CCT 01 - English Literature up to 1660

Background / Context:

i) Socio-cultural background.
ii) Literary and intellectual background.
iii) Development of British drama and theatre.

Texts are indicative and should be supplemented with Background (Movements, Periods, i.e. Elizabethan, Jacobean, Caroline)

Unit 1: Thomas More : Utopia
Unit 2: Marlowe : Edward II
Unit 3: Shakespeare : Hamlet
Unit 4: Metaphysical poetry : (Donne, Herbert, Marvell)

Prescribed Reading:

CCT 02 - English Literature up to 1800 Century

Related Issues
1. Satire in Verse - Mock Heroic
2. Satire in Prose
3. Literary Criticism during the period
4. The Rise of the English novel
5. The Sentimental and Gothic novel.
6. The major forms of poetry

Course Content:
Unit 1: Milton Paradise Lost Book I
Unit 2: Pope: Rape of the Lock
Unit 3: Addison, Steele: Essays (Hugh Walker: Essays & Essayists)
Unit 4: Lawrence Sterne: Tristram Shandy
Recommended Reading:


**CCT – 03 - Linguistics and Phonetics**

**Background / Context / Historical Perspectives:**

1. Linguistic Studies in India
2. Linguistic Studies in the West during the Classical Periods.
3. Linguistic Studies in America
4. Linguistic Studies in Europe during the 19th century.
5. Linguistic Studies in the Contemporary Period.

**Detailed Description of the course content:**

**Unit 1.**

A) The Nature of Language
   C) Some fundamental Linguistic Concepts (Langue and Parole, Competence And Performance, Substance and Form, Syntagmatic and Paradigmatic, Diachronic and Synchronous).

**Unit 2.**

A) The Levels of Linguistic Study (Morphology, Syntax, Phonetics, Semantics, Pragmatics).
   B) Lexicology

**Unit 3.**

A) The Nature of Phonetics.
   B) Fundamental Phonetic Concepts (Air Stream Mechanism, Organs of speech, Vowel, Consonant, Syllable, Manner and Place of articulation

**Unit 4.**

A) English Phonology (Phoneme Theory, English Vowels and Consonants, Structure of English Syllable)
   C) General Indian English

**Prescribed Texts and their Discussion : Each will carry Two credits.**

   Prescribed Reading:

**Sem. II**

**CCT 04 19th Century British Poetry**

**Objectives:**
1. To facilitate learners with an overall exposure to the English poetic genre in the 19th century.
2. To understand the central concerns of these poets vis-a-vis the age they were writing in, and thus understand the tradition of English poetry in this century.
3. To know about the different schools / movements having a direct bearing to poetry in this century.

**Units / Texts:**
1. The First Generation Romantic Poets (Wordsworth and Coleridge)
2. The Second Generation Romantic Poets (Byron, Shelley and Keats)
3. The Victorian Poets (Tennyson, Browning and Arnold)
4. Other Important Poets (William Blake, Elizabeth Browning, D.G. Rossetti, Christina Rossetti, G.M. Hopkins, A.C. Swinburne)

These poets can be taught through representative poems (at least two short or one long poem by each poet). Teacher is free to choose the poems.

**Anthologies:**
There are many anthologies where many important poems of the above poets are featured. At least the following four important ones can be mentioned:


Besides, the *Norton Critical Edition* series (South Asian Edition) is also available for many individual poets like: Blake, Wordsworth (*The Prelude*), Coleridge, Byron, Shelley, Tennyson, Robert Browning, and Elizabeth Browning.

**CCT-05 – 19th Century British Novel**

**Objectives :**

i) To study the growth and development of Novel form during 19th century.
ii) To introduce the major writers in the age.
iii) To introduce the historical and social background of the age.

**Course Content:**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Author</th>
<th>Title</th>
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<tbody>
<tr>
<td>Unit 1</td>
<td>Jane Austen</td>
<td><em>Northanger Abbey</em></td>
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<tr>
<td>Unit 2</td>
<td>Charles Dickens</td>
<td><em>Oliver Twist</em></td>
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<td>Unit 3</td>
<td>George Elliot</td>
<td><em>Middlemarch</em></td>
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<tr>
<td>Unit 4</td>
<td>Thomas Hardy</td>
<td><em>Tess of the d'Urbervilles</em></td>
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Recommended Readings:

1) BRONTE Charlotte Jane Eyre
2) BRONTE Emily Wuthering Heights
3) DISRAELI Banjamin Sybil or The Two Nations
5) HAZLITT, William The Spirit of the Age
6) JAMES, Henry The Portrait of a Lady
8) LAMB, Charles Essays of Elia (First six essays)
9) MILL, John Stuart on Liberty
10) NEWMAN, J H Apologia Pro Vita Sua
11) PATER, Walter The Renaissance (Preface and conclusion)
14) RUSKIN, John The Crown of Wild Olives
16) THAKERAY, Willam Makepeace Vanity Fair
17) TILLOTSON, Kathleen Novels of Eighteen-Forties. Oxford OUP, 1954

CCT 06 - English Grammar

Objectives:
1. To provide learners with the theoretical understanding of what is Grammar.
2. To make learners see the shift in approach to teaching from Structural to Communicative Grammar.
3. To strengthen the usage (both spoken and written) of English among learners.

Background:
1. Brief history of the development of English Language.
2. An overview of the varieties of English including Indian English.

Course Content (Principal Topics) Each of the following to have half a credit:
a) Word Classes: Open Classes (Nouns, Verbs, Adjectives, Adverbs) and Closed Systems (Articles, Demonstratives, Prepositions, Conjunctions, Interjections...)
b) Phrases: Noun Phrase, Verb Phrase, Prepositional Phrase, Adverbial Phrase, Adjectival Phrase
c) Clauses: Structure & Types
d) Adverbials
e) Sentences: Types & Functions (including Negative, Interrogative... Sentences)
f) Passives

g) Other Clausal Aspects: (Coordination/Subordination, Information Structure in a Clause: Focus, Theme, Emphasis...)

h) Other Aspects of the Sentence: Cohesion & Cohesive Devices (Lexical, Semantic, Grammatical)

Allied Areas: Focus on skills
   1. Reference Skills
   2. Reading and Comprehension Skills
   3. Writing Skills
   4. English in the Technological World
   5. The Future of Englishes

Principal Texts: Learners to refer mainly two texts for earning their credits:

Select Bibliography:

Sem. III

**CCT 07 - 20th Century British Poetry**

Objectives:
1. To facilitate learners with an overall exposure to the English poetic genre in the 20th century, maintaining a link with the course they did on 19th century English poets in the previous semester.
2. To understand the central concerns of these poets vis-a-vis the age they were writing in, and thus understand the tradition of English poetry in this century.
3. To know about the different schools / movements having a direct bearing to poetry in this century.

Units / Texts:
1. The Early Moderns (Thomas Hardy, Wilfred Owen, W.B. Yeats, and Robert Graves)
2. The High Moderns (Ezra Pound, T.S. Eliot, and W.H. Auden)
3. After the Moderns (Dylan Thomas, Philip Larkin, Ted Hughes, and Seamus Heaney)
4. Other Important Poets (Hugh MacDiarmid, Stephen Spender, John Betjeman, Donald Davie, Thom Gunn)
These poets can be taught through representative poems (at least two short or one long poem by each poet). Teacher is free to choose the poems.

**Anthologies:**
There are many anthologies where many important poems of the above poets are featured. At least the following four important ones can be mentioned:


**CCT 08 - Discourses on Women’s Empowerment**

**Objectives:**
1. To facilitate learners with an adequate exposure to this often neglected area of studies: discourses by women.
2. To study a cross-section of women’s writing, mainly Western, and try to understand the development of women’s concern about their self, identity and society.
3. To juxtapose these writings against the development of feminist theory.

**Units / Texts:**

**Recommended Reading** (merely suggestive, and by no means exhaustive):

**CCT 09 - Comparative Literature**

**Objectives :**
The objectives of Course in Comparative Literature would include:

i) To introduce the students to the discipline of comparative literature.
ii) To familiarize them to the concepts, issues and methodology.
iii) To establish the rationale of comparative literature in a multi-national study.

**Background :**
i) History of comparative literature
ii) Comparative literature and other related concepts e.g. world Literature, general literature, national literature etc.
iii) French, American & Indian Schools of Comparative Literature

**Course description: Each Unit will carry One Credit.**

**Unit 1**  History of Development of schools of Comparative literature (French, American, British & Indian)

**Unit 2**
- a) Influence and Reception Study
- b) Genology, Literary History (Period & Movement Study)

**Unit 3**
- a) Thematology
- b) Translation Study

**Unit 4**
- a) Comparative literature and Intercultural studies
- b) Comparative Literature and other disciplines e.g. media,
- c) The future of Comparative Literature

**Bibliography :**

JOST, Francois, *Introduction to Comparative Literature*

PRAWER, S.S. *Comparative Literary Studies: An Introduction*

BRANDT, Corstius J. *Introduction to the Comparative Study of Literature*

WELLEK, Rane & WARREN, Austin. *Theory of Literature*

WEISSTEIN, Ulrich (ed.) *Comparative Literature and Literary Theory: Survey and Introduction*

SUSAN BASSANETT. *Comparative Literature: Introduction*

NAGENDRA, Comparative Literature. Delhi, University of Delhi, 1977403

**Sem. IV**

**CCT 10 – 20th Century British Novel & Drama**

**Objectives:**
1. To facilitate learners with an overall exposure to the British genres of the novel and drama in the 20th century.
2. This Course would complement the one on 20th century British poetry thereby providing learners with a composite idea of the status and development of the three major literary genres in the 20th century.
3. To understand the central concerns of these novelists and dramatists vis-a-vis the age they were writing in.
4. To know about the different schools / movements having a direct bearing to these two genres in this century.

**Units / Texts:**
1. J.M. Synge: *The Playboy of the Western World*
2. James Joyce: *A Portrait of the Artist as a Young Man*
3. Samuel Beckett: *Waiting for Godot*
4. Iris Murdoch: *The Sea, The Sea*

**Recommended Reading:**

1. All the above texts (except Synge’s) are available in Indian edition by well known publishers like Longman and Penguin (India), Peacock classics etc. Synge’s text is available by Oxford, UK edition.
CCT-11 - Indian Literature in Translation

Objectives:
1. To introduce the students to Indian Literature through translation.
2. To make them approach the prescribed texts for their literary value and cultural significance.
3. To enable them to approach these texts from a cross-cultural perspective.

Prescribed Texts and their Discussion:
- **Unit 1**: Ved Vyas, ‘Adi Parva’ *Mahabharat*.
- **Unit 2**: Rahi Masoom Raza, *Adha Gaon*.
- **Unit 3**: Bhalchandra Nimade, *Cacoon*.
- **Unit 4**: Pannalal Paatel, *Manavi ni Bhavai*.

Recommended Reading:

CCT 12 - Indian Poetics

Objectives:
1. To introduce and bring out salient features of schools of Indian Poetics.
2. To introduce various schools of Literature.
3. To examine its suitability for understanding various issues like Literature, Literary experience, Meaning and Interpretation among others.
4. To propose areas of comparison between Indian and western poetics.

Background Study:
1. Indian Knowledge Systems
2. Indian Intellectual traditions

Course Content (Each Unit will carry ONE credit)
- **Unit 1**: Historical Developments of Indian Poetical traditions and the concepts of *Kavi, Kavya and Vangmaya*.
- **Unit 2**: *Rasa, Alamkara and Riti Theories*.
- **Unit 3**: *Dhvani, Vakrokti and Auchitya Theories*.
- **Unit 4**: *Guna and Dosha and Rajasekhara’s Composite Model*.

Major Related Issues in Indian Poetics:
The Purpose of Literary Composition.
Literary Theory: Its Status and Enrichment.
Types of Literary Compositions
Literature as Knowledge
Literary Experience
Meaning in Literature.

Indian Poetics and Western Poetics :

Select Bibliography :

6. Ksemendra. *Auchityavicaracarca*
8. *Agnipurana* (for Guna and Dosa)
9. Kautilya. *Arthasastra*