



Rayat Shikshan Sanstha's
R. B. Narayanrao Borawake College, Shrirampur
(Autonomous)

(Affiliated to Savitribai Phule Pune University, Pune)

Department of English

FYPG English Syllabus as per NEP-2020

Implemented

From

Academic Year: 2023-24

Course Structure of F.Y.P.G. English (Semester-I and II)

Year	Semester	Course Type	Course Code	Course Title	Remark	Credit	No. of Theory/ Practical to be conducted		
1	I	Mandatory	EN-MJ-511T	Advanced Studies in English Language	Theory	04	60		
			EN-MJ-512T	Literary Criticism and Theory	Theory	04	60		
			EN-MJ-513T	English Literature from 1550 to 1798	Theory	04	60		
			EN-MJ-514T	English Literature from 1798 to the Present	Theory	02	30		
		Elective	EN-ME-515T	Translation Studies	Theory	04	60		
			EN-ME-516T	Introduction to Literary Forms	Theory	04	60		
		RM	EN-RM- 517T	Research Methodology	Theory	04	60		
		II		Mandatory	EN-MJ-521T	Advanced Studies in English Language	Theory	04	60
					EN-MJ-522T	Literary Criticism and Theory	Theory	04	60
					EN-MJ-523T	English Literature from 1550 to 1798	Theory	04	60
EN-MJ-524T	English Literature from 1798 to the Present				Theory	02	30		
Elective	EN-ME-525T			Writing for the Media	Theory	04	60		
	EN-ME-526T			Creative and Technical Writing	Theory	04	60		
OJT	EN-OJT-527			On-the-Job- Training	Theory	04	60		

M.A. - I (English)

Syllabus for Semester- I

Course Structure

Year	Semester	Course Type	Course Code	Course Title	Remark	Credit	No. of Theory/ Practical to be conducted
1	I	Mandatory	EN-MJ-511T	Advanced Studies in English Language	Theory	04	60
			EN-MJ-512T	Literary Criticism and Theory	Theory	04	60
			EN-MJ-513T	English Literature from 1550 to 1798	Theory	04	60
			EN-MJ-514T	English Literature from 1798 to the Present	Theory	02	30
		Elective	EN-ME-515T	Translation Studies	Theory	04	60
			EN-ME-516T	Introduction to Literary Forms	Theory	04	60
		RM	EN-RM-517T	Research Methodology	Theory	04	60

MAJOR MANDATORY COURSE (Major)**ADVANCED STUDIES IN ENGLISH LANGUAGE**

Course Code and Title	Credits	Credit distribution of the course	
		Theory	Practical
EN-MJ- 511T Advanced Studies in English Language	04	04	---

- LEARNING OBJECTIVES:**

The contents of this course are designed with the following learning objectives:

1. To introduce students to the basic tools essential for a systematic study of language
2. To acquaint students with the basic concepts and issues in linguistics
3. To introduce them to various sub-disciplines of linguistics
4. To initiate them into some of the theoretical assumptions underlying language and to enable them to apply the acquired linguistic skills in real life situations
5. To introduce learners to the syntactic features of the English language
6. To help them shake off some of the regional features of English pronunciation
7. To enable them to use English with confidence and with a better understanding of its appropriate social applications..

- LEARNING OUTCOMES:**

After the completion of this course, the student can be expected to:

1. Understand how linguistic concepts can be applied to the study of literature
2. Familiarize with the tools of language that may be used in translation, textual analysis, etc.
3. Understand the correlation between the evolution of linguistic theory and the corresponding developments in the field of language learning

- COURSE CONTENTS:**

Unit – 1: Introduction to Linguistics and Advanced Theories/ Concepts of Language
[15 Hours]

- A. Introduction: What is Linguistics? Major branches of Linguistics (Psycholinguistics, Sociolinguistics, Computational linguistics, Historical linguistics), Linguistics in the 20th century: A short history

B. Ferdinand de Saussure's Structuralist View of Grammar:

- i. Synchronic and Diachronic Studies
- ii. Langue and Parole
- iii. Syntagmatic and Paradigmatic Relations

C. Leonard Bloomfield : IC Analysis

D. Chomsky's Theory of Transformational Generative Grammar

- i. Language acquisition: The Cognitivist approach
- ii. Competence and Performance
- iii. The Concepts of Kernel and Non- Kernel Sentences (that is Deep and Surface Structure]

Unit - 2: Phonology

[15 Hours]

1. Introduction to Phonetics and Phonology
2. The Phonemes of English: Description and Classification
3. The Syllable: Structure and Types, Syllabic Consonants
4. Types of Stress: Word stress, Sentence stress and Grammatical stress
5. Intonation Patterns /Uses of Tones, Grammatical, Attitudinal and Accentual functions of Intonation

Unit - 3: Morphology

[15 Hours]

1. Structure of words: The concepts of Morpheme and Allomorph
2. Types of Morpheme (free, bound, prefixes, suffixes: class changing, class-maintaining, inflectional, derivational), General Principles of Lexicography.
3. Some word formation processes: Reduplication, Clipping and Blending
4. Morphophonemic Changes, Phonological and Morphological Conditioning
5. Problems of Morphological Analysis

Unit- 4: SYNTAX

[15 Hours]

1. Sentences and their Parts
2. Words
3. Phrases
4. Clauses

• **READING LIST:**

1. Akmajian, et al. (1995), Linguistics: An Introduction to Language and Communication. Prentice Hall of India: New Delhi.
2. Bansal, R. K. and J. B. Harrison. Spoken English for India: A Manual of Speech and Phonetics. New Delhi : Orient Longman,1972. 4th ed. 2000.

3. Leech, Geoffrey, Margaret Deuchar, Robert Hoogenraad. English Grammar for Today: A New Introduction 2nd ed. Palgrave, 2005.
4. Levinson, S. C. Pragmatics, Cambridge: CUP, 1983.
5. Quirk, R, & S. Greenbaum. A University Grammar of English London: Longman, 1973.
6. Thakur, Damodar. Linguistics Simplified : Syntax. Bharati Bhawan : Patna, 1998.
7. Verma and Krishnaswamy. Modern Linguistics: An Introduction. Oxford: OUP, 1989.
8. Yule, George Pragmatics, Oxford : OUP, 1996.
9. Yule, George. The Study of Language (4th edition). Cambridge University Press, 2010.
10. Chomsky, Noam. Aspects of the Theory of Syntax, Cambridge, Mass: MIT, 1965.
11. Crystal, David. The Cambridge Encyclopaedia of the English Language, CUP, 1969.
12. Crystal, David. A Dictionary of Linguistics and Phonetics. Cambridge: Blackwell, 1980 rpt. 2008.
13. Crystal, David. Language Death. Cambridge: Cambridge University Press, 2000.
14. Hudson, R. A. Sociolinguistics. Cambridge: CUP, 2003.
15. Laver, John. Principles of Phonetics. CUP, 1994.
16. Mohan, Krishna and Banerjee Meera. Developing Communication Skills. Madras: Macmillan, 1990.
17. Palmer, Frank. Semantics, Cambridge : CUP, 1982.
18. Prasad, Tarni. A Course in Linguistics. New Delhi: Prentice Hall of India, 2008.
19. Saeed, John. Semantics. Oxford: Blackwell, 1997.
20. Saussure, Ferdinand De. A Course in General Linguistics (with introduction by Jonathan Culler), Fontana: Collins, 1974.
21. Trudgill, Peter. Sociolinguistics: An Introduction to Language and Society. Rev. edn. Penguin, 1983.
22. Valin, Robert. An Introduction to Syntax. CUP, 2001.

MAJOR MANDATORY COURSE (Major)
LITERARY CRITICISM AND THEORY

Course Code and Title	Credits	Credit distribution of the course	
		Theory	Practical
EN-MJ-512T Literary Criticism and Theory	04	04	---

• **LEARNING OBJECTIVES:**

The contents of this course are designed with the following learning objectives:

1. To introduce the nature, function and relevance of literary criticism and theory
2. To introduce the important critical approaches and its tenets
3. To deal with highly intellectual and radical content to develop the logical thinking and analytical ability
4. To develop sensibility and competence for the practical application of critical approach to literary texts

• **LEARNING OUTCOMES:**

After the completion of this course, the student can be expected to:

1. Interpret literature by applying critical approaches
2. Analyze independently prose passages and poems
3. Compare and contrast different critical theories
4. Expand the theoretical perspective while appreciating the work of art

• **COURSE CONTENTS:**

Unit 1 - Classical Criticism

[15 Hours]

1. Aristotle - Poetics (Chapter 6 to 10)
2. The Theory of Rasa - S. N. Dasgupta (from Indian Aesthetics: An Introduction, ed. by V. S. Seturaman, Macmillan, 1992)

Unit 2 - Neoclassical Criticism

[15 Hours]

1. Aphra Behn - Preface to the Lucky Chance
 2. Samuel Johnson - Preface to Shakespeare
- (Both texts from The Norton's Anthology of Theory & Criticism)

Unit 3 – Romanticism and Victorian Criticism**[15 Hours]**

1. S. T. Coleridge - Biographia Literaria (Chapter 13 & 14)
2. William Wordsworth - Preface to Lyrical Ballads
3. Mary Wollstonecraft - Vindication of the Rights of Women (Chapter II)
(Both texts from The Norton's Anthology of Theory & Criticism)

Unit 4 -Modernism and New Criticism**[15 Hours]**

1. T. S. Eliot - Tradition and the Individual Talent
2. Cleanth Brooks - The Language of Paradox

• Reading List:

1. Adams, Hazard, ed. Critical Theory Since Plato. 2nd ed. Fort-Worth: Harcourt Brace Jovanovich, 1992
2. Ashcroft, B., Griffiths, G. and Tiffin H. The Empire Writes Back: Theory and Practice in Postcolonial Literatures. London: Routledge. 2nd Edition, 2002
3. Beckson, Karl, ed. Great Theories in Literary Criticism. New York: Noonday, 1963
4. Bennett Andrew and Royle Nicholas. Introduction to Literature, Criticism and Theory Pearson-Longman. IIIrd edition, 2004
5. Bloom, Harold, ed. The Art of The Critic: Literary Theory and Criticism from the Greek to the Present. Vol. I, Classical and Medieval. New York: Chelsea House, 1985
6. Bloom, Harold. ed. The Art of The Critic: Literary Theory and Criticism from the Greek to the Present. Vol. 5, Early Romantics. New York: Chelsea House, 1988
7. Charles E. Bressler. Literary Criticism: An Introduction to Theory and Practice. 5th Edition, Pearson, 2011
8. Coyle, Martin, Peter Garside, Malcolm Kelsall and John Peck, eds. Encyclopedia of Literature and Criticism. London and New York: Routledge, 1990
9. Cuddon, J.A., ed. The Penguin Dictionary of Literary Terms and Literary Theory Harmondsworth: Penguin, 1992
10. Culler, Jonathan. On Deconstruction: Theory and Criticism after Structuralism. London: Methuen. 1983
11. Eagleton, Terry. Literary Theory: An Introduction. 2nd edn. Oxford: Basil Blackwell 1996
12. Gray, Martin. A Dictionary of Literary Terms. 2nd edn. Harlow, Essex and Beirut: Longman, York Press, 1992

13. Irena R., ed. Encyclopaedia of Contemporary Literary Theory: Approaches, Scholars, Terms. Toronto: University of Toronto Press, 1993
14. Kulkarni Anand and Chaskar Ashok. Introduction to Literary Theory and Criticism. Orient, Blackswan, 2013
15. Mure William: Critical History: Language and Literature of the Ancient Greece. London: Longman.1850
16. Murray Penelope & Dorsch T. S. (trans.) Classical Literary Criticism. Penguin Books, 2004 edition.
17. Newton, K. M., ed. Twentieth-Century Literary Theory: A Reader. New York: St. Martin's, 1997
18. Seturaman V. S. (ed.) Indian Aesthetics: An Introduction. Macmillan, 1992
19. Susan Sontag. Against Interpretation. Farrar, Struas and Giroux, 1966
20. Wellek, Rene and Austin Warren. Theory of Literature.3rd ed. New York: Harcourt, 1962
21. Wolfreys, Julian, ed. The Edinburgh Encyclopedia of Modern Criticism and Theory Edinburgh: Edinburgh University Press, 2002

MAJOR MANDATORY COURSE (Major)
ENGLISH LITERATURE FROM 1550 TO 1798

Course Code and Title	Credits	Credit distribution of the course	
		Theory	Practical
EN-MJ- 513T English Literature from 1550 to 1798	04	04	---

• **LEARNING OBJECTIVES:**

The contents of this course are designed with the following learning objectives:

1. To introduce students to the major movements and figures of English Literature through a study of selected literary texts/pieces published during the period prescribed for study.
2. To enhance learners' literary sensibility and their emotional response to literary texts and to help them understand the thematic and stylistic preoccupations of the writers prescribed for study.
3. To enable them to critically examine the writers' thematic concerns and to point out the (in) significance of such concerns in the postcolonial context.
4. To help them recognize the distinctive ways in which the writers differed, in their ideological positions, from their counterparts belonging to different ages.
5. To provide learners some basic information about England's political, social and cultural developments during the period prescribed for study.
6. To enable them to critically assess the 'universal' values that writers tend to project in their writings.

• **LEARNING OUTCOMES:**

After the completion of this course, the student can be expected to:

1. Analyze selected masterpieces of English literature from the literary canon.
2. Empower themselves to evaluate text independently
3. Critically appreciate English poetry and its relevance to various ideologies

• **COURSE CONTENTS:**

Unit 1 Elizabethan Poetry

[20 Hours]

1. Sir Philip Sidney: The following lyric from *Astrophel and Stella*:

- 1) 'Come Sleep! O Sleep,
- 2) The Certain Knot of Peace'
3. Edmund Spenser: The following poem from *Amoretti*– LXVIII – “Most Glorious Lord of Life”
4. Sir Walter Raleigh: “The Lie”
5. Robert Herrick: “Delight in Disorder”

Unit 2 Metaphysical Poetry**[20 Hours]**

1. John Donne: i) “The Sun Rising” ii) “Batter my heart, three-person'd God”
2. Andrew Marvell: The Fair Singer
3. George Herbert: Death”
4. Edmund Waller: “Go, lovely Rose”

Unit 3 Fiction**[10 Hours]**

Daniel Defoe: Robison Crusoe

Unit 4 Play**[10 hours]**

William Shakespeare: Hamlet

• Reading List:

1. Ashok, Padmaja. The Social History of England. Hyderabad: Orient Blackswan, 2011 (rpt. 2018).
2. Ashok, Padmaja. A Companion to Literary Forms. Hyderabad: Orient Blackswan, 2015.
3. Borgohain, Pradipta. Victorian Literature. Hyderabad: Orient Blackswan, 2017.
4. Bowra, Maurice. The Romantic Imagination. OUP, 1950.
5. Bradbury, Malcolm and Ronald Carter. The Routledge History of Literature in English: Britain and Ireland. London: Routledge, 2001.
6. Brooks, Cleanth and Robert Penn Warren. Understanding Poetry. New York: Henry Holt and Co., 1944.
7. Chowdhury, Aditi, and Rita Goswami. A History of English Literature: Traversing the Centuries. Hyderabad: Orient Blackswan, 2014.
8. Elsom, John. Post-war British Theatre. London: Routledge & Kegan, 1979.
9. Esslin, Martin. The Theater of the Absurd. Garden City, New York: Anchor Books, Doubleday and Company, Inc., 1961.
10. Frey, James E. Romantic and Victorian Writers. New York, 1963.
11. Hough, G. The Romantic Poets. London: Hutchinson & Co Ltd, 1953.

12. Howarth, P. *British Poetry in the Age of Modernism*. New York: Cambridge University Press, 2005.
13. Innes, Christopher. *Modern British Drama: 1890-1990*. Cambridge: CUP, 1992.
14. Lumley, F. *Trends in Twentieth-Century Drama*. London: Barrie & Roekliff, 1967.
15. Mukherjee, Sipra. *Modern English Literature 1890-1960*. Hyderabad: Orient Blackswan, 2016.
16. Nayar, Pramod. *A Short History of English Literature*. New Delhi: CUP India, 2009.

MAJOR MANDATORY COURSE (Major)
ENGLISH LITERATURE FROM 1798 TO THE PRESENT

Course Code and Title	Credits	Credit distribution of the course	
		Theory	Practical
EN-MJ-514T English Literature from 1798 to the Present	02	02	---

• **LEARNING OBJECTIVES:**

The contents of this course are designed with the following learning objectives:

1. To introduce students to the major movements and figures of English Literature through a study of selected literary texts/pieces published during the period prescribed for study.
2. To enhance learners' literary sensibility and their emotional response to literary texts and to help them understand the thematic and stylistic preoccupations of the writers prescribed for study.
3. To enable them to critically examine the writers' thematic concerns and to point out the (in) significance of such concerns in the postcolonial context.
4. To help them recognize the distinctive ways in which the writers differed, in their ideological positions, from their counterparts belonging to different ages.
5. To provide learners some basic information about England's political, social and cultural developments during the period prescribed for study.
6. To enable them to critically assess the 'universal' values that writers tend to project in their writings.

• **LEARNING OUTCOMES:**

After the completion of this course, the student can be expected to:

1. Help the students undertake research in comparative literature
2. Acquaint themselves with diction and style of different genres in English Literature
3. Understand the creative process of poetry writing

• COURSE CONTENTS:**Unit 1 - Romantic Poetry [20 Hours]**

1. **S. T. Coleridge:** Kubla Khan O, A Vision in a Dream, Fragment
2. **P. B. Shelly:** England in 1819
3. **John Keats :** Ode on a Grecian Urn

• Unit 2 - Fiction [10 Hours]

Jane Austen – Pride and Prejudice

• Reading List:

1. Ashok Barth, J. Robert. The Symbolic Imagination. New York: Fordham, 2001.
2. Beer, J. B., ed. Poems by Samuel Taylor Coleridge. New York: Alfred A. Knopf, 1991.
3. Beer, J. Coleridge's Poetic Intelligence. London: Macmillan, 1977.
4. Engell, James. The Creative Imagination. Cambridge: Harvard, 1981.
5. Hill, J. S. A Coleridge Companion. London: Macmillan, 1983.
6. Watson, George. Coleridge the Poet. London: Routledge and Kegan Paul, 1966
7. Angela, L. Shelley and the Sublime: An Interpretation of the Major Poems. London: Cambridge University Press, 1987.
8. Dowden, Edward. The Life of Percy Bysshe Shelley. London: Kegan, Paul, Trench, Trubner and Company, 1932.
9. Bate, Walter Jackson. John Keats. New York: Oxford University Press, 1966.
10. Colvin, Sidney. John Keats: His Life and Poetry, His Friends Critics and After-Fame. London: Macmillan, 1917.
11. Coote, Stephen. John Keats: A Life. London: Hodder and Stoughton, 1995.
12. D'Avanzo, Mario. L. Keats's Metaphors for the Poetic Imagination. Durham, NC: Duke University Press, 1967.
13. De Almeida, Hermione. Critical Essays on John Keats. Boston: G. K. Hall, 1990.
14. Kerner, David. "The Problem of Evil in the 'Ode on a Grecian Urn'".
15. Bloom Harold. "Introduction" in Jane Austen's Persuasion. Philadelphia: Chelsea House, 2004.
16. Brown, Julia Prewitt. Jane Austen's Novels: Social Change and Literary Form. Cambridge,

Web Sources

1. [<https://www.poetryfoundation.org/poems/45118/england-in-1819>]
2. John Keats "Ode on a Grecian Urn"; "On First Looking into Chapman's Homer"

3. [<https://www.poetryfoundation.org/poems/44477/ode-on-a-grecian-urn>]
4. [<https://www.poetryfoundation.org/poems/44481/on-first-looking-into-chapmans-homer>]
5. Felicia Hemans “The Bird's Release”
6. <https://www.poemhunter.com/poem/the-bird-s-release/>
7. Mary Shelley Frankenstein [Any standard edition]
8. Jane Austen Persuasion [Any standard edition]

MAJOR ELECTIVE (ME)**TRANSLATION STUDIES**

Course Code and Title	Credits	Credit distribution of the course	
		Theory	Practical
EN-ME- 515T Translation Studies	04	04	---

- LEARNING OBJECTIVES:**

The contents of this course are designed with the following learning objectives:

1. To understand the nature and meaning of the translation through various theories of translation
2. To understand the concept of translation through practical work
3. To learn the concepts-transliteration, source language and the target language, etc.
4. To familiarize students with the issues of translation theory and practice.

- LEARNING OUTCOMES:**

After the completion of this course, the student can be expected to:

1. Practice the translation through various theories of translation
2. Use the theoretical knowledge of translation to complete the demands of practical work of translation
3. Familiarize with issues in translation theory and practice

- COURSE CONTENTS:**

Unit 1 - Introduction to Translation [15 Hours]

1. Study of the background of translation
2. Meaning and Nature of Translation

Unit 2 - Types, Process and Practical Work [15 Hours]

1. The types and process of the translation – Jakobson, Roman – On Linguistic Aspects of Translation, The Translation Studies Reader
2. Practical work – Literary and non – literary translation

Unit 3 – Theories of Translation [15 Hours]

1. Concepts and process of the translation - Steiner George – The Hermeneutic Motion, After Babel Aspects of language and translation and The Translation Studies Reader

2. Concepts and process of the translation - Catford J. C. – A Linguistic Theory of Translation, An Essay in Applied Linguistics

Unit 4 - Theories and Practical Work of Translation**[15 Hours]**

1. Concepts and process of the translation - Nida, Eugene – Principles of Correspondence. The Translation Studies Reader. Ed. Venuti Lawrence
2. Practical work – Literary and non – literary translations.

• Reading List:

1. Albert, Edward. History of English Literature. New York: Oxford University Press
2. Carter, R. John, M. The Routledge History of Literature in English Britain and Ireland. 2nd ed. London and New York: Routledge Taylor and Francis Group, 2001.
3. Catford, J. C. A Linguistic Theory of Translation. An Essay in Applied Linguistics, 5th impression. Oxford: Oxford University Press, 1978.
4. Jakobson, Roman. “On Linguistic Aspects of Translation.” The Translation Studies Reader. Ed. Venuti Lawrence. London and New York: Routledge, 2000.
5. Nida Eugene. Principles of Correspondence. The Translation Studies Reader. Ed. Venuti Lawrence. London and New York: Routledge, 2000.
6. Steiner, George. “The Hermeneutic Motion”. The Translation Studies Reader. London and New York: Routledge Taylor and francis Group, 2000.

MAJOR ELECTIVE (ME)
INTRODUCTION TO LITERARY FORMS

Course Code and Title	Credits	Credit distribution of the course	
		Theory	Practical
EN - ME- 516T Introduction to Literary Forms	04	04	---

• **LEARNING OBJECTIVES:**

The contents of this course are designed with the following learning objectives:

1. To introduce students to the basics of novel and short story as literary forms
2. To expose students to the historical development and nature of novel
3. To make students aware of different types and aspects of novel
4. To introduce drama as a major form of literature
5. To acquaint and familiarize the students with the elements and the types of Drama
6. To develop interest among the students to appreciate and analyze drama independently
7. To enhance students' awareness in the aesthetics of poetry and to empower them to read, appreciate and critically evaluate poetry independently.

• **LEARNING OUTCOMES:**

After the completion of this course, the student can be expected to:

1. Familiarize with the elements of short story
2. Familiarize with the elements and the types of novel, drama and poetry
3. Critically evaluate poetry independently
4. Appreciate and analyze drama independently

• **COURSE CONTENTS:**

Unit – 1: Poetry

[15 Hours]

1. Meaning and Definition of Poetry
2. Significant development in the art of poetry during major periods
3. Elements of Poetry: Rhythm, Meter, Stanza Forms, etc.
4. Figures of Speech, Symbols, Simile, Metaphor, Personification and other Poetic Devices like Repetition, etc
5. Types of Poetry: Elegy, Sonnet, Dramatic Monologue, Lyric, Ode, Ballad

Unit – 2: Drama**[15 Hours]**

1. Drama, the Literary Form
2. Drama, the Performing Art Form
3. Elements of Drama:
 - 1) Literary Elements: Theme, Plot, Characters, Conflict, Setting etc.
 - 2) Theatrical Elements: (Stage directions, Music, Costumes, Makeup etc.
4. Types of Drama: Tragedy, Comedy, Tragicomedy, Absurd drama, etc.
5. An Introduction to Minor Forms of Drama: (For example One-act-play, Skit, Street play, A Short Radio Play, Pantomime etc.)

Unit – 3: Novel**[15 Hours]**

1. Definition, Meaning and a brief history of novel as a literary form
2. Elements of Novel: Theme, Characters, Plot, Dialogue, setting, etc
3. Types of Novels: epistolary, picaresque, historical, regional, etc.
4. In addition to this, other literary terms related to novel be considered for background study

Unit – 4: Minor Forms of English Literature**[15 Hours]**

1. **Short Story**
Definition, meaning and nature of short story
Elements of Short Story
2. **Diary**
Features and elements of Diary writing
3. **One – act – play**
Characteristics and elements of one-act-play
4. **Essay**
Characteristics and Elements of Essay

• Reading List:

1. Abrams M. H. A Glossary of Literary Terms. Madras: Macmillan India Press, 1957.
2. Berthold M. The History of World Theatre. New York: Continuum, 1999.
3. Craig E. G. On the Art of the Theatre. London: William Heinemann Ltd, 1911.
4. E. M. Forster, Aspects of the Novel, Harcourt, Inc. 1955.
5. Jagdale U. S. Communication in Drama: A Pragmatic Approach, 2014.
6. Lennard John, The Poetry Handbook: A Guide to Reading Poetry for pleasure and Practical Criticism. OUP, 2005.

7. Mukherjee, Meenakshi, Realism and Reality: The Novel and Society in India, OUP: Delhi.
8. Moon Brian. Studying Poetry: Activities, Resources and Texts. NCTE, 2001.
9. Oliver Mary. A Poetry Handbook. Harcourt Brace and Company, 1994.
10. Srampickal J. Voice to the Voiceless: the power of people's Theatre in India, 1994.
11. Terry, Eagleton. The English Novel: An Introduction. Blackwell, 2005.
12. Williams, Rhian. The Poetry Tool Kit: The Essential Guide to Studying Poetry, 2009.
13. Wolosky, Shira. The Art of Poetry: How to read Poem. OUP, 2001.

Web Source:

https://en.wikipedia.org/wiki/Creative_writing

RESEARCH METHODOLOGY (RM)**RESEARCH METHODOLOGY**

Course Code and Title	Credits	Credit distribution of the course	
		Theory	Practical
EN-RM - 517T Research Methodology	04	04	---

- LEARNING OBJECTIVES:**

The contents of this course are designed with the following learning objectives:

1. To introduce the students to the concept of research
2. To enable them to understand the stages of research
3. To familiarize the learners to the procedures involved in research
4. To highlight the significance of systematic planning and execution of research
5. To prepare them for undertaking research

- LEARNING OUTCOMES:**

After the completion of this course, the student can be expected to:

1. Understand the concept, nature and significance of research
2. Identify the research problem
3. Familiarize the procedure involved in research
4. Frame a design for the research

- COURSE CONTENTS:**

- Unit 1 – Meaning, Nature and Steps of Research Process** [15 Hours]
 1. Definition, meaning and nature of Research
 2. Types of Research
 3. Rationale and Significance of the Research
 4. Identifying the Research Problem
 5. Importance of Literature Review
 - Unit 2 – Steps in Research Process** [15 Hours]
 1. Defining aims and objectives of the Research
 2. Defining Scope and Limitations of Research
 3. Data collection
 4. Research Methodology

5. Hypothesis

• **Unit 3 – Steps in Research Process** [15 Hours]

1. Analysis/ Interpretation of Data
2. Chapterization/ Organization of Chapters
3. Findings and Conclusion
4. Bibliography

• **Unit 4 - Resources for Research** [15 Hours]

1. Quotations and Acknowledging the Sources
2. Primary and Secondary Resources
3. Arranging Bibliography
4. Suggestions for future research

• **Reading List:**

1. Hunt, Andy, *Your Research Project: How to Manage it* (Routledge Study Guides), New Delhi: Foundation Books, 2005.
2. Abdul Rahim, F. (2005), *Thesis Writing: A Manual for Researchers* (New Delhi: New Age International).
3. Chasker, Ashok, *Doing Research in Literature and Language*, Pune: Vaibhav Publication, 2009.
4. Gibaldi, Joseph, *MLA Handbook for Writers of Research Papers*, 9th ed. New York: MLA Association, 2021.
5. Eliot, Simon and W. R. Owens, *A Handbook to Literary Research*, 4th ed. London: Routledge and Open University, 1998.
6. Sinha, M. P. *Research Methods in English*. New Delhi: Atlantic Publishers and Distributers, 2004.

M.A. - I (English)

Syllabus for Semester- II

Year	Semester	Course Type	Course Code	Course Title	Remark	Credit	No. of Theory/ Practical to be conducted
	II	Mandatory	EN-MJ-521T	Advanced Studies in English Language	Theory	04	60
			EN-MJ-522T	Literary Criticism and Theory	Theory	04	60
			EN-MJ-523T	English Literature from 1550 to 1798	Theory	04	60
			EN-MJ-524T	English Literature from 1798 to the Present	Theory	02	30
		Elective	EN-ME-525T	Writing for the Media	Theory	04	60
			EN-ME-526T	Creative and Technical Writing	Theory	04	60
		OJT	EN-OJT-527	On-the-Job-Training	Theory	04	60

MAJOR MANDATORY COURSE (Major)
ADVANCED STUDIES IN ENGLISH LANGUAGE

Course Code and Title	Credits	Credit distribution of the course	
		Theory	Practical
EN-MJ- 521T Advanced Studies in English Language	04	04	---

• **LEARNING OBJECTIVES:**

The contents of this course are designed with the following learning objectives:

1. To introduce students to the basic tools essential for a systematic study of language
2. To acquaint students with the basic concepts and issues in linguistics
3. To introduce them to various sub-disciplines of linguistics
4. To initiate them into some of the theoretical assumptions underlying language and to enable them to apply the acquired linguistic skills in real life situations
5. To introduce learners to the syntactic features of the English language
6. To help them shake off some of the regional features of English pronunciation
7. To enable them to use English with confidence and with a better understanding of its appropriate social applications.

• **LEARNING OUTCOMES:**

After the completion of this course, the student can be expected to:

1. Help students understand how linguistic concepts can be applied to the study of literature
2. Familiarize students with the tools of language that may be used in translation, textual analysis, etc.
3. Understand the correlation between the evolution of linguistic theory and the corresponding developments in the field of language learning
4. Apply linguistic theories to the study of language

• COURSE CONTENTS:**Unit 1 - Sociolinguistics [16 Hours]**

- A. Language Variation:** Regional Dialects, Social Dialects/ Sociolects, Diglossia, Idiolects, Formal and Informal Styles, Registers, Standard and Non-standard Varieties, Arguments against the Standardization of English, Slang, Jargon
- B. Language Contact:** Pidgins and Creoles, Code-switching and Code mixing, Borrowing, Bilingualism and Multilingualism
- C. Language planning, language maintenance, language shift and death of language

Unit 2 - Semantics [16 Hours]

- I. Nature of Semantics
- II. Seven Types of Meaning
- III. Lexical Semantics:
- a) Synonymy, Antonymy
 - b) Homonymy, Polysemy
 - c) Hyponymy, Super Ordinate Terms
 - d) Metonymy, the Concept of Prototype

Unit 3 - Pragmatics, Speech Act Theory and Discourse Analysis [16 Hours]

- A. Semantics and Pragmatics: Differences
- B. J. L. Austin's Speech Act theory
- a) Constative and Performative Utterances
 - b) Felicity Conditions
 - c) Locutionary, Illocutionary and Perlocutionary Acts
- C. J. R. Searle's Typology of Speech Acts:
- a) Assertives
 - b) Declaratives
 - c) Expressives
 - d) Directives
 - e) Commissives
- D. The Concepts of Entailment, Presupposition and Implicatures
- E. The Concept of Discourse:
- a) Cohesion and Coherence
 - b) Turn Taking and Adjacency Pairs
 - c) Deixis

Unit 4 - Stylistics**[12 Hours]**

- i. Stylistics: Nature and Scope
- ii. Style and Content
- iii. Literature, Literary Criticism and Stylistics
- iv. Stylistic analysis of a literary text

• Reading List:

1. Bansal, R. K. and J. B. Harrison. Spoken English for India: A Manual of Speech and Phonetics. New Delhi : Orient Longman,1972. 4th edition 2000.
2. Bradford, Richard. Stylistics (The New Critical Idiom). Routledge. London. 1997.
3. Leech, G. N. Principles of Pragmatics, London: Longman, 1983.
4. Leech, Geoffrey, Margaret Deuchar, Robert Hoogenraad. English Grammar for Today: A New Introduction 2nd ed. Palgrave, 2005.
5. Levinson, S. C. Pragmatics, Cambridge: CUP, 1983.
6. Quirk, R, & S. Greenbaum. A University Grammar of English London: Longman, 1973.
7. Sethi J and PV Dhamija. A Course in Phonetics and Spoken English. Prentice Hall of India, 1989.
8. Yule, George Pragmatics, Oxford : OUP, 1996.
9. Yule, George. The Study of Language (4th edition). Cambridge University Press, 2010.
10. Crystal, David. A Dictionary of Linguistics and Phonetics. Cambridge: Blackwell, 1980 rpt. 2008.
11. Hudson, R. A. Sociolinguistics. Cambridge: CUP, 2003.
12. Kennedy, Graeme. Structure and Meaning in English. New Delhi: Pearson, 2011.
13. Lyons, J. Semantics. Vols. 1 & 2. Cambridge: CUP, 1977.
14. Meyer, Charles. Introducing English Linguistics. CUP, 2009.
15. Plag, Ingo. Word-formation in English. CUP, 2003.
16. Prasad, Tarni. A Course in Linguistics. New Delhi: Prentice Hall of India, 2008.
17. Radford, Andrew. Syntax: A Minimalist Introduction. CUP, 1997.
18. Saeed, John. Semantics. Oxford: Blackwell, 1997.
19. Saussure, Ferdinand De. A Course in General Linguistics (with introduction by Jonathan Culler), Fontana: Collins, 1974.

MAJOR MANDATORY COURSE (Major)**LITERARY CRITICISM AND THEORY**

Course Code and Title	Credits	Credit distribution of the course	
		Theory	Practical
EN-MJ- 522T Literary Criticism and Theory	04	04	---

- LEARNING OBJECTIVES:**

The contents of this course are designed with the following learning objectives:

1. To introduce the nature, function and relevance of literary criticism and theory
2. To introduce the important critical approaches and its tenets
3. To deal with highly intellectual and radical content to develop the logical thinking and analytical ability
4. To develop sensibility and competence for the practical application of critical approach to literary texts

- LEARNING OUTCOMES:**

After the completion of this course, the student can be expected to:

1. Interpret literature by applying critical approaches
2. Analyze independently prose passages and poems
3. Compare and contrast different critical theories

- COURSE CONTENTS:**

Unit 1 - Structuralism and Post structuralism **[15 Hours]**

- i. Ferdinand De Saussure: Course in General Linguistics
Part 1, Chapter 1
Part 2, Chapter 4
- ii. Michel Foucault- What is an Author?

Unit 2 - Psychoanalysis and Reader Response Criticism **[15 Hours]**

- i. Lionel Trilling - Freud and Literature
- ii. Wolfgang Iser - Interaction between Text and Reader

Unit 3 - Marxist Criticism and Cultural Studies **[15 Hours]**

- i. Terry Eagleton - Marxism and Literary Criticism (Chapters 1&2)
- ii. Stuart Hall - Cultural Studies and Its Theoretical Legacies

- iii. Susan Sontag: Against Interpretation (the title essay)

Unit 4 - Feminist Criticism and Post colonialism**[15 Hours]**

- i. Simone de Beauvoir: Woman's Situation and Character, Chapter 6 (from The Second Sex)
- ii. Post colonialism (Chapter no. 10 from Literary Criticism: An Introduction to Theory and Practice by Charles E. Bressler, 5th Edition, Pearson, 2011) (Vincent B. Leitch (General Editor). The Norton's Anthology of Theory & Criticism, W. W. Norton & Company, New York, 2001)

• Reading List:

1. Ashcroft, B., Griffiths, G. and Tiffin H. The Empire Writes Back: Theory and Practice in Postcolonial Literatures. London: Routledge. 2nd Edition, 2002
2. Ashcroft, B., Griffiths, G. and Tiffin, H. The Post-Colonial Studies Reader. London: Routledge, 1995
3. Beckson, Karl, ed. Great Theories in Literary Criticism. New York: Noonday, 1963
4. Brooker, Peter, and Widdowson, Peter, eds. A Practical Reader in Contemporary Literary Theory. New York: Prentice Hall/Harvester Wheatsheaf, 1996
5. Burgum, Edwin R, ed. The New Criticism. New York: Prentice Hall, 1930
6. Cuddon, J.A., ed. The Penguin Dictionary of Literary Terms and Literary Theory. Harmondsworth: Penguin, 1992
7. Culler, Jonathan. Literary Theory: A Very Short Introduction. Oxford: Oxford University Press, 1997
8. Culler, Jonathan. On Deconstruction: Theory and Criticism after Structuralism. London: Methuen. 1983
9. Davis, Robert Con, and Laurle Finke, eds. Literary Criticism and Theory: The Greeks to the Present. New York: Longman, 1989
10. Davll, Robert Con, and Ronald Schleifer, ed. Contemporary Literary Criticism: Literary and Cultural Studies. 4th ed: New York: Longman, 1998.
11. Derrida, Jacques. The Cultural Studies Reader. Routledge, 1993.
12. Evans, Dylan. An Introductory Dictionary of Lacanian Psychoanalysis. London: Routledge, 1996.
13. Kulkarni Anand and Chaskar Ashok. Introduction to Literary Theory and Criticism. Orient Blackswan, 2013.

14. Newton, K. M., ed. Twentieth-Century Literary Theory: A Reader. New York: St. Martin's, 1997
15. Plain, Gill and Sellers Susan, ed. History of Feminist Literary Criticism. Cambridge University Press: 2007
16. Sim, Stuart. The A–Z Guide to Modern Literary and Cultural Theorists. Hemel Hempstead: Prentice Hall/Harvester Wheatsheaf, 1995
17. Susan Sontag. Against Interpretation. Farrar, Straus and Giroux, 1966
18. Viswanathan, Gauri. Masks of Conquest: Literary Study and British Rule in India. New York: Columbia University Press, 1989
19. Wright, Elizabeth, ed. Feminism and Psychoanalysis: A Critical Dictionary. Oxford and Cambridge, Mass.: Basil Blackwell, 1992

MAJOR MANDATORY COURSE (Major)
ENGLISH LITERATURE FROM 1550 TO 1798

Course Code and Title	Credits	Credit distribution of the course	
		Theory	Practical
EN-MJ- 523T English Literature from 1550 to 1798	04	04	---

• **LEARNING OBJECTIVES:**

The contents of this course are designed with the following learning objectives:

1. To introduce students to the major movements and figures of English Literature through a study of selected literary texts/pieces published during the period prescribed for study.
2. To enhance learners' literary sensibility and their emotional response to literary texts and to help them understand the thematic and stylistic preoccupations of the writers prescribed for study.
3. To enable them to critically examine the writers' thematic concerns and to point out the (in) significance of such concerns in the postcolonial context.
4. To help them recognize the distinctive ways in which the writers differed, in their ideological positions, from their counterparts belonging to different ages.
5. To provide learners some basic information about England's political, social and cultural developments during the period prescribed for study.
6. To enable them to critically assess the 'universal' values that writers tend to project in their Writings.

• **LEARNING OUTCOMES:**

After the completion of this course, the student can be expected to:

1. Analyse selected masterpieces of English literature from the literary canon.
2. Empower themselves to evaluate text independently
3. Critically appreciate English poetry and its relevance to various ideologies

• **COURSE CONTENTS:**

Unit 1 - John Milton: Paradise Lost (Book I) **[15 Hours]**

Unit 2 - Thomas Gray: Elegy Written in a Country Churchyard **[15 Hours]**

Andrew Marvell: To His Coy Mistress

William Blake: 1) The Chimney Sweeper, The Lamb

(From Songs of Innocence)

2) The Tyger (Songs of Experience)

Unit 3 - Richard Steele: Fashionable Affectations

[15 Hours]

Joseph Addison: The Dream – An Allegory (Dream of A Picture Gallery)

Ben Jonson: Volpone

Unit 4 - Oliver Goldsmith: She Stoops to Conquer

[15 Hours]

• **Reading List:**

1. Benet, Diana Treviño, and Michael Lieb, ed. *Literary Milton: Text, Pretext, Context*. Pittsburgh : Duquesne University Press, 1994.
2. Burrow, Colin. *Epic Romance: Homer to Milton*. Oxford, 1993.
3. Bush, Douglas (ed.) *The Complete Poetical Works of John Milton*. Boston, Houghton Mifflin, 1965.
4. Fish, Stanley. *Surprised by Sin: The Reader in Paradise Lost*. London, 1967. 2nd ed. Cambridge, 1998.
5. Stanwood, P G, ed. *Of Poetry and Politics: New Essays on Milton and His World*. Binghamton, 1995.
6. Anderson, Winn James. *John Dryden and His World*. Yale Univ Press, 1988.
7. Bywaters, David A. *Dryden in Revolutionary England*. University of California Press, 1991.
8. Hopkins David. ed. *John Dryden Selected Poems*. London: Routledge, 2007.
9. Miner, Earl Roy. *Dryden's Poetry*. Indiana University Press, 1967.
10. Parfitt, G. A. & James Kinsley. *John Dryden: Selected Criticism*. Oxford University Press, 1999.
11. Wykes, David. *A Preface to Dryden*. (Longman Group, 1977).
12. Dobrée, B. *Alexander Pope*. London: Sylvan Press, 1951.
13. Frost, W.. "The Rape of the Lock and Pope's Homer". *Modern Language Quarterly*, 8(3), (1947) pp. 342-354.
14. Thomas, C.. *Alexander Pope and his Eighteenth-century Women Readers*. Southern Illinois University Press, 1994.

15. Adams, Hazard. William Blake: A Reading of the Shorter Poems. Seattle: University of Washington Press, 1963.
16. Bloom, Harold. Blake's Apocalypse: A Study in Poetic Argument. 1963. Revised ed., Ithaca and London: Cornell University Press, 1971.
17. Bottrall, Margaret, ed. Songs of Innocence and Experience: A Casebook. London: Macmillan, 1970.
18. Damon, S. Foster. William Blake: His Philosophy and Symbols. Boston: Houghton Mifflin, 1924
19. Humphreys, AR. Steele, Addison and Their Periodical Essays. London: Longmans, Green, 1966.
20. Goldgar, Bertrand. The Curse of Party: Swift's Relations with Addison and Steele University of Nebraska Press, 1961.
21. Bamborough, J. B. Ben Jonson. New York: Humanities Press, 1970.
22. Skulsky, Harold. "Cannibals vs. Demons in Volpone." Studies in English Literature, 1500-1900, 29 (2), Elizabethan and Jacobean Drama (Spring, 1989), pp. 291-308.

Web Sources:

1. John Milton Paradise Lost (Book I)
<https://www.poetryfoundation.org/poems/45718/paradise-lost-book-1>
2. John Dryden Mac Flecknoe
<https://www.poetryfoundation.org/poems/44181/mac-flecknoe>
3. Alexander Pope The Rape of the Lock (Book I)
<https://www.poetryfoundation.org/poems/44906/the-rape-of-the-lock>
4. William Blake i) "The Little Black Boy" (from Songs of Innocence) ii) London (from Songs of Experience)
<https://www.poetryfoundation.org/poems/43671/the-little-black-boy>
<https://www.poetryfoundation.org/poems/43673/london-56d222777e969>
5. Richard Steele Fashionable Affectations [from AS Cairncross. Eight Essayists. Chennai: Macmillan, 2002(rpt.)]
6. Joseph Addison The Dream—An Allegory (from AS Cairncross' Eight Essayists)
6. Ben Jonson Volpone [Any standard edition]
7. Oliver Goldsmith She Stoops to Conquer [Any standard edition]

MAJOR MANDATORY COURSE (Major)
ENGLISH LITERATURE FROM 1550 TO 1798

Course Code and Title	Credits	Credit distribution of the course	
		Theory	Practical
EN-MJ- 524T ENGLISH LITERATURE FROM 1798 TO THE PRESENT	02	02	---

• **LEARNING OBJECTIVES:**

The contents of this course are designed with the following learning objectives:

1. To introduce students to the major movements and figures of English Literature through a study of selected literary texts/pieces published during the period prescribed for study.
2. To enhance learners' literary sensibility and their emotional response to literary texts and to help them understand the thematic and stylistic preoccupations of the writers prescribed for study.
3. To enable them to critically examine the writers' thematic concerns and to point out the (in) significance of such concerns in the postcolonial context.
4. To help them recognize the distinctive ways in which the writers differed, in their ideological Positions, from their counterparts belonging to different ages.
5. To provide learners some basic information about England's political, social and cultural developments during the period prescribed for study.
6. To enable them to critically assess the 'universal' values that writers tend to project in their writings.

• **LEARNING OUTCOMES:**

After the completion of this course, the student can be expected to:

1. Undertake research in comparative literature
2. Acquaint themselves with diction and style of different genres in English Literature
3. Understand the creative process of poetry writing

• COURSE CONTENTS:**Unit 1 - [24 Hours]**

1. **Alfred, Lord Tennyson:** From In Memoriam “I envy not in any moods”
2. **Robert Browning:** My Last Duchess
3. **W. B. Yeats :** The Second Coming
4. **T. S. Eliot:** “Preludes”

Unit 2 – [06 Hours]

1. **Samuel Beckett:** Waiting for Godot

• Reading List:

1. Kennedy, Judith, ed. Victorian Authors and their Works. Athens: University Press Ohio, 1991
2. Buckley, Jerome H. Tennyson: The Growth of a Poet. Cambridge, MA: Harvard, 1960.
3. Dwilight, Culler A. The Poetry of Tennyson. New Haven & London: Yale Univ. Press, 1977.
4. Platizky, Roger. A Blueprint of His Dissent: Madness and Method in Tennyson's Poetry. Bucknell University Press, 1989.
5. Tennyson, Charles. Alfred Tennyson. New York: Macmillan, 1949.
6. Clyde de L. Ryals. The Life of Robert Browning. Cambridge, MA: Blackwell Publishers, 1993.
7. Sutherland Orr. A Handbook to the Works of Robert Browning. London: G. Bell and Sons Ltd., 1937.
8. Harold Bloom, ed. Bloom's Major Poets: Robert Browning. Broomall, PA: Chelsea House Publishers, 2001.
9. Hawlin, Stefan. A Complete Critical Guide to Robert Browning. Routledge, 2001.
10. Ackroyd, Peter. T.S. Eliot: A Life. New York. Simon & Schuster, 1984.
11. Asher, Kenneth. T. S. Eliot and Ideology. Cambridge University Press, 1995.
12. Gray, Piers. T.S. Eliot's Intellectual and Poetic Development, 1909-1922. Brighton, 1982.
13. Madge V. M. The Knight and the Saint: A Study of T. S. Eliot's Development. Jaipur: Book Enclave, 2004.
14. Maxwell, D. E. S. The Poetry of T. S. Eliot. Routledge & Keagan Paul, 1960.

15. Montgomery, Marion. "Memory and Desire in Eliot's 'Preludes'" South Atlantic Bulletin, 38. 2 (May, 1973), pp. 61-65.
16. Moody, A. David, ed. The Cambridge Companion to T.S Eliot. Cambridge University Press, 1994.
17. Southam, B.C. The Selected Poems of T.S. Eliot. London and Boston: Faber and Faber, 1981.
18. Williamson, George. A Reader's Guide to T. S. Eliot: A Poem-by-Poem Analysis. New York: Noonday Press, 1966.
19. Hone, Joseph. W. B. Yeats: 1865-1939. New York: The Macmillan Company. 1943.
20. Jeffares, A Norman. A Commentary on the Collected Poems of W. B. Yeats. Stanford University Press, 1968.
21. Jeffares, A. Norman. The Poetry of W. B. Yeats. New York: Barron's Educational Series, 1961
22. Pritchard, William H. W. B. Yeats: A Critical Anthology. Penguin, 1972.
23. Sherrard, Phillip. W. B. Yeats and the Search for Tradition. Ipswich: Colgonooza Press, 1975.
24. Stock, A. G. W. B. Yeats: His Poetry and Thought. Cambridge: University Press, 1961.
25. Cahn, Victor L. Beyond Absurdity: The Plays of Tom Stoppard. Fairleigh Dickinson University Press, 1979.

• Web Sources

1. Alfred Lord Tennyson from In Memoriam "I envy not in any moods" [Section 27]
<https://www.poetryfoundation.org/poems/45336/in-memoriam-a-h-h-obiit-mdcccxxxiii-27>
2. T. S. Eliot "Preludes"
<https://www.poetryfoundation.org/poems/44214/preludes-56d22338dc954>
3. W. B. Yeats "Easter 1916"
<https://www.poetryfoundation.org/poems/43290/the-second-coming>
4. Samuel Beckett Waiting for Godot (Any Standard Edition]

MAJOR ELECTIVE (ME)
WRITING FOR THE MEDIA

Course Code and Title	Credits	Credit distribution of the course	
		Theory	Practical
EN-ME - 525T Writing for the Media	04	04	---

• **LEARNING OBJECTIVES:**

The contents of this course are designed with the following learning objectives:

1. To acquaint students with the basics in writing for newspapers, television and radio.
2. To discuss the differences between print and electronic media
3. To enable students to write in a variety of ways.

• **LEARNING OUTCOMES:**

After the completion of this course, the student can be expected to:

1. Write for Newspapers, television and radio
2. Write in a variety of ways
3. Explore the career opportunities

• **COURSE CONTENTS:**

Unit - 1: Introduction to Media Writing and Print Media [15 Hours]

- i. Meaning and Nature of Media Writing
- ii. Historical Development
- iii. Importance of Print Media
- iv. Features of print media
- v. Types, usage and writing for print media

Unit - 2: Electronic Media [15 Hours]

- i. Features and advantages
- ii. Types, usage and writing for electronic media

Unit - 3: Digital Media [15 Hours]

- i. Meaning
- ii. Features
- iii. Types, usage and writing for digital media

Unit – 4: Advertising**[15 Hours]**

- i. Features
- ii. Types
- iii. Guidelines for writing effective advertising
- iv. Types and formats of Newspaper advertisements
- v. Types and formats of television advertisements
- vi. Types and formats of radio advertisements
- vii. Types and formats of internet advertisements

• Reading List:

1. D. Albertazzi and P. Cobley, *The media: an introduction*, 3rd ed. Harlow: Longman, 2009. P. Scannell and D.
2. P. Scannell and D. Cardiff, 'The national culture', in *Approaches to media: a reader*, vol. Foundations in media, London: Arnold, 1995, pp. 319–325.
3. Buscombe, Edward, *British television: a reader*, vol. Oxford television studies. Oxford: Clarendon Press, 2000.
4. E. S. Herman and N. Chomsky, *Manufacturing consent: the political economy of the mass media*. London: Vintage, 1994.
5. S. Holmes and D. Jermyn, *Understanding reality television*. London: Routledge, 2004.
6. D. Croteau and W. Hoynes, *The business of media: corporate media and the public interest*, 2nd ed. London: SAGE, 2005.

MAJOR ELECTIVE (ME)
CREATIVE AND TECHNICAL WRITING

Course Code and Title	Credits	Credit distribution of the course	
		Theory	Practical
EN-ME - 526T Creative and Technical Writing	04	04	---

• **LEARNING OBJECTIVES:**

The contents of this course are designed with the following learning objectives:

1. To function on the assumption that while poets are born, not made; talent, where it exists, can and must be developed and cultivated.
2. To emphasis on the actual writing of short stories, personal essays
3. To enable students to work with texts in English, which deal with technical aspects.

• **LEARNING OUTCOMES:**

After the completion of this course, the student can be expected to:

1. Write a short story, personal essays, memoir, scripts
2. Explore the career opportunities
3. Learn English for professional success

• **COURSE CONTENTS:**

Unit – 1: Creative Writing

[15 Hours]

- i. Meaning, definition and nature of Creative Writing
- ii. Characteristics of Creative writing
- iii. The role of Creative Writing in Literature
- iv. Techniques of Creative Writing

Unit – 2: Types of Creative Writing

[15 Hours]

- i. Free Writing
- ii. Journal Diaries
- iii. Memoir
- iv. Letters
- v. Personal Essays
- vi. Poetry

- vii. Scripts
- viii. Short Fiction
- ix. Speeches

Unit – 3: Technical Writing**[15 Hours]**

- i. Concept of Technical Writing
- ii. Features of Technical Writing
- iii. The role of Technical Writing in Scientific, Business, IT
- iv. Techniques of Technical Writing

Unit – 4: Types of Technical Writing**[15 Hours]**

- i. Instruction Manuals
- ii. Proposals Reports
- iii. Posters and Visual Communication
- iv. Technical Descriptions
- v. Product Recalls
- vi. White Papers

• Reading List:

1. Allen, Walter. *Writers on Writing*, London: Dent, 1948.
2. Anderson, Linda (ed.), *Creative Writing: A Workbook with Reading*, London: Routledge, 2006.
3. Behn, Robin and Twichell, Chase (eds), *The Practice of Poetry Writing Exercise from Poets who Teach*, New York: Harper Resource, 1992.
4. Ntuli, Pitika. "Creative Writing." *English Academy Review* 39, no. 1 (January 2, 2022): 138–42. <http://dx.doi.org/10.1080/10131752.2022.2105002>.
5. Harper, Graeme. "'Creative Writing'?" *New Writing* 4, no. 2 (October 15, 2007): 93–96. <http://dx.doi.org/10.1080/14790720708668958>.
6. Yamamoto, Traise. "Creative Writing." *Frontiers: A Journal of Women Studies* 21, no. 1/2 (2000): 225. <http://dx.doi.org/10.2307/3347046>.
7. Brockmann R. John A Reformed Writer in 1676, *Technical Communication*, 29: 2, p. 48, 1982.
8. Freedman William A. Geoffrey Chaucer, Technical Writer, *Society of Technical Writers and Publisher Review*, 8: 4, pp. 14–15, October 1961.
9. Hashlamon, Y., & Teston, C. (2021). Teaching Participative Justice in Professional Writing. *Technical Communication Quarterly*, (just-accepted).

ON-THE-JOB TRAINING (OJT)**ON-THE-JOB TRAINING**

Course Code and Title	Credits	Credit distribution of the course	
		Theory	Practical
EN-ME - 527 On- the –Job Training	04	04	---

- **LEARNING OBJECTIVES:**

The contents of this course are designed with the following learning objectives:

1. To introduce students to career opportunities in English
2. To provide opportunities for students to apply theories and principles learned in class to real job setting
3. To acquaint the students formally to a real life work place environment
4. To emphasize experiential learning, meaning that learners learn through hand-on experience
5. To learn practical approach to acquire new competencies and skills needed for a job
6. To eliminate the confusion, stress and allow students to work to the best of their abilities.

- **LEARNING OUTCOMES:**

After the completion of this course, the student can be expected to:

1. Acquaint formally to a real life work place environment
2. Apply theories and principles learned in class to real job setting
3. Feel confident and competent

- **COURSE CONTENTS:**

Unit – 1: Course Work:

[15 Hours]

- i. Nature and meaning of on-the-job training
- ii. Advantages / benefits of on-the-job training

Unit -2: Course Work: Career Opportunities in English Language

[15 Hours]

- i. English Teacher
- ii. Proofreader
- iii. Content and technical writer

- iv. Lexicographer
- v. Medical writer
- vi. Editor
- vii. Linguist
- viii. Journalist
- ix. Tour Guide
- x. Paralegal
- xi. Interpreter
- xii. Event Manager
- xiii. Advertiser
- xiv. Translator
- xv. Creative Write

Unit – 3: On – the - Job Training**[15 Hours]**

- i. Field work
- ii. School/Junior College/ Company/Organization

Unit – 4: Project work:**[15 Hours]**

- i. Project based on field work
- ii. Presentation/Viva voce

• Reading List:

1. Bramely, P. Evaluating Training Effectiveness, McGraw Hill, London.
2. Jackson, T. Evaluation: Training to business performance, Kogan Page, London, 1989.
(bib02entry03) Bridget Kinsella. Arjas, ““Trainer Needs Company Support.”” *Graphic Arts Monthly*, <year>August 1992</year>, pp. 74–77.
3. [bib02entry04] Tom. Barron, ““A Structured Comeback for OJT.”” *Technical & Skills Training*, <year>April 1997</year>, pp. 14–17.
4. [bib02entry05] George. Benson, ““Informal Training Takes Off.”” *Training & Development*, <year>May 1997</year>.