



SRI SATHYA SAI INSTITUTE OF HIGHER LEARNING
(Deemed to be University)

Syllabus for
B.A.(Optional English)

PrasanthiNilayam - 515 134

Anantapur Dt., Andhra Pradesh, Ph: (08555) 287239 Fax: 286919

Website: www.sssihl.edu.in Email: registrar@sssihl.edu.in



SRI SATHYA SAI INSTITUTE OF HIGHER LEARNING
(Deemed to be University)

SYLLABUS FOR OPTIONAL ENGLISH

Programme Objectives:

The programme aims to –

1. Introduce the students to representative samples of prose, poetry, drama, fiction, short fiction, and to the critical writing on different genres of English literature, and to the growth and development of the English language and literature.
2. Expose the students to Indian culture and values through the study of Indian writings in English; also make them familiarise with the world literature.
3. Stimulate the interest of the students and sharpen their critical sensibility so that they may appreciate the beauty and richness of the texts they study.
4. Encourage the students to express their personal responses to the works they have studied.
5. Make them proficient in literary and language oriented skills.

Programme Specific Outcomes:

By the end of the course, students will have –

1. Acquired a comprehensive understanding of socio-cultural and literary history of English.
2. In-depth knowledge of various genres of literature, the literary masters and their styles of writing, the literary techniques, diction, figures of speech and jargons.
3. Gained an exposure to the literature and writers of other countries.
4. Attained the ability to interpret the text with relevant textual and contextual evidences.
5. Refined critical sensibility and improved language skills.
6. Attained the understanding of growth and development of English language, and will have learnt the standard pronunciation of the English words, their stress pattern and modulation in the connected speech.
7. Imbided and developed critical evaluation, writing, and interpretive practices, which assist expression of ideas in an informed manner.
8. Critical and integrated thinking; creative and analytical dimensions; global consciousness, communal accountability, and moral mindfulness.

PAPER CODE: UOEN: 101	TITLE OF THE PAPER: PROSE	CREDITS: 5 PER WEEK TOTAL HOURS: 70
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COURSE OBJECTIVES:

The course aims to –

1. Introduce the students to the evolution and growth of English essay from the 16th century till the present age.
2. Help them appreciate the organic wholeness of prose, as well as the individual contribution of each essayist, through the reading of essays selected from diverse ages, chronologically arranged.
3. Provide a platform to comprehend each essayist's personal, social and cultural history; thereby, help them appreciate literature in the cultural or historical contexts.
4. Familiarise them with different styles of writing and various kinds of essays.
5. Create an atmosphere for classroom discussions and student participation during the analysis of essays.
6. Make them proficient in literary and language oriented skills.
7. Provide aesthetic pleasure through the study of select literary texts.

COURSE OUTCOMES:

By the end of the course, students will have –

1. Critical and integrated thinking; creative and analytical dimensions; global consciousness, communal accountability, and moral mindfulness.
2. In-depth knowledge of various styles of writing, figures of speech and literary diction through the study of prescribed essays.
3. Acquired confidence to present their responses, through classroom interactive sessions.
4. Gained knowledge of literary and technical elements that enhance the learning of literature.
5. Attained the ability to interpret the text with relevant textual and contextual evidences.
6. Refined critical sensibility and improved language skills.

CONTENT

UNIT NO.	UNIT TITLE	UNIT CONTENTS	NO. OF PERIODS
UNIT-1	Detailed Study	1) Francis Bacon: <i>Of Studies</i> 2) Joseph Addison: <i>Ladies' Head-dresses</i> 3) Charles Lamb: <i>Dream Children: A Reverie</i> 4) William Hazlitt: <i>On Commonsense</i> 5) A.G. Gardiner: <i>On Points of View</i> 6) G.K. Chesterton: <i>The Contented Man</i>	35
UNIT-2	Non-Detailed Study	1) Abraham Cowley: <i>Of Myself</i> 2) Oliver Goldsmith: <i>On National Prejudices</i> 3) Leigh Hunt: <i>Windows</i> 4) R.L. Stevenson: <i>Letter to a Young Gentleman Who Proposesto Embrace the Career of Art</i> 5) Hilaire Belloc: <i>On the Pleasure of Taking Up One's Pen</i> 6) Nirad C. Chaudhuri: <i>Indian Crowds</i>	25
UNIT-3	Study of Different Styles	1) Formal: Balanced, Pseudo-Biblical, Oratorical 2) Informal: Colloquial, Slang, Jargon	3
UNIT-4	Study of Types of Essays	Descriptive, Narrative, Reflective, Argumentative, Formal, Informal	3
UNIT-5	Study of Literary Terms	Allusion, Ambiguity, Antithesis, Archaism, Cliché, Euphemism, Hyperbole, Understatement, Irony, Pathos, Wit, Humour	4

REFERENCE TEXT BOOKS

S. NO.	AUTHOR	TITLE	PUBLISHER	YEAR	EDITION
1	Edward Leeson	<i>Macmillan Anthology of English Prose</i>	Macmillan Publications Ltd.	1994	1 st
2	M.H. Abrams	<i>A Glossary of Literary Terms</i>	Akash Press	2007	8 th

SUGGESTED READING

S. NO.	AUTHOR	TITLE	PUBLISHER	YEAR	EDITION
1	Marjorie Boulton	<i>The Anatomy of Prose</i>	Kalyani Publishers	1979	1 st
2	Herbert Read	<i>English Prose Style</i>	G. Bell and Sons, Ltd.	1928	1 st
3	Hugh Walker	<i>The English Essay and Essayists</i>	J. M. Dent & Sons Ltd.	1915	1 st

PAPER CODE: UOEN- 201	TITLE OF THE PAPER: POETRY	CREDITS:5 PERWEEK TOTAL HOURS:70
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COURSE OBJECTIVES:

The course aims to –

1. Introduce the students to the evolution and growth of English poetry through the ages.
2. Help them appreciate the organic wholeness of poetry, as well as the individual contribution of each poet, through the reading of poems selected from diverse ages, chronologically arranged.
3. Provide a platform to comprehend each essayist's personal, social and cultural history; thereby, help them appreciate literature in the cultural or historical contexts.
4. Familiarise them with different kinds of Poetry and the figurative diction in poems.
5. Teach them the technical analysis of the form of poems by the study of prosody.
6. Create an atmosphere for classroom discussions and student participation during the analysis of poems.
7. Make them proficient in literary and language-oriented skills.
8. Provide aesthetic pleasure through the study of select literary texts.

COURSE OUTCOMES:

By the end of the course, students will have –

1. Critical and integrated thinking; creative and analytical dimensions; global consciousness, communal accountability, and moral mindfulness.
2. In-depth knowledge of various aspects of poetry, figures of speech and literary diction through the study of prescribed poems.
3. Acquired confidence to present their responses, through classroom interactive sessions.
4. Assimilated knowledge of literary and technical elements that enhance the learning of literature.
5. Attained ability to interpret the text with relevant textual and contextual evidences.
6. Refined critical sensibility and improved language skills.

CONTENT

UNIT NO.	UNIT TITLE	UNIT CONTENTS	NO. OF HOURS
UNIT-1	Detailed Study	1) Shakespeare: <i>When to the sessions of sweet silent thought</i> 2) John Donne: <i>Batter My Heart</i> 3) John Milton: <i>On His Blindness</i> 4) Alexander Pope: <i>Know then thyself...</i> (From: <i>An Essay on Man</i>) 5) William Wordsworth: <i>Mutability</i> 6) John Keats: <i>To Autumn</i>	35

		7) Alfred Tennyson: <i>Ulysses</i> 8) Robert Browning: <i>My Last Duchess</i> 9) W.B. Yeats: <i>The Second Coming</i> 10) T.S. Eliot: <i>Journey of the Magi</i>	
UNIT-2	Non- Detailed Study	1) William Blake: <i>The Chimney-Sweeper</i> 2) S.T. Coleridge: <i>The Rime of the Ancient Mariner</i> 3) P.B. Shelley: <i>To a Skylark</i> 4) G.M. Hopkins: <i>God's Grandeur</i> 5) Wilfred Owen: <i>Dulce et Decorum est</i> 6) Toru Dutt: <i>Love Came to Flora Asking for a Flower</i>	20
UNIT-3	Literary Terms:	1) Sonnet, Lyric, Ode, Ballad, Elegy, Satire, Epic, Mock Epic, Dramatic Monologue, Pastoral Elegy 2) Blank Verse, Heroic Couplet, Free Verse, Spenserian Stanza, Rhyme Royal, Terza Rima, Prosody, Iamb, Anapaest, Trochee, Dactyl, Spondee, Rhythm, Rhyme, Assonance, Alliteration, Metaphor, Simile, Imagery	15

REFERENCE TEXT BOOKS

S. NO.	AUTHOR	TITLE	PUBLISHER	YEAR	EDITION
1	Ed. Jahan Ramazani, Richard Ellman and Robert O'Clair	<i>The Norton Anthology of Modern and Contemporary Poetry</i>	W. W. Norton & Company	2003	3 rd
2	M.H. Abrams	<i>A Glossary of Literary Terms</i>	Akash Press	2007	8 th

SUGGESTED READING

S. NO.	AUTHOR	TITLE	PUBLISHER	YEAR	EDITION
1	Marjorie Boulton	<i>The Anatomy of Poetry</i>	Routledge Kegan Paul Limited	1953	1 st
2	Ed. Cleanth Brooks and Robert Penn Warren	<i>Understanding Poetry</i>	Holt Rinehart and Winston	1976	4 th

PAPER CODE: UOEN: 301	TITLE OF THE PAPER: Drama and One-Act Play	CREDITS: 5 PER WEEK TOTAL HOURS: 70
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COURSE OBJECTIVES:

The course aims to –

1. Introduce the students to the evolution and growth of Drama from the Classical Age till the Modern Age.
2. Help them appreciate the organic wholeness of a play, as well as the individual contribution of each playwright, through the reading of plays selected from diverse ages and cultures, chronologically arranged.
3. Provide a platform to comprehend each playwright's personal, social and cultural history; thereby, help them appreciate literature in the cultural or historical contexts.
4. Familiarise them with different kinds of drama and the technical aspects of drama.
5. Make them understand the seriousness of drama in affecting socio-cultural and political issues.
6. Create an atmosphere for classroom discussions and student participation during the analysis of dramas.
7. Expose the students to various psychological and sociological layers of characterisation.
8. Make an attempt towards the re-examination, performance and production of any play through the loud reading of the texts.
9. Make them proficient in literary and language-oriented skills.
10. Provide aesthetic pleasure through the study of select literary texts.

COURSE OUTCOMES:

By the end of the course, students will have –

1. Critical and integrated thinking; creative and analytical dimensions; global consciousness, communal accountability, and moral mindfulness.
2. In-depth knowledge of various aspects of drama, figures of speech and literary diction through the study of prescribed dramas.
3. Acquired confidence to present their responses, through classroom interactive sessions.
4. Assimilated knowledge of literary and technical elements that enhance the learning of literature.
5. Attained the ability to interpret the text with relevant textual and contextual evidences.
6. Refined critical sensibility and improved language skills.

CONTENT			
UNIT NO.	UNIT TITLE	UNIT CONTENTS	NO. OF HOURS
UNIT-1	Detailed Texts	1) William Shakespeare: <i>The Merchant of Venice</i> 2) J. M. Synge: <i>Riders to the Sea</i> 3) G. B. Shaw: <i>The Apple Cart</i>	15 10 10
UNIT-2	Non- Detailed Texts	1) Sophocles: <i>Antigone</i> 2) Oliver Goldsmith: <i>She Stoops to Conquer</i> 3) Rabindranath Tagore: <i>The Post Office</i>	5 5 5
UNIT-3	The History and Evolution of English Drama	Evolution from the Classical Age till the Modern Age	5
UNIT-4	Forms of Drama	Tragedy, Comedy, Tragicomedy, One-Act Play, Romantic Comedy, Comedy of Humours, Comedy of Manners, Sentimental Drama, Farce, Romance, Melodrama, Problem Play, Chronicle, Miracle Play, Morality Play, Interlude, Poetic Drama, Theatre of the Absurd	10
UNIT-5	Features of Drama and One- Act Play	Action, Setting, Atmosphere, Character, Characterization, Chorus, Comic Relief, Plot, Dramatic Irony, Soliloquy, Stock Characters, Stock Situations, Three Unities, Act, Scene, Anagnorisis, Aside, Catharsis, Hamartia, Epilogue	5

REFERENCE TEXT BOOKS

S. NO.	AUTHOR	TITLE	PUBLISHER	YEAR	EDITION
1	Sophocles	<i>Antigone</i>	Cambridge University Press	2007	1 st
2	William Shakespeare	<i>The Merchant of Venice</i>	Maple Press	2013	1 st
3	Oliver Goldsmith	<i>She Stoops to Conquer</i>	Peacock Books	2001	1 st
4	J. M. Synge	<i>Riders to the Sea</i>	Orient Blackswan	2010	1 st
5	G. B. Shaw	<i>The Apple Cart</i>	Maple Press	2013	1 st
6	Rabindranath Tagore	<i>The Post Office</i>	Wisdom Tree	2002	1 st
7	M. H. Abrams	<i>A Glossary of Literary Terms</i>	Akash Press	2007	8 th

SUGGESTED READING

S. NO.	AUTHOR	TITLE	PUBLISHER	YEAR	EDITION
1	Marjorie Boulton	<i>The Anatomy of Drama</i>	Kalyani Publishers	1979	1 st
2	Cleanth Brooks	<i>Understanding Drama</i>	Stearns Press	2007	1 st

PAPER CODE: UOEN: 401	TITLE OF THE PAPER: Novel	CREDITS: 5 PER WEEK TOTAL HOURS: 70
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COURSE OBJECTIVES:

The course aims to –

1. Introduce the students to the evolution and growth of English novel from the 17th century till the present age.
2. Help them appreciate the organic wholeness of a play, as well as the individual contribution of each novelist, through the reading of novels selected from diverse ages and cultures, chronologically arranged.
3. Provide a platform to comprehend each novelist's personal, social and cultural history; thereby, help them appreciate literature in the cultural or historical contexts.
4. Familiarise them with different kinds of novel and its technical aspects.
5. Create an atmosphere for classroom discussions and student participation during the analysis of dramas.
6. Expose the students to various psychological and sociological layers of characterisation.
7. Make them proficient in literary and language-oriented skills.
8. Provide aesthetic pleasure through the study of select literary texts.

COURSE OUTCOMES:

By the end of the course, students will have –

1. Critical and integrated thinking; creative and analytical dimensions; global consciousness, communal accountability, and moral mindfulness.
2. In-depth knowledge of various aspects of novel, figures of speech and literary diction through the study of prescribed novels.
3. Acquired confidence to present their responses, through classroom interactive sessions.
4. Assimilated knowledge of literary and technical elements that enhance the learning of literature.
5. Attained ability to interpret the text with relevant textual and contextual evidences.
6. Refined critical sensibility and improved language skills.

CONTENT

UNIT No.	UNIT TITLE	UNIT CONTENTS	NO. OF PERIODS
UNIT-1	Detailed Study	1) Jane Austen: <i>Pride and Prejudice</i> 2) Charles Dickens: <i>David Copperfield</i> 3) George Eliot: <i>The Mill on the Floss</i> 4) Thomas Hardy: <i>The Mayor of Casterbridge</i> 5) R L Stevenson: <i>Dr. Jekyll and Mr. Hyde</i>	8 8 8 8 8

		6) William Golding: <i>Lord of the Flies</i> 7) R.K. Narayan: <i>The English Teacher</i>	8 8
UNIT-2	Forms and Types	Anti-novel, Autobiographical Novel, Bildungsroman, Picaresque Novel, Novel of Character, Novel of Incident, Epistolary Novel, Künstlerroman, Sociological Novel, Historical Novel, Novel of Ideas, Psychological Novel, Philosophical Novel, Gothic Novel, Satirical Novel, Epic Novel, Science Fiction, Stream-of-Consciousness Novel	10
UNIT-3	Elements of Fiction	Atmosphere, Setting, Local Colour, Plot, Character, Distance and Involvement, Tone, Voice, Point of View, Theme, Motif, Dialogue	4

REFERENCE TEXT BOOKS

S. NO.	AUTHOR	TITLE	PUBLISHER	YEAR	EDITION
1	Jane Austen	<i>Pride and Prejudice</i>	J.M. Dent and Sons Ltd.	1954	1 st
2	Charles Dickens	<i>David Copperfield</i>	Collins	1959	2 nd
3	George Eliot	<i>The Mill on the Floss</i>	Oxford University Press	2008	1 st
4	Thomas Hardy	<i>The Mayor of Casterbridge</i>	Macmillan & Co. Ltd.	1960	1 st
5	R L Stevenson	<i>Dr. Jekyll and Mr. Hyde</i>	Blackie & Son (India) Limited	1965	1 st
6	William Golding	<i>Lord of the Flies</i>	Faber and Faber	1982	1 st
7	R.K. Narayan	<i>The English Teacher</i>	Indian Thought Publications	1988	1 st
8	M.H. Abrams	<i>A Glossary of Literary Terms</i>	Akash Press	2007	8 th

SUGGESTED READING

S. NO.	AUTHOR	TITLE	PUBLISHER	YEAR	EDITION
1	Marjorie Boulton	<i>The Anatomy of Novel</i>	Routledge	1975	1 st
2	Cleanth Brooks	<i>Understanding Fiction</i>	Pearson	1979	3 rd
3	Edwin Muir	<i>The Structure of the Novel</i>	B. I. Publications	1979	1 st

PAPER CODE: UOEN: 501	TITLE OF THE PAPER: STUDY OF A LITERARY FORM:SHORT STORY	CREDITS: 5 PER WEEK TOTAL HOURS: 70
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COURSE OBJECTIVES:

The course aims to –

1. Trace the historical development of short story by examining select literary works.
2. Identify and interpret the importance of the crucial literary elements of short story.
3. Provide a platform to comprehend each writer’s personal, social and cultural history; thereby, help them appreciate literature in the cultural or historical contexts.
4. Create an atmosphere for classroom discussions and student participation during the analysis of short stories.
5. Expose the students to various psychological and sociological layers of characterisation.
6. Make them proficient in literary and language-oriented skills.
7. Provide aesthetic pleasure through the reading of select literary texts.

COURSE OUTCOMES:

At the end of the course, students will have –

1. Critical and integrated thinking; creative and analytical dimensions; global consciousness, communal accountability, and moral mindfulness.
2. Assimilated knowledge of literary and technical elements that enhance the learning of literature.
3. Attained ability to compare and contrast different literary elements and essential concepts in various literary works.
4. Gained required skills to read, appreciate and explore short stories.
5. Acquired ability to interpret the text with relevant textual and contextual evidences.
6. Refined critical sensibility and improved language skills.

CONTENT

UNIT NO.	UNIT TITLE	UNIT CONTENTS	NO. OF PERIODS
UNIT-1	Introduction	A General Study of Short Story	2
UNIT-2	British Short Story Writers	1. Rudyard Kipling: <i>The Miracle of Puran Bhagat</i> 2. Roald Dahl: <i>Parson’s Pleasure</i> 3. Somerset Maugham: <i>Louise</i>	15
UNIT-3	Irish Short Story Writers	1. Oscar Wilde: <i>The Model Millionaire</i> 2. Rhys Davies: <i>Gents Only</i>	10
UNIT-4	American Short Story Writers	1. Henry James: <i>Paste</i>	5

UNIT-5	French Short Story Writers	1. Maupassant: <i>The Jewellery</i>	5
UNIT-6	Commonwealth Short Story Writers	1. Morley Callaghan: <i>A Very Merry Christmas</i> 2. Katherine Mansfield: <i>The Garden Party</i> 3. Ruskin Bond: <i>The Woman on Platform 8</i> 4. Gabriel Garcia Marquez: <i>The Handsomest Drowned Man in the World</i>	20
UNIT-7	Aspects of Short Story	Plot, Atmosphere, setting, point of view, symmetry of design, unity of effect, humour, irony, objectivity and subjectivity of method, realism, regionalism, symbolism, naturalism, determinism, tension, plot, character and dialogue	6
UNIT-8	Types of Short Story	Adventure Story, Psychological Story, Love Story, Social Story, Fantasy, Science Fiction	5
UNIT-9	Short Story and Other Forms	Allegory, Tale, Sketch, Ballad, Essay, Fable, Parable	2

SUGGESTED READING

S. NO.	AUTHOR	TITLE	PUBLISHER	YEAR	EDITION
1.	M.H.Abrams	A Glossary of Literary Terms	Cengage	2015	11 th
2.	Ian Reid	The Short Story	Routledge	2017	1 st
3.	Valerie Shaw	The Short-story: A Critical Introduction	Longman	1983	1 st
4.	Virgil Scott	Studies in the Short Story	Holt Reinhart Livinston	1980	5 th

REFERENCE TEXT BOOKS

S. NO.	AUTHOR	TITLE	PUBLISHER	YEAR	EDITION
1.	Marjorie Boulton	<i>The Anatomy of Prose</i>	Kalyani Publishers	1979	1 st
2.	B. Prasad	<i>A Background to the Study of English Literature</i>	Laxmi Publications	2016	1 st

PAPER CODE: UOEN: 502	TITLE OF THE PAPER: HISTORY OF ENGLISH LANGUAGE	CREDITS: 6 TOTAL HOURS: 85
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COURSE OBJECTIVES:

The course aims to –

1. Instil an overall knowledge of the origin of language and recognise the mechanisms of language change.
2. Trace the history of English language and determine the influences of other languages on English.
3. Familiarize Old English, Middle English, and Early Modern English with an emphasis on morphological, phonological and semantic changes.
4. Render a critical understanding of different approaches to the study of the English language.
5. Equip the students with the techniques of phonetics and intonation.

COURSE OUTCOMES:

At the end of the course, students will have –

1. A comprehensive understanding of growth and development of English language.
2. Gained etymological understanding of English vocabulary.
3. Learnt the standard pronunciation of the English words, their stress pattern and modulation in the connected speech.
4. Developed a critical orientation toward the study of language, hence, understood its correct usage.
5. Become familiar with the phonology of English language.

CONTENT

UNIT No.	UNIT TITLE	UNIT CONTENTS	NO. OF PERIODS
UNIT-1	A Historical Introduction to the English language	Development of the English Language over the period of time	20
UNIT-2	Vocabulary	Study of loan words from several languages (Italian, French, German, Scandinavian, Sanskrit, Spanish)	20
UNIT-3	The Shaping, Building and Ordering of Words	Evolution of English grammar and vocabulary	20
UNIT-4	The Makers of Modern English	Influence of individual writers, poets, orators and lexicographers	15

UNIT-5	The English Language Today	Globalization: English as a world language	10
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REFERENCE TEXT BOOKS

S. NO.	AUTHOR	TITLE	PUBLISHER	YEAR	EDITION
1.	C.L. Wren	<i>The English Language</i>	Vikas	2007	1 st

SUGGESTED READING

S. NO.	AUTHOR	TITLE	PUBLISHER	YEAR	EDITION
1.	A. C. Baugh	<i>A History of the English Language</i>	Routledge	2013	6 th
2.	Henry Bradley	<i>The Making of English</i>	Dover	2006	12 th
3.	Simeon Potter	<i>Our Language</i>	Penguin	2000	1 st
4.	G. L. Brook	<i>A History of the English Language</i>	Macmillan	1979	2 nd
5.	Otto Jespersen	<i>Growth and Structure of the English Language</i>	Oxford	1997	10 th
6.	Albert H. Marckwardt & Randolph Quirk	<i>A Common Language</i>	The English Language Book Society	1975	5 th
7.	F.T. Wood	<i>An Outline History of the English Language</i>	Laxmi	2014	1 st

PAPER CODE: UOEN: 601	TITLE OF THE PAPER: HISTORY OF ENGLISH LITERATURE	CREDITS: 5 PER WEEK TOTAL HOURS: 70
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COURSE OBJECTIVES:

The course aims to –

1. Trace the growth and development of English literature from the sixteenth century till the present age.
2. Help students appreciate the diversity and heritage of England and understand the literary genres and works in connection with the times that shaped them.
3. List and justify the ways in which cultural, social, and historical differences have influenced the development of literature.
4. Make them familiar with various literary writers writing in different ages, their major works and their style of writing.
5. Give them a comprehensive knowledge of major trends and movements in different eras.

COURSE OUTCOMES:

At the end of the course, students will have:

1. Gained a critical overview of the tradition of English literature through the ages.
2. Acquired knowledge about the socio-economic, political, and cultural scenarios in Britain during the various eras in a chronological order.
3. Understood how literature is affected by contemporary happenings in several periods or eras.
4. Become familiar with the growth of various genres of literature and their major writers in different ages.
5. Gained an exposure to major writers, texts and movements of English literature.

CONTENT

UNIT No.	UNIT TITLE	UNIT CONTENTS	NO. OF PERIODS
UNIT-1	The Age of Elizabeth and Milton	1) General Characteristics (Social and Literary) 2) Development of Poetry, Drama, Prose 3) Major Writers –Spenser, Bacon, Marlowe, Shakespeare, Ben Jonson, Milton	10
UNIT-2	The Age of Dryden and Pope	1) General Characteristics (Social and Literary) 2) Development of Prose, Poetry, Drama, Criticism 3) Major Writers: Dryden, Pope, Addison, Steele, Defoe, Swift	15
UNIT-3	The Age of Transition	1) General Characteristics (Social and Literary) 2) Development of Prose, Poetry, Novel 3) Major Writers: Johnson, Goldsmith, Richardson, and Fielding, Thomson, Gray, Collins, Blake	10

UNIT-4	The Return to Nature	1) General Characteristics (Social and Literary) 2) Developments in Prose, Poetry, Novel, Criticism 3) Major Writers: Wordsworth, Coleridge, Shelley, Keats, Byron, Walter Scott, Jane Austen, Lamb, Hazlitt	15
UNIT-5	The Victorian Age	1) General Characteristics (Social and Literary) 2) Development in Prose, Poetry, Novel, Criticism 3) Major Writers: Tennyson, Browning, Dickens, Ruskin	10
UNIT-6	Modern Literature and the Mid-Twentieth Century	1) General Characteristics (Social and Literary) 2) Development in Prose, Poetry, Novel, Criticism 3) Major Writers: Hardy, Hopkins, Wells, Yeats, Shaw, Eliot, Lawrence, Joyce, Woolf, Greene, Golding, Hughes Brecht, Pinter	10

REFERENCE TEXT BOOKS

S. NO.	AUTHOR	TITLE	PUBLISHER	YEAR	EDITION
1.	Edward Albert	<i>History of English Literature</i>	Oxford University Press	2005	5 th

SUGGESTED READING

S. NO.	AUTHOR	TITLE	PUBLISHER	YEAR	EDITION
1.	Michael Alexander	<i>A History of English Literature</i>	Palgrave Macmillan	2013	1 st
2.	Emily Legouis	<i>A Short History of English Literature</i>	Oxford University Press	1998	1 st
3.	David Daiches	<i>A Critical History of English Literature, Vol. I-IV</i>	Supernova Publishers	2011	2 nd
4.	Compton-Rickett	<i>A History of English Literature</i>	UBS Publishers Distributors Pvt. Ltd.	2009	1 st

PAPER CODE: UOEN: 602	TITLE OF THE PAPER: LITERARY CRITICISM	CREDITS: 6 PER WEEK TOTAL HOURS: 85
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COURSE OBJECTIVES:

The course aims to –

1. Outline, define and apply specific theoretical concepts, ideas, and terms to literary and cultural texts.
2. Differentiate and examine literary forms in the context of chief developments in literary history.
3. Enhance analytical and critical thinking, and research skills through close readings of critical essays.
4. Facilitate the discussion on literary and critical theory that demonstrates engagement, insightful thought, effective inquiry and perception of specific patterns in literary works.

COURSE OUTCOMES:

At the end of the course, students will have –

1. Understood the major theoretical/critical movements and theorists, and the principal concepts with which they are connected.
2. Recognised the timelessness of the literary traditions and the relevance of literature and critical attitude towards the real and imaginary worlds.
3. Obtained acquaintance with the key critical and interpretative approaches and apply them to literary sources to build interpretive opinions.
4. Refined their aesthetic skills through creative and critical thinking.
5. Imbided and developed critical evaluation, writing, and interpretive practices, which assists expression of ideas in an informed manner.

CONTENT

UNIT NO.	UNIT TITLE	UNIT CONTENTS	NO. OF HOURS
UNIT-1	Study of Critical Essays/Texts	1) Longinus: <i>On the Sublime</i> 2) Dr. Johnson: <i>Preface to Shakespeare</i> 3) Wordsworth: <i>Preface to the Lyrical Ballads</i> 4) Matthew Arnold: <i>The Function of Criticism</i> 5) T.S. Eliot: <i>Tradition and the Individual Talent</i> 6) Virginia Woolf: <i>Modern</i>	5 15 10 10 10 5 10 10

		<i>Fiction</i> 7) Walter Pater: <i>Style</i> 8) Helen Gardner: <i>The Sceptre and the Torch</i>	
UNIT-2	Study of Critical Terms	Catharsis, Poetic Justice, Negative Capability, Touchstone Method, Tenor and Vehicle, Dissociation of Sensibility, Objective Correlative, Two Uses of Language, Tension, Aesthetic Distance, Sublime	5
UNIT-3	Study of Schools/Forms of Criticism	Mimetic, Aesthetic, Biographical, Historical, Humanistic, Psychological, Impressionistic, Judicial, Objective, Practical, Pragmatic, Structuralist	5

REFERENCE READING

S. NO.	EDITOR	TITLE	PUBLISHER	YEAR	EDITION
1.	S. Ramaswamy and V.S. Sethuraman	<i>The English Critical Tradition – Vol. I & II</i>	Macmillan Publishers India Ltd.	2012	2 nd

SUGGESTED READING

S. NO.	AUTHOR	TITLE	PUBLISHER	YEAR	EDITION
1.	M.H. Abrams	<i>A Glossary of Literary Terms</i>	Cengage Learning India Private Limited	2015	11 th
2.	David Daiches	<i>Critical Approaches to Literature</i>	Longman	2009	10 th
3.	Scott-James	<i>The Making of Literature</i>	Shree Niwas Publication	2007	2 nd
4.	-----	<i>Princeton Encyclopedia of Poetry and Poetics</i>	Princeton University Press	1992	1 st
5.	Paul Verghese	<i>Literary Criticism – A Workbook</i>	Macmillan India Ltd	1981	1 st