit -III- Robert Browning and Mathew Arnold

Unit-IV- Hopkins and Yeats

Unit-V-Eliot, Robert Graves and development of English poetry during the period themes, forms and techniques and candidates will be asked to answer anyone.

(a) John keats-Lectures

1. keats and the other Romantics.
2. keats Letters, Negative capability, concept of beauty and sensuousness, other ideas on poetry.
3. The main poetic forms in the poetry of keats: Verse, sonnet and ode.

(b) Tennyson

1. Tennyson's response to the struggle of the age: conflict between desire to escape and sense of responsibility.
2. The part in Tennyson's poetry: search for the picturesque and heroic reflective spirit of Victorian age in heroic body of other ages: Ulysses.

3. Tennyson's elegiac lyricism: the pervasive mood of melancholy, songs from the prince.

Robert Browning Lectures

1. Browning influence on twentieth century literature: Henry James, Ezra Pound, T.S. E
2. Browning medievalism.
3. Browning's dramatic lyrics: use of personal concreteness.
4. Humour and vitality in Browning's Poetry.

Arnold Lectures

1. Arnold's imagery, diction, rhythm as a reflection of his sensibility.
2. Arnold as an elegiac poet.
3. Arnold's theory of poetry.

Hopkins-Lectures

1. Hopkins aesthetic self-consciousness. Scape and in stress, concern with language, craftsmanship: sprung rhythm, alliteration, Hopkins and 20th century.
2. Hopkins as a religious poet: poetry as hymn, beauty.

Yeats Lectures

1. Yeats Development: From poems of longing and complaints to poems of insight and knowledge, withering into reality.
2. Yeats and his poetry.
3. Yeats and Style

Elliot- Lectures

1. Eliot's European Tradition, Tradition as a way of life and tradition as a way of thought, Tradition in poetry and tradition in philosophy.
2. Eliot's Classicism.

Robert Graves

1. Theme of the poem.
2. Style
3. Critical appreciation

Semester - II

Paper-II

Drama

Duration-3Hours

M.M.:80

Text Prescribed:

1. Shakespeare- (1564-1616) Othello
2. William Shakespeare (1564-1616) king Lear
3. Thomas Stems Eliot - (1888-1965) The Family Reunion
4. Samuel Beckett - (1906) waiting for Godot
5. Galsworthy- (1867) Strife
6. Arthur Miller -(1915) The Death of a Salesman

Note: Passages for explanation with reference to context will be set only from William Shakespeare, Thomas Sterns Eliot, Galsworthy and Arthur Miller.

Pattern of question papers

The paper will be divided into five units. Units-I carrying 16 (Sixteen) marks, will consist of eight passages from the dramatist prescribed and candidates will be asked to explain with reference to the context any four - unit II,III,IV and V there will (question each on any tow questions in the unit and candidate will required to answer anyone. Each question carrying 16 (Sixteen) marks. The following unit wise division will be observed in setting question.

Unit-II- Shakespeare and Shakespeare

Unit-III- Thomas Stern Eliot

Unit-IV Samuel Beckett and Galsworthy

Unit- V - Arthur Miller William Shakespeare and development of English drama during the period themes, movements, kinds of drama and candidates will be asked to answer anyone.

Lectures:

1. Introduction to Drama as a form of Peculiarities etc.
2. Tragedy's definition and brief history.
3. Comedy Definition and history.

Reading List

1. Kitto: Form and meaning in drama
2. L.Lucas: Tragedy
3. A Nicoll: British Drama

Arthur Miller

- a. Themes
- b. Characters

Eliot-Lectures

- a. Theme of family reunion
- b. Forms
- c. Comedy
- d. Introduction to modern poetic drama
- e. Historical drama
- f. Social drama

Reading List

1. David E. Jones : The plays of T.S. Eliot

Beckett- Waiting for Godot- Lectures

- a. Background to modern drama
- b. European influence: Ibsen, Chekhov
- c. Modernism and its evolution: Naturalism, Realism and symbolism
- d. The war mind and its impact on European sensibility

Galsworthy- Lectures

- a. Theme of the play
- b. Social Drama

Kinglear- Lectures

- a. Introduction to Shakespeare, Emphasis on historical tragedies.
- b. plot and structure
- c. Shakespearean Tragedy
- d. The Revenge play

Reading List

1. A.C. Bradley Shakespearean Tragedy
2. A. Nicoll: Shakespearean Tragedy

Semester - II

Paper-III

Prose

Duration-3 Hours

M.M.:80

Syllabus

1. Thomas Carlyle- (1795-1881) The Hero as Poet.
2. John Stuart Mill - (1806-73) The Liberty
3. Jawahar Lal Nehru - () The Discovery of India-Non Detailed
4. George Bernard Shaw (1856-1950) Freedom
5. George will (1903-1950) shooting an Elephant.
6. The book of job from the authorized version of Bible,1611

Note: Passages for explanation will be set from- Thomas carlyle. John Suart Mill, George Bernard Shaw and George orwell.

Pattern of question Paper

The paper will be divided into five units. Unit I carrying 16 (Sixteen) marks, will consist of eight passages from the writer prescribed and candidates will be asked to explain with reference to the context any four. In unit II, III, IV and V there will questions each any writer in the unit and candidates will required to answer anyone. Each question carrying 16 (Sixteen) marks. The following unit-wise division will be observed in setting questions.

Unit-II- Thomas Carlyle and Jhon Stuart Mill.

Unit-III- Jawahar Lal Nehru.

Unit-IV-George Berard Shaw and George orwell.

Unit-V- Book of Job and the History of English prose the main trends movements, from and techniques, candidates will be required to answer anyone.

1. Carlyle-Lectures
 - (a) Carlyle's concept of History.
2. John Stuart mill-Lectures
 - (a) Mill's Prose style
 - (b) Themes

3. Jawahar Lal Nehru- Lectures

- (a) Themes
- (b) Style
- (c) Movements

4. George Bernard Shaw Lectures

- (a) Prose style
- (b) Concept of prose

5. George Orwell Lectures

- (a) Themes
- (b) Thought
- (c) Technique

6. The Book of Job-Lectures

- 1- Literary Characteristics
- 2- Religious influence

Reading List

Semester – II

credit-3

Paper-IV/optional paper

18th century novel

- Jane Austen () Sense and Sensibility
- Henry fielding() Tom Jones

19th century novel

- Jane Austen () Persuasion
- Charles Dickens() David Copperfield

20th century novel

- Virginia woolf () Mrs.Dalloway
- Anthony burgess () One hand claping

Indian English novel

- Mulk Raj Anand () Untouchable
- Shashi Deshpande () Roots and Shadows

Note: no passages given for explanation

Pattern of question paper : (as before)

Semester – II

credit- 2

Paper –V

Skill Development

Syllabus

3T4 (c) Core: English Language Teaching-I

UNIT- I:

Background Topics: Kothari Commission Report on English, Three language formula, English as a window on the world, English as a link language, Globalisation and English

Topics of detailed discussion: Status of English in India-role of education, employment and society-aims and objectives of English language teaching in India-challenges and opportunities in teaching English in India

UNIT-II:

Background Topics : Role of mother tongue in learning a second language, Factors affecting second language learning. Inter language, Error analysis, Role of drill in second language learning

Topics of detailed discussion: Major theories of language learning-key principles of Behaviourism; its advantages and limitations-language acquisition and language learning

UNIT-III:

Background Topics: Approach, method and technique, Michael West, Harold Palmer, Bilingual method in India, The problem of the ‘right’ method

Topics of detailed discussion : Grammar-translation method-Direct method-Structural approach-Communicative language teaching

UNIT-IV

Background Topics: Importance of feedback in assessment, Difference between testing and assessment, Reliability and validity, Advantages and limitations of objective tests, Using tests as a teaching tool

Topics of detailed discussion :Types of tests-characteristics of a good test-role of testing and assessment in teaching and learning English-various techniques of testing-challenges and issues in English language testing in Indian classrooms

Recommended Reading:

Diane Larsen-Freeman: Techniques and Principles in Language Teaching, OUP, (2004)

Jack Richards and Theodore Rodgers: Approaches and Methods in Language Teaching, (2002)

Joanne Collie and Stephen Slater: Literature in Language Classroom, CUP (2009)

M.L. Tickoo : Teaching and learning English-A Sourcebook for Teachers and Teacher-Trainers, Orient Longman (2003)

N. Krishnaswamy & Lalita Krishnaswamy: Methods of Teaching English, Macmillan (2006)

Penny Ur: A Course in Language Teaching: Practice and Theory, CUP (1991)

R.S. Gupta and K. Kapoor: English in India: Issues and Problems, Academic Foundation Delhi (1991)

V.Saraswathi : English Language Teaching: Principles and Practice, Orient Longman (2004)

Note :no passages will be set for explanation

Pattern of question paper

The question paper will be divided into five units.unitI,II,III,IV and V will consists of two question each unit and candidates will be asked to answer anyone

Recommended book

- Literary movements and forms Dr. D.P trivedi

Semeter—II

Paper VI

Foundation paper

credit-3

Syllabus

- **General English**
- **Essay writing**
- **Translation**

- **Unseen passages**

Note: no passages will be set for explanation

Pattern of the question paper :

the question paper will be divided in to five units. I,II,III,IV and V will consist of two question each unit and candidates will be asked to answer any one.

Recommended book

- Wren and martin
- General English for competitive exam –AP Bhardwaj
- S.P Bakshi –Objective English

Semester - III

Paper-I (English Literature and Society)

Syllabus -

Duration-3 Hours

M.M.:80

In M.A. (Final) there will be two semesters each semester there will be six written papers, every paper carrying 80 marks and last semester -a viva voce examination carrying 80 marks.

1. First paper, English Literature and Society. II Paper, Literary criticism
III paper, Indian Literature and IV paper, Nineteenth century fiction.

First Paper: - English Literature and Society.

Compulsory 80 marks

The aim of this course is to explore the interrelationship between literature and society in- English from the Renaissance to the present day to study how social, political, economic, intellectual, introduced new themes, modified old ones gave birth to or altered forms, styles and genre. The course will cover the following topics:

General Topics: Influence of social conditions on literature, responsibility of the writer to society the questions of commitment and freedom, the artists alienation in modern society, relation of literary language and culture of the people, the influence of mass media on literature the professional man of letters, literature and the universities, the influence of literature on society, literature and the reading of the masses.

Particular Topics:

- 1- The Renaissance and its impact on the English mind and humanism.
- 2- The rise of the English theatre, mysteries, miracles, moralities.
- 3- Reformation and Counter Reformation.
- 4- Elizabeth's England, Religion, society, Expanding Horizons.
- 5- The Elizabethan theatre.
- 6- Crosscurrents in the seventeenth century, Catholics and protestant. king and parliament, Rationalism and classicism.
- 7- Neoclassicism Empiricism, Natural sciences.

- 8- The Restoration and its impact on literature.
- 9- The Augustan age: The urban milieu, Deism, the rise of the reading public, Tory vs, wig, the rise of satire sentiment.
- 10- The French revolution and its impact on the English mind.
- 11- The Rise of romanticism, European influences Medievalism and the Gothic.

Pattern of the question paper:

Candidates will have to attempt five questions out eight, each question will carry 16 (Sixteen) marks. In all candidates will attempt five questions in this paper. All questions will carry equal marks.

Books Recommended:

1. A.C. Baugh: A literary History of England
2. E.M.W. Tillyard : Elizabethan World picture.
3. Herbert Grierson: Cross current in seventeenth century English literature.
4. Leslie Stephen: English Literature and Society in the Eighteenth century.
5. L.C. Knights: Drama and Society in the Age of Jonson.
6. Raymond Williams culture and society.
7. David Daiches: Literature and Society.
8. Edward said (Ed) Literature and society.
9. Women charactrs in the Novels of Shashi Desh Pande- Dr. Chhaya Malviya.

Semester - III
Paper-II (Literary Criticism)
(Compulsory)

Duration-3 Hours

M.M.:80

Semester-A Theory of Literary and Principal of criticism.

1. Nature and Function of Literature.
2. Changes in Literary Taste.
3. Literature and Psychology.
4. Forms and content in Literature.
5. Literary Genres and critical terms.

SECTION-B: History of criticism with special reference to Aristotle, Dryden, Johnson and William Wordsworth.

TEXTS PRESCRIBED

1. Aristotle: Poetics
2. Dryden : An Essay on Dramatic Poesy
3. Johnson: Preface to Shakespeare
4. Wordsworth: Preface to Lyrical Ballad.

PATTERN OF THE QUESTIONS PAPER: The paper will be divided into five units. In unit-I there will be asked to attempt anyone. In unit-II out of two questions on the theory of criticism, candidates will have to attempt anyone. Unit - III will consist of two questions on the critics from Aristotle and Dryden, candidates will be required to attempt any one. In unit-IV out of two questions on the entries from Johnson and Wordsworth, candidates will have to attempt anyone. Units-I, II, III, IV and V will carry 16 marks each units.

Note: Classical Literary Criticism. A penguin publication edited by T.S. Dirsh and English critical text an O.U.P.

Semester - III
Paper-III (Indian Literature)
(Compulsory)

Duration-3 Hours

M.M.:80

Texts Prescribed:

1. Toru Dutt (1856-1877): Ancient Legends and Ballads of Hindustan (1882)
2. Nissim Ezekiel (1924-2004): Poet, Love, Bird watcher
3. Kamla Das (1993-2009): The Invitation.
4. Mulk Raj Anand (1905-2004):
 - (a) Coolie (1936)
 - (b) Untouchable (1935)
5. Anita Desai : The fire on the Mountan (1977)
6. R.K. Narayan:
 - (a) The Guide
 - (b) The Bachelor of Arts.
7. M.K. Gandhi (1969-1948) : My Experiments with truth (1929)
8. Sri Auro bindo : (1872-1950) : Foundation of Indian culture
9. J.L. Nehru (1939-1964) : The Discovery of India (1946)
10. Shashi Desh Pandey : That Long Silence

PATTERN OF THE QUESTION PAPER

There will be no explain questions in this paper Candidates will have to attempt five questions out of ten question on each prescribed poets/poems, novelists, author/texts prescribed.

Some of the main trends, movements, theme, forms and techniques in Indian English, each question will carry 16 (Sixteen) marks

Semester – III

credit - 3

Paper IV/optional paper

18 century novel

- Henry fielding – (1707-54) Tom jones
- Jane austen – (1776-1917) Mansfield park

19 century novel

- Charles Dickens –(1812-70) Great expectations
- George Eliot –(1830-80) The mill on the floss

20th century novel

- Thomas hardy (1840-1928) Tess of the D'Urbervilles
- Henry James (1843-1916) The portrait of a lady

Indian novel

- Shashi deshpane (1938--) That long silence
- Mulk raj anand (1905-2004) Coolie

Note: no passages will be for explanation

The question paper will be divided into v units. Unit I,II,III,IV and V will consist to question each unit and candidates asked to answer anyone.

Reading list

- E. M foster – aspects of novel
- R.T.jones – Jane austen as domestic novelist
- T.S. Pearce – Life and works of Charles Dickens
- R.T. Jones – George Eliot
- H.c.duffin – Thomas Hardy
- Cargil – the novels of Henry James
- Dr.Chhaya Malviya –Women characters in the novels of Shashi Deshpande
- Ramji lal – Life and Works Mulk Raj Anand

Semester –III

credit -2

Paper – V

Skill development

Syllabus

**4T4 (A) Foundation: Communicative English-II
Communications Skills-II**

Unit I : Reading and Comprehension

- (a) How to improve reading skills; pronunciation; intonation; punctuation.
- (b) Syllables and Phonetic Transcription
- (c) Reading and comprehending: skimming the text, identifying unknown words and phrases; vocabulary.
- (d) Note making and identifying the key concepts in a passage.

Unit II: Technical/Business Writing:

- (a) Minutes writing
- (b) Report writing
- (c) The key concepts of technical writing
- (d) Jargon, technical and official language.

Unit III: Group Discussion:

- (a) Purpose of Group Discussion
- (b) Types of Group discussion
- (c) Brainstorming and preparation
- (d) Time Management, participation and moderation.

Unit IV: Interview Techniques:

- (a) Preparation, knowledge of job profile
- (b) Emotional attitudes, commitment, positive approach
- (c) Body language
- (d) Expectations and negotiations

Note :no passages will be set for explanation

Pattern of the question paper

The question paper will be divided into five units . unit I,II,III,IV and V will consist of two question each units and candidates will be asked to answer anyone.

Recommended books

Dr. D.P Trivedi –literary movements and forms

Semester –III

Paper—VI

Foundation paper (university paper)

credit—3

Syllabus

- **General English**
- **Essay writing**
- **Translation**
- **Unseen passages**

Note: no passages will be set for explanation

Pattern of the question paper

The question paper will be divided into five units. Unit I,II,III,IV and V will consist of two question each unit and candidates will be asked to answer any one .

Recommended books

- **Wren and martin**
- **General English for examination –A.P Bhardwaj**
- **Objective general English –S.P Bakshi**

Semester – IV

Paper-I

(Literature and Society)

Duration-3 Hours

M.M.:80

1. The Romantic Movement, Nature, Man Rise of Individualism in Literature.
2. The Industrial Revolution and its of fethodism.
3. Victorian society: flux and change industrialization capitalism, expansion of England's imperialism, science and technology spread of education and political reforms.
4. Victorianism, science and religious faith, doubt and compromise in Oxford movement.
5. The Pre-Raphaelite, the aesthetic movement
6. Drama: Decline and revival
7. Late 19th century Realism: Determinism, Naturalism, the Celtic Revival and poetic Drama.
8. World war land its aftermath, literature of World War I.
9. The Spanish civil war and English Literature.
10. Modernism and its manifestation.
11. Counter culture

Pattern of the question paper

Candidates will have to attempt five questions out of eight questions will -carry 16 (Sixteen) marks. In all candidates will attempt five questions in this paper. All questions well carry equal marks.

Books Recommended:

A.C. Baugh : A Literary History of England

EM.W. Tillyard: Elizabethan World Picture.

Herbert Grierson: Cross Current in seventeenth entry English Literature.

Leslie Stephen: English Literature and society in the Age of Johnson.

L.C. knights: Drama and society in the Age of Johnson.

Raymond Williams: Culture and society.

David Daiches: Literature and society.

Semester - IV
Paper- II
(Literary Criticism)

Duration-3 Hours

M.M.:80

Section: A- Theory of Literature and principles of criticism

- 1- Meaning scope and function of literature.
- 2- Literature and science
- 3- Meaning and function of criticism
- 4- Types of criticism (New Criticism Deconstruction, Reader Response Criticism, Post-Colonial theory)

Section: B History of Criticism with special reference of Coleridge, Arnold, T.S. Eliot and F.R. Leavis.

Texts Prescribed

1. Coleridge: Chapter XIVpXVII and XVIII from Biography Literaria
2. Arnold : The study of poetry
3. T.S. Eliot : Tradition and the Individuals, Talent and the Metaphysical poets.
4. F.R. Leavis: Keats.

Pattern of the question paper: -The paper will be divided into five units. In Unit-I there will be two questions on the theory of literature and candidates will be asked to attempt anyone. In Unit-II out of two questions on the theory of criticism, candidates will have to attempt anyone. Unit-III will consist of two questions on the critics from Coleridge and Arnold candidate will be required to attempt anyone. In unit IV out of two questions on the critics from T.S. Eliot and F.R. Leavis, candidates will have to attempt anyone. In Unit-V candidates will be asked to write critical appreciation to two unseen verse passages, candidates will have to attempt anyone. Each question will carry 16 (Sixteen) marks each.

Semester - IV
Paper- III
(American Literature)

Duration-3 Hours

M.M.:80

Texts Prescribed:

- 1- Walt Whitman (1819-1892):
 - (a) Song of Myself
 - (b) Passage of India.
- 2- Robert Frost: (1874-1963):
 - (a) The Death of the lived Man
 - (b) Stopping by woods on a snowy evening.
- 3- Emily Dickinson (1830-1886):
 - (a) Success is counted sweetest.
 - (b) Faith is a fine invention.
- 4- Eugene O'Neill (1885-1953): The Hairy Ape
- 5- Wallace Stevens (1879-1955)
 - (a) The Emperor of ice-cream.
 - (b) Sunday Morning.

Pattern of the question paper:

Passage for explanation will be set only from the prescribed poem/plays of Walt Whitman, Robert Frost, Wallace Stevens, Eugene O'Neill and Emily Dickinson.

The questions will be divided into five units. Candidates will be required to attempt five questions in all. Unit I is compulsory carrying 16 marks, will consist of from poets prescribed for detailed study and candidate will be asked to explain with reference to the context any four in unit II, III, IV and there will be a question each on any two poets in the unit and candidates will be required to answer any one.

Semeter –IV

credit-3

Paper-IV /optional paper

18th century novel

- Oliver goldsmith () the vicar of goldsmith
- Samuel Richardson () Pemala or virtue rewarded

19th century novel

- Emily bronte() wuthering heights
- William Make Thackrey () Vanity Fair

20th century novel

- Virginia woolf () To the light house
- Antony Burgess () Doctor is sick

Indian English novel

- R.k Narayan () Swami aur uske dost
- Shashi deshpande () The dark holds no terror

Note :no passages will be given for explanation

Pattern of the question paper

The question paper will be divided into five units. Unit I,II,III,IV and V will consists of two question each on anyone novelist in the unit and candidates will be asked to answer anyone.

Semester—IV

credit--2

Paper – V

Skill development

4T4 (c) Core: English Language Teaching-II

UNIT-I:

Background Topics : Difference between written and spoken English, Guided versus free composition, Issues in teaching English pronunciation, Accuracy and fluency, Skimming and scanning

Topics of detailed discussion:

Teaching of listening-teaching of speaking-teaching of reading-teaching of writing

UNIT-II:

Background Topics: Lewis's lexical approach, advantages and limitations of teaching grammar formally, User's, teacher's and linguist's grammar, Role of dictionaries in learning a language, Note taking and note making

Topics of detailed discussion:

Teaching of grammar-teaching of vocabulary-teaching of study skills

UNIT- III:

Background Topics: Aims of teaching literature in English classrooms, Role of culture in studying literature, Difference between teaching language and teaching literature, Problems of teaching English literature in Indian classrooms, Testing literary skills

Topics of detailed discussion:

Teaching of prose-teaching of poetry- teaching of drama

UNIT-IV:

Background Topics: Role of the internet in language teaching, Virtual classrooms and virtual learning, Advantages and limitations of computers in language teaching, Use of multimedia in teaching English, Challenges in using technology in Indian classrooms

Topics of detailed discussion:

Lesson planning-traditional teaching aids and tools (blackboard, charts, models, overhead projectors,)- modern teaching aids and tools (computers, language labs, interactive electronic boards, etc) -role of ICT in language learning and teaching.

Recommended Reading:

Diane Larsen-Freeman: Techniques and Principles in Language Teaching, Oxford University Press (2004)

Jack Richards and Theodore Rodgers: Approaches and Methods in Language Teaching, (2002)

Joanne Collie and Stephen Slater: Literature in the Language Classroom, CUP (2009)

Penny Ur: A Course in Language Teaching: Practice and Theory, CUP (1991)

R.S. Gupta and K. Kapoor: English in India: Issues and Problems, Academic Foundation Delhi (1991)

Note: no passages will be set for explanation

Pattern of the question paper:

The question paper will be divided in five units. Unit I, II, III, IV and V will consist of two questions each unit and candidates will be asked to answer any one.

Recommended book

Literary forms and movements –Maya dwivedi

Semester –IV

Paper –VI

Foundation paper

credit—3

- **General English**
- **Essay writing**
- **Translation**
- **Unseen passages**

Note : no passages will be given for explanation

Pattern of the question

The question paper divided into five units. unit I, II, III, IV and V will consist of two question each unit and candidates will be asked to answer any one.

Recommended Books

- **General English –Wren and Martin**
- **General English for competitive exams—A.P Bhardwaj**
- **Objective General English –S.P Bakshi**

Semester – IV

Paper –VII

Viva –Voce

The candidates should present themselves before the interview(Viva-Voce) along with term paper written in handwriting or neatly typed in about 1500 words prepared under the supervision of an assigned teacher of the department.

The topic of the assignment paper should be confined to the prescribed authors/texts and be such which gives some scope for original thinking to the candidates. Viva –Voce examination carries 100 marks.

Dr.Chhaya Malviya

H.O.D & former Dean of Arts