

**SCHEME OF EXAMINATION**  
**M.A. (ENGLISH)**  
**w.e.f. Session 2016-17(CBCS)**

**Programme Objectives-**

- To impart knowledge of English literature of England – 1350 onwards, literature written in English in other countries, and literary works translated into English
- To sensitize students to the need of relating literature with contemporary cultural movements
- To familiarize students with the interface of varied forms of creative expression
- To acquaint students with phonological and lexical aspects of English language

**Programme Outcomes-**

- To enable students to relate literature to its wider intellectual, artistic, and cultural context
- To equip them with the ability to impart instruction in literary studies
- Firm grounding in literary studies enhances a certain level of competence in English language facilitating general employability

**(SEMESTER I)**

Course No	Course Code	Nomenclature of Course	L-T-P	Credit/Hrs.	Max Marks	Theory	Internal Assessment	Duration of Exam
I (Hard Core-I)	16ENG21C1	English Literature (1350-1660)-I	4-1-0	5	100	80	20	3 hrs
II (Hard Core-II)	16ENG21C2	English Literature (1350-1660)-II	4-1-0	5	100	80	20	3 hrs
III (Hard Core-III)	16ENG21C3	English Literature (1660-1798)-I	4-1-0	5	100	80	20	3 hrs
IV (Hard Core-IV)	16ENG21C4	English Literature (1660-1798)-II	4-1-0	5	100	80	20	3 hrs
V(Hard Core-V) (Option-i)	16ENG21C5	Study of Language-I	4-1-0	5	100	80	20	3 hrs
V(Hard Core-V) (Option-ii)	16ENG21C6	Twentieth Century Prose (Only for Visually Challenged)	4-1-0	5	100	80	20	3 hrs

**Total Credits**

**25**

**SCHEME OF EXAMINATION****M.A. (ENGLISH)****w.e.f. Session 2018-19(CBCS)****(SEMESTER II)**

Course No	Course Code	Nomenclature of Course	L-T-P	Credit Hrs.	Max Marks	Theory	Internal Assessment	Duration of Exam
VI (Hard Core-VI)	16ENG22C1	English Literature (1798-1914)-I	4-1-0	5	100	80	20	3 hrs
VII (Hard Core- VII)	16ENG22C2	English Literature (1798-1914)-II	4-1-0	5	100	80	20	3 hrs
VIII(Hard Core-VIII) (Option-i)	16ENG22C3	Study of Language-II	4-1-0	5	100	80	20	3 hrs
VIII(Hard Core-VIII) (Option-ii)	16ENG22C4	Classical Drama (Only for Visually Challenged)	4-1-0	5	100	80	20	3 hrs
IX (Soft Core-I) (Option-i)	16ENG22D1	Drama Studies – I	4-1-0	5	100	80	20	3 hrs
IX (Soft Core-I) (Option-ii)	16ENG22D2	Literature and Gender- I	4-1-0	5	100	80	20	3 hrs
IX (Soft Core-I) (Option-iii)*	16ENG22D3	Research Project		5	100	60 (report)	40 (viva-Voce)	
X (Discipline Specific elective Course-II) (Option-i)	16ENG22D4	Drama Studies –II	4-1-0	5	100	80	20	3 hrs
X(Discipline Specific elective Course-II) (Option-ii)	16ENG22D5	Literature and Gender -II	4-1-0	5	100	80	20	3 hrs
X(Discipline Specific elective Course-II) (Option-iii)*	16ENG22D6	Research project		5	100	60 (report)	40 (viva-Voce)	
Foundation Elective				2-0-0	2			
Open Elective				3-0-0	3			

\*Research Project in lieu of Courses IX and X only for Foreign Students with credits and maximum marks equal to both the Courses.

**Total Credits 30**

## SCHEME OF EXAMINATION

### M.A. (ENGLISH) PART - II (SEMESTER III & IV) w.e.f. Session 2017-18(CBCS)

#### (SEMESTER III)

Course No	Course Code	Nomenclature of Course	L-T-P	Credit/Hrs.	Max Marks	Theory	Internal Assessment	Duration of Exam
XI (Hard Core-IX)	17ENG23C1	English Literature (1914-1950)	4-1-0	5	100	80	20	3 hrs
XII (Hard Core-X)	17ENG23C2	Indian Writings in English -I	4-1-0	5	100	80	20	3 hrs
XIII (Hard Core-XI)	17ENG23C3	Diasporic Literature –I	4-1-0	5	100	80	20	3 hrs
XIV (Hard Core-XII)	17ENG23C4	Literary Criticism and Theory -I	4-1-0	5	100	80	20	3 hrs
XV (Soft Core-III) (Option-i)	17ENG23D1	Literature & Ethnicity – I	4-1-0	5	100	80	20	3 hrs
XV (Soft Core-III) (Option-ii)	17ENG23D2	Aesthetics – I	4-1-0	5	100	80	20	3 hrs

**Total Credits                    25**

#### (SEMESTER IV)

Course No	Course Code	Nomenclature of Course	L-T-P	Credit/Hrs.	Max Marks	Theory	Internal Assessment	Duration of Exam
XVI (Hard Core-XIII)	17ENG24C1	English Literature (1950 onwards)	4-1-0	5	100	80	20	3 hrs
XVII (Hard Core-XIV)	17ENG24C2	Indian Writings in English -II	4-1-0	5	100	80	20	3 hrs
XVIII (Hard Core-XV)	17ENG24C3	American Literature	4-1-0	5	100	80	20	3 hrs
XIX (Hard Core-XVI)	17ENG24C4	Literary Criticism and Theory -II	4-1-0	5	100	80	20	3 hrs
XX (Soft Core-IV) (Option-i)	17ENG24D1	Literature & Ethnicity – II	4-1-0	5	100	80	20	3 hrs
XX (Soft Core-IV) (Option-ii)	17ENG24D2	Aesthetics –II	4-1-0	5	100	80	20	3 hrs

**Total Credits                    25**

**Grand Total Credits    25 + 25+ 25 + 25 = 100**

**M. A. English (Under CBCS)  
Semester I**

Course Code: 16ENG21C1  
Course: I (Core Course I)  
Total Marks: 100  
External Marks: 80  
Internal Marks: 20  
Time : 3 hrs

Nomenclature of the Course: English Literature (1350-1660)-I

Lectures 4 Tutorials 1  
Total Credits: 5

**Learning Objectives:**

- To make students aware of the history of English literature from 1350-1660.
- To introduce the students to the milieu in which the poets were writing.
- To define and apply different forms and aspects of poetry with reference to different poems.
- Compare and contrast different styles of different writers.

**Learning Outcomes:**

- Ability to negotiate literature written in early forms of English language.
- Ability to negotiate the relationship between cultural movements emanating from England's intersection with Italian and French cultural and literary movements.

**Unit I**

Geoffrey Chaucer: "The General Prologue" to *The Canterbury Tales*

**Unit II**

- (i) Edmund Spenser: Sonnets from *Amoretti*  
"What guile is this...."(37)  
"Most happy letter fram'd by skilful trade"(74)  
"One day I wrote her name upon the strand"(75)
- (ii) William Shakespeare: Sonnets  
"Shall I compare thee to a summer day" (18)  
"Let me not to the marriage of true minds" (116)  
"My mistress' eyes are nothing like the sun" (130)

**Unit III**

- (i) John Donne: "The Sun Rising"  
"A Valediction: Forbidding Mourning"  
"Batter My Heart, Three Person'd God"
- (ii) Andrew Marvell: "To His Coy Mistress"  
"The Garden"  
"The Nymph Complaining for the Death of Her Fawn"

**Unit IV**

John Milton: *Paradise Lost* Book 1

**Instructions to the Paper-Setter and students:**

Students will be required to attempt *five* questions. Question 1 and 2 are compulsory. All questions carry equal marks.

Question 1 will comprise *six* short-answer type questions. There will be at least one question from each Unit. Students will be required to attempt any four (in about 200 words each) selecting at least one from each Unit. Question 2 will be

based on socio-cultural, intellectual, historical trends and movements of the age. Students will be required to attempt any two (in about 600 words each) of the given three parts.

Questions 3, 4, 5 and 6 (with internal choice) will be long answer-type questions based on Units I, II, III and IV respectively.

**The paper-setter will mention Units except in Question 2.**

**Suggested Reading:**

Anne, Ferry. *All in War with Time: Love Poetry of Shakespeare, Donne, Jonson and Marvell.*

Ashton, Gail. *Chaucer: The Canterbury Tales.*

Bennett, Joan. *Five Metaphysical Poets: Donne, Herbert, Vaughan, Crashaw, Marvell.*

Bayley, Peter. *Edmund Spenser: Prince of Poets.*

Bloom, Harold. ed. *Viva Modern Critical Interpretations: William Shakespeare's Sonnets.*

Callaghan, Dymphna. *Shakespeare's Sonnets.*

Clements, L. Arthur ed. *John Donne's Poetry.*

Fowler, Alastair. ed. *Spenser's Images of Life.*

Hawkins, Harriett. *Poetic Freedom and Poetic Truth : Chaucer, Shakespeare, Marlowe, Milton.*

Kermode, Frank. *Shakespeare, Spenser, Donne.*

Kolve, V.A. *The Canterbury Tales: Nine Tales and the General Prologue by Geoffrey Chaucer.*

Krieger, Murray. *A Window to Criticism : Shakespeare's Sonnets and Modern Poetics.*

Leishman, J B. *Themes and Variations in Shakespeare's Sonnets.*

Maclean, Hugh. ed. *Edmund Spenser's Poetry.*

Muir, Kenneth. *Shakespeare's Sonnets.*

Nabar, Vrinda. ed. *Paradise Lost: Books 1 and 2 John Milton.*

Redpath, Theodore. ed. *The Songs and Sonnets of John Donne .*

Schoenfeldt, Michael. ed. *A Companion to Shakespeare's Sonnets.*

Seymour-Smith, Martin, ed. *Shakespeare's Sonnets.*

Wait, R. J. C. *The Background to Shakespeare's Sonnets.*

**M. A. English (Under CBCS)  
Semester I**

Course Code: 16ENG21C2  
Course: II (Core Course - II)  
Total Marks: 100  
External Marks: 80  
Internal Marks: 20  
Time : 3 hrs

Nomenclature of the Course: English Literature (1350-1660)-II

Lectures 4 Tutorials 1  
Total Credits: 5

**Learning Objectives:**

- To make students aware of the history of English literature from 1350-1660.
- To introduce the students to the milieu in which the poets were writing.
- To define and apply different forms and aspects of poetry with reference to different poems.
- Compare and contrast different styles of different writers.

**Learning Outcomes:**

- Ability to negotiate literature written in early forms of English language.
- Ability to negotiate the relationship between cultural movements emanating from England's intersection with Italian and French cultural and literary movements.

**Unit I** Christopher Marlowe: *Dr Faustus*

**Unit II** William Shakespeare: *Julius Caesar*

**Unit III** Ben Jonson: *The Alchemist*

**Unit IV** John Webster: *The White Devil*

**Instructions to the Paper-Setter and the students:**

All questions are compulsory and carry equal marks.

Question 1 will comprise six short-answer type questions. There will be at least one question from each Unit. Students will be required to attempt any four (in about 200 words each) selecting at least one from each Unit.

Questions 2, 3, 4 and 5 (with internal choice) will be long answer-type questions based on Units I, II, III and IV respectively.

**The paper-setter will mention Units.**

**Suggested Reading:**

Ansari, K H. *Imagery of John Webster's Plays*.

Bennett, H. *Studies in Shakespeare: British Academy Lectures*.

Bliss, Lee. *The World's Perspective: John Webster and the Jacobean Drama*.

Brown, John Russell. *Shakespeare's Dramatic Style: Romeo and Juliet, As You Like It, Julius Caesar, Twelfth Night, Macbeth.*

Bradbrook, M C. *John Webster: Citizen and Dramatist.*

Coleman, David. *John Webster, Renaissance Dramatist.*

Dean, Leonard F. ed. *Twentieth Century Interpretations of Julius Caesar: A Collection of Critical Essays*

Ellis Fermor, Una. *Shakespeare's Drama.*

Evans, Ifor. *The Language of Shakespeare's Plays.*

Gill, Richard. *Mastering Shakespeare.*

Granville-Barker, Harley. ed. *A Companion to Shakespeare Studies.*

Hawkes, Terence. *Shakespeare and the Reason: A Study of the Tragedies and the Problem Plays.*

Heilman, Robert B. ed. *Anthology of English Drama before Shakespeare.*

Julian, Erin. and Helen Ostovic. *The Alchemist: A Critical Reader (Arden Early Modern Drama Guides)*

Jump, John. ed. *Marlowe: Doctor Faustus. A Casebook.*

Levin, Harry. *Christopher Marlowe : The Overreacher.*

Leech, Clifford. ed. *Marlowe: A Collection of Critical Essays.* .

O'Neill, Judith. *Critics on Marlowe: Readings in Literary Criticism.*

Sanders, Wilbur. *The Dramatist and the Received Idea: Studies in the Plays of Marlowe and Shakespeare.*

Schanzer, Ernest. *The Problem Plays of Shakespeare: A Study of Julius Caesar, Measure for Measure, Antony and Cleopatra*

Wells, Stanley. *Literature and Drama with special reference to Shakespeare and his Contemporaries.*

Wilders, John. *The Lost Garden: A View of Shakespeare's English and Roman History Plays.*

Zander, Horst. ed. *Julius Caesar: New Critical Essays – 2005*

**M. A. English (Under CBCS)  
Semester I**

Course Code: 16ENG21C3

Course: III (Core Course- III)      Nomenclature of the Course: English Literature (1660-1798)-I

Total Marks: 100

External Marks: 80

Internal Marks: 20

Time : 3 hrs

Lectures 4 Tutorials 1

Total Credits: 5

**Learning Objectives:**

- To help students familiarize with the literary expressions of the finer nuances of the changing political, economic, social and philosophical milieu of the age of Enlightenment
- Appreciating literary texts as manifestations of specific literary trends and the mechanics of cross currents within literary representations.

**Learning Outcomes:**

- Students will have the ability to understand the importance of literary form as part of literary criticism.
- Students will be able to relate literary works as responses and reactions to the discourse of rationality.

**Unit I**      John Dryden:

*Mac Flecknoe*

**Unit II**      Alexander Pope:

*The Rape of the Lock*

**Unit III**      Oliver Goldsmith:

*She Stoops to Conquer*

**Unit IV**      1. Thomas Gray:

(i)      “Elegy Written in a Country Churchyard”

(ii)      “Ode to Adversity”

2. William Blake:

(i)      “The Lamb” (From *Songs of Innocence*)

(ii)      “Holy Thursday” (From *Songs of Experience*)

(iii)      “London” (From *Songs of Experience*)

**Instructions to the Paper-Setter and students:**

Students will be required to attempt *five* questions. Question 1 and 2 are compulsory. All questions carry equal marks.

Question 1 will comprise *six* short-answer type questions. There will be at least one question from each Unit. Students will be required to attempt any four (in about 200 words each) selecting at least one from each Unit. Question 2 will be based on socio-cultural, intellectual, historical trends and movements of the age. Students will be required to attempt any two (in about 600 words each) of the given three parts.

Questions 3, 4, 5 and 6 (with internal choice) will be long answer-type questions based on Units I, II, III and IV respectively.

**The paper-setter will mention Units except in Question 2.**

**Suggested Reading:**

Bronowski, J. *William Blake and the Age of Revolution*.

Christie, W.D. Ed. *The Poetical Works of John Dryden*.

Herring, Robert. Ed. *She Stoops to Conquer by Oliver Goldsmith*.

Lonsdale, Roger. Ed. *Gray and Collins: Poetical Works*.

Pope, Alexander. *The Rape of the Lock*.

Yeats, W.B. ed. *The Poems of William Blake*.



**M. A. English (Under CBCS)  
Semester I**

Course Code: 16ENG21C4

Course: IV (Core Course- IV) Nomenclature of the Course: English Literature (1660-1798)-II

Total Marks: 100

External Marks: 80

Internal Marks: 20

Time : 3 hrs

Lectures 4 Tutorials 1

Total Credits: 5

**Learning Objectives:**

- To make students familiar with English literature from 1660-1798 i.e. of Restoration Age, Neo-classical age and Pre-Romantic age
- To define the rise of the novel and the periodical essays.
- To make them aware of various aspects of prose and fiction.

**Learning Outcomes:**

- To understand the nuances of new literary forms as a reaction to macro-cultural formations
- The students will be able to situate literary texts within their historical, political, and cultural contexts.

**Unit I**

Daniel Defoe: *Moll Flanders*

**Unit II**

Henry Fielding: *Joseph Andrews*

**Unit III**

Joseph Addison's Essays from *The Spectator*

No. 10. "The Aim of Spectator"

No. 112. "Sir Roger at Church"

Richard Steele's Essays from *The Spectator*

No. 02 "Of the Club"

No. 107 "The Coverley Household"

**Unit IV**

Jonathan Swift: *The Modest Proposal*

Samuel Johnson:

No. 60. "The Dignity and Usefulness of Biography" (From *The Rambler*)

No. 95. "Apology for Apparent Plagiarism. Sources of Literary Variety"

(from *The Adventure*)

**Instructions to the Paper-Setter and the students:**

All questions are compulsory and carry equal marks.

Question 1 will comprise six short-answer type questions. There will be at least one question from each Unit. Students will be required to attempt any four (in about 200 words each) selecting at least one from each Unit.

Questions 2, 3, 4 and 5 (with internal choice) will be long answer-type questions based on Units I, II, III and IV respectively.

**The paper-setter will mention Units.**

**Suggested Reading:**

Bate, W.J. ed. *Essays from The Rambler, Adventure and Idler.*

Fielding, Henry. *Joseph Andrews.*

Hayward, John. *Swift Gulliver Travels and Selected Writings in Prose and Verse.*

Kelly, Edward H. ed. *Moll Flanders by Daniel Defoe.*

Macallister, Hamilton. ed. *Literature in Perspective: Fielding.*

Smith, Gregory. ed. *Addison and Steele and Others: The Spectator.*

**M. A. English (Under CBCS)  
Semester I**

Course Code: 16ENG21C5

Course: V (Core Course- V) (Option i) Nomenclature of the Course: Study of Language-I

Total Marks: 100

External Marks: 80

Internal Marks: 20

Time : 3 hrs

Lectures 4 Tutorials 1

Total Credits: 5

**Learning Objectives:**

- To make students familiar with phonology of English language
- To make students understand pedagogy of second language learning

**Learning Outcomes:**

- To make students understand phonology as mechanics of language
- To enable the students to pronounce correctly
- Form theoretical grounding in pedagogy to enable them to develop innovative, imaginative strategies for classroom teaching.

**Unit I**

(a) Organs of Speech and Classification of Sounds;

Speech Mechanism with reference to the Role of different Organs of Speech.

Description of Vowels and Consonants, Place and Manner of Articulation, Diphthongs, Minimal Pairs, Cardinal Vowels.

(b) Three-Term Label and detailed description of R.P. Vowels and Consonants.

**Unit II**

(a) English Phonology:

Phonemes, Allophones, English Vowels and Consonants, Syllable Structure, Syllabic Consonant.

(b) Supra-Segmental Features of English:

Speech, Word Accent, Stress & Rhythm in Connected Speech, Intonation (Rising and Falling only).

**Unit III**

(a) General Indian English and Common Problems with reference to RP Sounds and suggestions to overcome these Problems.

(b) Advanced Phonology:

Assimilation, Elision, Linking- r

(c) Phonetic Transcription: According to Symbols used in Hornby's *Advanced Learner's Dictionary*.

**Unit IV**

**English Language Teaching (ELT)**

- (i) First Language Acquisition
- (ii) Second Language Acquisition/Learning
  
- (iii) The Direct Method
- (iv) The Bilingual Method
- (v) The Oral Approach & Situational Language Teaching
- (vi) The Structural Approach
- (vii) Communicative Language Teaching

**Instructions to the paper-setter and students:**

Question No. 1 based on **Unit-I**. It will have *two* parts based on part (a) and (b) respectively. In part (a), students will be required to attempt 3 out of the given 5 topics. This part will carry 12 marks.

In part (b), students will be required to write three label descriptions of 16 sounds out of given 20. This part will carry 08 marks.

Question No. 2 based on **Unit-II** will consist of 3 parts. In part I, students will be required to mark primary accent on six out of the given ten words. This part will carry 06 marks. In part II, students will be required to mark intonation on 6 six out the given 9 sentences. This part will carry 06 marks. In part III, students will be required to write short notes on any 2 of the given 4 topics based on part (a) and (b) of Unit II. This part will carry 08 marks.

Question No. 3 based on **Unit-III** will have two parts. Students will be required to write short notes on any 2 of the given 3 topics covering parts (a) and (b) of this unit. It will carry 10 marks. In second part of the question based on part(c), students will be required to give phonetic transcription of 20 out of the given 25 words. This part will carry 10 marks.

In question No. 4, students will be required to attempt any 4 out of the given 6 items based on **Unit-IV**. This question will carry 20 marks.

**Prescribed Texts**

Balasubramanian. T. *A Text Book of English Phonetics for Indian Students*.

Bansal, R.K. and S.B. Harrison. *Spoken English for India*.

Gautam. K.K. *English Language Teaching: A Critical Study of Approaches and Methods*.

Hornby, A. S. *Advanced Learner's Dictionary*.

**Suggested Reading:**

Aberchrombie, D. *Elements of General Phonetics*.

Clark, J.C. Yallop. *An Introduction to Phonetics and Phonology*.

Gimson. A. C. *An Introduction to the Pronunciation of English*.

Howatt.A.P. *A History of English Language Teaching*.

Ladefoged, Peter. 4<sup>th</sup> edn. *A Course in Phonetics*.

Laver, J. *Principles of Phonetics*.

Nagraj. Geetha. *English Language Teaching: Approaches, Methods and Techniques*.

O' Connor. J.D. *Better English Pronunciation*.

Richards, Jack C and Theodore S. Rodgers. *Approaches and Methods in Language Teaching: A Description and Analysis*.

Richard and Rod Bolitho (ed). *Currents of Change in English Language Teaching*.

Roach, P. *Phonetics*.

Roach. P. *English Phonetics and Phonology*.

**M. A. English (Under CBCS)  
Semester I**

Course Code: 16ENG21C6

Course: V(Core Course- V) (Option ii) Nomenclature of the Course: Twentieth Century Prose

Total Marks: 100 (Only for Visually Challenged)

External Marks: 80

Lectures 4 Tutorials 1

Internal Marks: 20

Total Credits: 5

Time : 3 hrs

**Learning Objectives:**

- To familiarize the students with creative critical literary prose of twentieth century

**Learning Outcomes:**

- Students will develop an ability to understand the possibilities of humanistic reaction to challenges posed by twentieth century political, economic, scientific, and cultural developments.

**Unit I**

Bertrand Russell: "Ideas That Have Harmed Mankind" from *Unpopular Essays*. London: Unwin Paperbacks, 1988.

"Education" from *The Basic Writings of Bertrand Russell*. Ed. Robert E. Egner and Lester E. Denom. London: Routledge, 2009.

**Unit II**

A. J. Ayer: "Truth" from *The Concept of a Person and Other Essays*. London: Macmillan, 1973.

George Orwell: "England Your England" from *The Oxford Anthology of English Literature Vol. 2: 1800 to the Present*. OUP, 1973.

**Unit III**

Aldous Huxley: "Wordsworth in the Tropics" from *The Oxford Anthology of English Literature Vol. 2: 1800 to the Present*. OUP, 1973.

--- : "Religious Practices" from *Ends and Means*. London: Chatto & Windus, 1965.

**Unit IV**

W. H. Auden: "The Poet & The City" from *The Dyer's Hand and Other Essays*. London: Faber & Faber, 1975.

- : "The Virgin & The Dynamo" from *The Dyer's Hand and Other Essays*.

E. W. M. Tillyard: "Research in the Humanities" from *Essays: Literary and Educational*. London: Chatto & Windus, 1967.

**Instructions to the paper-setter and students:**

Students will be required to attempt five questions in all. All questions carry equal marks.

Question 1 will comprise eight short answer-type questions from units I, II, III & IV. There will be two questions from each unit. Students will be required to attempt any four (in about 200 words each) selecting at least one from each unit.

Question Nos. 2, 3, 4 & 5 (with internal choice) will be essay type questions based on units I, II, III & IV respectively.

**Suggested Reading:**

Gordon, Ian A. *The Movement of English Prose.*

Cunninghans, J.V. (ed). *The Problem of Style.*

Denham, Robert D. (ed) *Northrop Frye on Culture and Literature.*

Lucas, F. L. *Style.*

Read, Herbert. *English Prose Style.*

Todorov, Tzvetan. *The Poetics of Prose.*

Toole, John P. *The Process of Drama: Negotiating Art and Meaning.*

**M. A. English (Under CBCS)  
Semester II**

Course Code: 16ENG22C1

Course: VI (Core Course- VI) Nomenclature of the Course: English Literature (1798-1914)-I

Total Marks: 100

External Marks: 80

Internal Marks: 20

Time : 3 hrs

Lectures 4 Tutorials 1

Total Credits: 5

**Learning objectives:**

- To sensitize students to appreciate English Literary texts relating them to the intellectual movement across Europe in nineteenth century
- To help students understand literary texts as artistic responses to the fast changing world since mid -19<sup>th</sup> century.

**Learning Outcomes:**

- Students will develop skills of looking critically at the intersections of literary works with ethos of Industrialism.

**Unit- I**

S.T. Coleridge: "Kubla Khan"  
"France: An Ode"  
"Ode to Tranquility"  
"To the Nightingale"

**Unit- II**

Alferd Tennyson: "The Lotos Eaters"  
"Tears, Idle Tears"  
"The Brook"  
"St. Agnes' Eve"

**Unit-III**

Thomas Carlyle: *From Chartism*  
Chapter I "Condition of England Question"  
Chapter III "New Poor Law"  
Chapter IV "Laissez Faire"  
(From *Carlyle: Selected Works, Reminiscences and Letters* ed. Julian Symons.  
Ruper Hart- Davis: London, 1995.)

**Unit- IV**

Walter H. Pater: Preface to *Studies in the History of Renaissance*, 1873

**Instructions to the Paper-Setter and students:**

Students will be required to attempt *five* questions. Question 1 and 2 are compulsory. All questions carry equal marks.



Question 1 will comprise *six* short-answer type questions. There will be at least one question from each Unit. Students will be required to attempt any four (in about 200 words each) selecting at least one from each Unit. Question 2 will be based on socio-cultural, intellectual, historical trends and movements of

the age. Students will be required to attempt any two (in about 600 words each) of the given three parts.

Questions 3, 4, 5 and 6 (with internal choice) will be long answer-type questions based on Units I, II, III and IV respectively.

**The paper-setter will mention Units except in Question 2.**

**Suggested Reading:**

Benson, A. C. Walter Pater. London: Macmillan, 1911.

Brantlinger, Patrick. Victorian Literature and Postcolonial Studies.

Eliot, Charles. Thomas Carlyle: Reminiscences.

Gasloyme, David. Thomas Carlyle.

Halmi, Nicholas, Paul Manguson and Raimonda Modiano. Coleridge's Poetry and Prose. Norton Critical Edition.

Hamilton, Walter. The Aesthetic Movement in England. London: Reeves & Turner, 1882.

Levey, Michael. The Case of Walter Pater. London: Thames & Hudson, 1978.

Pollard, Arthur. The Victorians Vol 6.

--- Great Writers Student Library Intro.

Ricks, Christopher. *Tennyson*.

Sastri, T.S. *Coleridge. Theory of Poetry*

Symons, Julian *Carlyle: Selected Works, Reminiscences and Letters*, Rupert Hart. Davis, London, 1955

Teukolsky, Rachel, "Walter Pater's Renaissance (1873) and the British Aesthetic Movement", II. Reception:

[branchcollective.org/?ps\\_articles=rachel-teukolsky-walter-paters-renaissance-1873-and-the-british-aesthetic-movement](http://branchcollective.org/?ps_articles=rachel-teukolsky-walter-paters-renaissance-1873-and-the-british-aesthetic-movement).

Warren, T. Herbert. *Tennyson Poems and Plays*.

W. Hill Junior, Robert. *Tennyson's Poetry*. Norton edition

**M. A. English (Under CBCS)  
Semester II**

Course Code: 16ENG22C2

Course: VII (Core Course- VII) Nomenclature of the Course: English Literature (1798-1914)-II

Total Marks: 100

External Marks: 80

Internal Marks: 20

Time : 3 hrs

Lectures 4 Tutorials 1

Total Credits: 5

**Learning Objectives:**

- To make students familiar with nineteenth century literary representations through Victorian England
- To help students learn novels as epical narratives of the age of disbelief and loss of values.

**Learning Outcomes:**

- The readings of this paper will lend an ability to the students to negotiate fictional prose narratives as complex and comprehensive cultural documents

**Unit- I**

Jane Austen: *Pride and Prejudice*

**Unit-II**

Charles Dickens: *Hard Times*

**Unit-III**

Elizabeth: *Mary Barton*

**Unit-IV**

Thomas Hardy: *The Mayor of Casterbridge*

**Instructions to the Paper-Setter and the students:**

All questions are compulsory and carry equal marks.

Question 1 will comprise six short-answer type questions. There will be at least one question from each Unit. Students will be required to attempt any four (in about 200 words each) selecting at least one from each Unit.

Questions 2, 3, 4 and 5 (with internal choice) will be long answer-type questions based on Units I, II, III and IV respectively.

**The paper-setter will mention Units.**

**Suggested Reading:**

Austen, Jane. *Pride and Prejudice*. Wordsworth Classics.

Bayley, John, *An Essay on Hardy* .

Craik, W.A. *Elizabeth Gaskell and the English Provincial Novel*.

Dickens, Charles, *Hard Times*.

Easson, Angus, *Elizabeth Gaskell*.

Garis, Robert. *The Dickens Theatre: A Reassessment of the Novels*.

Grant ,Allan. *A Preface to Dickens*.

Harney, Geoffery. *The Complete Critical Guide to Thomas Hardy*.

Hardy, John, *Jane Austen's Heroines: Intimacy in Human Relationships*.

L-Johnson, Claudia and Clara Tuite. *A Companion to Jane Austen*.

Mallett, . Phillip Ed. *Thomas Hardy The Mayor of Casterbridge* . Norton

Mengham, Rod, *Charles Dickens*.

Mcveagh, John. *The Nineteenth Century Novel: Elizabethan Gaskell* .

Southam, B.C. *Critical Essays on Jane Austen*.

**M. A. English (Under CBCS)  
Semester II**

Course Code: 16ENG22C3

Course: VIII (Core Course -VIII) (Option i)

Nomenclature of the Course: Study of Language-II

Total Marks: 100

External Marks: 80

Lectures 4 Tutorials 1

Internal Marks: 20

Total Credits: 5

Time : 3 hrs

**Learning Objectives:**

- The aim of this course is to introduce learners to the fundamental tools essential for a systematic study of language.

**Learning Outcomes:**

- To enable the students with the understanding of normative rules of generative grammar
- Will impart ability to the students to approach language as a part of the contemporary theoretical stances

**Unit I**

**Introduction to Linguistics**

(a) Language and Communication:

Human and Non-human Communication, Verbal and Non-verbal Communication, Characteristic Features of Language, Varieties of Language – Idiolect, Dialect, Standard Language, Register, Prescriptive and Descriptive Approaches to Language.

(b) Language Structure:

The Concept of Linguistic Sign, Diachronic and Synchronic, Syntagmatic and Paradigmatic Relations, Langue and Parole, Form and Substance, Competence and Performance.

**Unit II**

**Branches of Linguistics**

(a) Introduction to Historical Linguistics, Socio-Linguistics, Psycho-Linguistics and Neuro-Linguistics.

(b) Introduction to Pragmatics and Stylistics

Invisible Meaning, Deixis, Anaphora, Presupposition, Direct and Indirect Speech Acts, Stylistic Study of Literature and its uses.

**Unit III**

**Morphology and Semantics**

**Morphology: Some Basic Concepts**

Simple and Complex Words; Root, Stem, Word; Free and Bound Morphemes; Morphs and Allomorphs; Zero Morpheme.

Structural Morphology: Inflection and Derivation.

Morphological Analysis of English Words.

### **Semantics: Some Basic Concepts**

Meaning, Sense and Reference; Denotation and Connotation.

Lexical Relations: Paradigmatic Relations in Lexical Semantics; Hyponymy; Synonymy; Antonymy; Polysemy; Metonymy; Collocation.

### **Unit IV Transformational Grammar**

- (a) Notions of Deep Structure, Surface Structure and Transformation, Basic Abilities of Language.
- (b) Basic Transformation of (i) Negation (ii) Contraction (iii) Passivization (iv) Interrogation.
- (c) (i) Determining the constituents of a sentence  
(ii) Derivation of P-S Rules for Noun Phrase and Verb Phrase

### **Instructions to the paper-setter and students:**

There will be 4 questions based on 4 units.

All questions are compulsory.

All questions carry equal marks.

Question No. 1 based on unit I will have two parts. From each part, students will be required to attempt two items out of given 4.

Question No. 2 based on unit II will have two parts. From part (a), students will be required to attempt 2 items out of given 3, each carrying 5 marks.

From part (b), students will be required to write a short notes on 2 items out of 3, each carrying 3 marks. And there will be a question with internal choice for analysis based on deixis and anaphora carrying 4 marks.

Question No. 3 based on unit III will have two parts. In part (a) students will be required to attempt 2 items out of given 3 based on concepts of morphology and semantics.

This part will carry 10 marks. In part (b), the students will be required to do the morphological analysis of 6 words out of given 10, each carrying 1 mark. In part (c), the students will be required to show the lexical relations between words of any 4 out of given 6 each carrying 1 mark.

Question No. 4 based on unit IV will have 3 parts. In part (a), students will be required to attempt 2 items out of given 3 based on (a), (b) and (c), each carrying 4 marks. In part (b), students will be required to do transformations of any 2 sentences out of given 3 and it will not

involve more than two transformations. This part will carry 8 marks. In part (c), the students will be required to do Immediate Constituent analysis of one sentence out of given two. It will carry 4 marks.

### **Prescribed Texts**

Jacobs, R.A. and Rosenbaum, P.S. *English Transformational Grammar*.

Syal, Pushpinder & Jindal D.V. *An Introduction to Linguistics: Language, Grammar and Semantics*.

Yule George, *The Study of Language*.

### **Suggested Reading:**

Beard Adrian. *Texts and Contexts: An Introduction to Literature and Language Study*.

Bell R.T. *An Introduction to Applied Linguistics*.

David Crystal. *Linguistics*.

Disciullo A.M. and Williams E. *Morphology by itself: Stems and Inflectional Classes*.

Fasolo R. and Connor-Linton.J. *An Introduction to Language and Linguistics*.

Hudson R.A. *Sociolinguistics*,

Huddleston Rodney. *An Introduction to English Transformational Syntax*.

James.Hurford R. and Heasley Brendan. *Semantics: A Course Book*.

Kaplan B. *The Oxford handbook of Applied Linguistics*.

Katamba F. and Stonham.John *Morphology 2nd Edition*.

---. *Language and Linguistics* Leech.G. N. *Semantics*.

Lester Mark. *Introductory Transformational Grammar of English*.

Levinson S. *Pragmatics*.

Lyons.J. *Semantics Vol I and II*.

Mathews P.H. *Inflectional Morphology*.

Palmer F.R. *Semantics*.

Pit Corder and Allena. *The Edinburgh Course in Applied Linguistics*, Vol.II.

---. *Principles of Pragmatics*.

.Spencer A. *Morphological Theory*.

Verma S.K. and Krishnawamy N.. *Modern Linguistics*.

Wardhaugh. R. *An Introduction to Socio Linguistics*.

**FACULTY OF HUMANITIES**  
**DEPARTMENT OF ENGLISH & FOREIGN LANGUAGES**  
**M. A. English (Under CBCS)**  
**Semester II**

Course Code: 16ENG22C4

Course: VIII (Core Course -VIII) (Option ii)      Nomenclature of the Course: Classical Drama

Total Marks: 100

(Only for Visually Challenged)

External Marks: 80

Lectures 4 Tutorials 1

Internal Marks: 20

Total Credits: 5

Time : 3 hrs

**Learning Objectives:**

- This is a specialized option as it caters to the needs of visually challenged students. The objective of this course is to introduce and instruct a genre which has ample audio appeal and nurtures imagination. The prescribed texts belong to the two chief genre, tragedy and comedy. The course introduces the students to classical drama foregrounding them for further studies in the field by many other dramatists to follow.

**Learning Outcomes:**

- The course equips the students with the skill to appreciate drama of the classical times.
- To enable the students in the study of dramaturgical devices, terms and narrative techniques.

**Unit I**

Aeschylus: *Agamemnon*

**Unit II**

Sophocles: *Oedipus the Rex*

**Unit III**

Terence: *The Brothers or Adelphoe*

**Unit IV**

Euripides: *Medea*

**Instructions to the paper-setter and students:**

Students will be required to attempt five questions in all. All questions carry equal marks.

Question 1 will comprise eight short answer-type questions from units I, II, III & IV. There will be two questions from each unit. Students will be required to attempt any four (in about 200 words each) selecting at least one from each unit.

Question Nos. 2, 3, 4 & 5 (with internal choice) will be essay type questions based on units I, II, III and IV respectively.

**Suggested Reading:**

Beck, Robert Holmes. *Aeschylus: Playwright Educator*.

Bloom, Harold (ed). *Sophocles' Oedipus Rex. Viva Modern Critical Interpretations*.

Coolitis, Terry and Shama Anjana (Ed) *Agamemnon; s Mask: Great Tragedy and Beyond. Macmillan Critical Series*.

Flockinger, Roy. C. *The Greek Theater and its Drama*

Littlefield, David J. (Ed) *Twentieth Century Interpretation of The Frogs*.

McCall, Marsh H. Jr. (Ed). *Aeschylus: A Collection of Critical Essays*.

Norwood, Gilbert. *Greek Comedy*.

O'Brien, Michael J. (Ed) *Twentieth Century Interpretation of Oedipus Rex*.

Ogilvie, R.M. *Roman Literature and Society*.

Segal, Erich. *Oxford Readings in Greek Tragedy*.

Vickers, Brian. *Towards Greek Tragedy: Drama Myth Society*.

Webster, T. B.L. *An Introduction to Sophocles*.

Whitman, Cedric H. *Aristophanes and the Comic Hero*.



**FACULTY OF HUMANITIES**  
**DEPARTMENT OF ENGLISH & FOREIGN LANGUAGES**  
**M. A. English (Under CBCS)**  
**Semester II**

Course Code: 16ENG22D1

Course: IX (Discipline Specific Elective Course -I) (Option i)

Total Marks: 100

External Marks: 80

Internal Marks: 20

Time : 3 hrs

Nomenclature of the Course: Drama Studies - I

Lectures 4 Tutorials 1

Total Credits: 5

**Unit I**

- (i) Bharata: *Natyasastra* (Chapter 1, 6 &7,) (Ed. & Trans. Prof. Babu Lal Sukla, Sastri.  
Varansi: Chaukhambha Sanskrit Sansthan, 2010.)

**Unit II**

Kalidas: *Abhijanasakuntalam*

**Unit III**

Vishakhadatta: *Mudrarakshasa*

**Unit IV**

Shudraka: *Mrichhakatikam*

(Units II, III & IV trns. M.R. Kale)

**Instructions to the Paper-Setter and the students:**

All questions are compulsory and carry equal marks.

Question 1 will comprise six short-answer type questions. There will be at least one question from each Unit. Students will be required to attempt any four (in about 200 words each) selecting at least one from each Unit.

Questions 2, 3, 4 and 5 (with internal choice) will be long answer-type questions based on Units I, II, III and IV respectively.

**The paper-setter will mention Units.**

**Suggested Reading:**

Abhinavagupta. Abhinavabharati. Ed. & Trans. Dr. Nagender. University of Delhi: Department of Hindi, 1976.

Byrski, Christopher M. Concept of Ancient Indian Theatre. New Delhi: Munshiram Manoharlal Publishers Pvt.Ltd.,

1974.Kushwaha, M.S. Ed. Dramatic Theory and Practice: Indian and Western. New Delhi: Creative Books, 2009

**FACULTY OF HUMANITIES**  
**DEPARTMENT OF ENGLISH & FOREIGN LANGUAGES**  
**M. A. English (Under CBCS)**  
**Semester II**

Course Code: 16ENG22D2

Course: IX (Discipline Specific Elective Core - I) (Option ii)

Gender -I

Total Marks: 100

External Marks: 80

Internal Marks: 20

Time : 3 hrs

Nomenclature of the Course: Literature and

Lectures 4 Tutorials 1

### **Learning Objectives:**

- To familiarize the students with the emergence of new women through the narratives
- To familiarize with various nuances of gender debates

### **Learning Outcomes:**

- To help students develop their critical skills to understand gender relations in historical and contemporary time.
- These newly emergent fields will help them undertake further advance research in respective fields.

### **Unit I**

- i. Simone de Beauvoir, 'Introduction' *The Second Sex* trans and ed.H.M.Parshley (New York : Vintage Books 1989 ) pp. xix-xxxv
- ii. Toril Moi, "Who is afraid of Virginia Woolf" *Sexual Textual Politics* ( London : Routledge 1985).pp-1-8
- iii. Susie Tharu and K. Lalitha eds. "Introduction" *Women Writing in India vol.1 600 BC to the Early Twentieth Century*. (New Delhi :Oxford University Press 1993 ) pp 1- 40

**Unit II** Nabneeta Dev Sen, Mrinal Pandey, Vaidehi, B.M Zuhara ,Saniya, *Five Novellas by Women Writers* (New Delhi : Oxford University Press, 2008).

### **Unit III**

- (i) Sarojini Naidu 'The Bangle Sellers' Susi Tharu and K.Lalitha pp.331-332
- (ii) Bahinabai Chaudhari 'Now I Remain for Myself' Susi Tharu and K.Lalitha pp 353-354
- (iii) Mamang Dai- 'Small Town and The River', (from Ramakrishnan E.V, Anju Makhija .eds. *We Speak in Changing Languages: Indian Women Poets 1990-2007* (SahityaAkademi)

### **Unit IV**

Amin Maalouf, Dorothy S. Blair *First Century After Beatrice* ( London : Quartet ,1993) p192

### **Instructions to the Paper-Setter and the students:**

Question 1 will comprise six short-answer type questions. There will be at least one question from each Unit. Students will be required to attempt any four (in about 200 words each) selecting at least one from each Unit.

Questions 2, 3, 4 and 5 (with internal choice) will be long answer-type questions based on Units I, II, III and IV respectively.

**The paper-setter will mention Units.**

### **Suggested Readings:**

BordoR.Susan. ed. *Feminist Reconstruction of Being and Knowing*

Choudhry, Maitrayee: *Feminism In India*.

Disch, Lisa, Mary Hawkesworth. ed. *The Oxford Handbook of Feminist Theory*.

Freedman,B.Estelle : *The Essential Feminist Reader*.

Jaggor, Alice: *Feminism And Humanism*

Jaggor, Alice: *Feminist Politics And Humanism Nature*.

Khuller, Mala :*Writing The Women's Movement*.

**FACULTY OF HUMANITIES**  
**DEPARTMENT OF ENGLISH & FOREIGN LANGUAGES**  
**M. A. English (Under CBCS)**  
**Semester II**

Course Code: 16ENG22D3

Course: X (Discipline Specific Elective Course - II) (Option i)

Total Marks: 100

External Marks: 80

Internal Marks: 20

Time : 3 hrs

Nomenclature of the Course: Drama Studies -II

Lectures 4 Tutorials 1

Total Credits: 5

**Learning Objectives:**

- This paper aims at introducing the modern trends and approaches to Drama
- To familiarize the students with 20th century trends of drama and unravel cultural narratives in its dramatic and theatrical representations.

**Learning Outcomes:**

- The course equips the students to unravel cultural narratives in its dramatic and theatrical representations.

## Unit I

- (i) Antonin Artaud: "Theatre of Cruelty" (from *The Theatre and Its Double*)

(Trans. Mary Caroline Richards. New York: Grove Press, 1958.)

- (ii) Bertolt Brecht: *A Short Organum for the Theatre* (Willet, John. *Brecht on Theatre: The*

*Development of an Aesthetic*. Ed. & Trans. London: Eyre Methuen Ltd.,

1978.)

## Unit II

Bertolt Brecht: *Mother Courage and her Children*

## Unit III

Jean Genet: *The Balcony*

## Unit IV

Tom Stoppard: *Indian Ink*

### Instructions to the Paper-Setter and the students:

All questions are compulsory and carry equal marks.

Question 1 will comprise six short-answer type questions. There will be at least one question from each Unit. Students will be required to attempt any four (in about 200 words each) selecting at least one from each Unit.

Questions 2, 3, 4 and 5 (with internal choice) will be long answer-type questions based on Units I, II, III and IV respectively.

**The paper-setter will mention Units.**

### Suggested Reading:

Artaud, Antonin. *The Theatre and its Double*. Trans. Mary Caroline Richards. New York: Grove Press, 1958.---. *Collected Works*. Trans. Victor Corti. London: Calder and Boyars, 1968.

Barber, Stephen. *Antonin Artaud: Blows and Bombs*. London: Faber and Faber, 1992.

Benjamin, Walter. *Understanding Brecht*. Trans. Anna Bostock. London: NLB, 1977.

Brecht, Bertolt. "Mother Courage", Trans. Eric Bentley. *Plays Vol. II*. London: Methuen, 1963.

Brook, Peter. *The Empty Space*. New York: Simon & Schuster, 1968.

Costich, Julia F. *Antonin Artaud*. Boston: Twayne, 1978.

Demetz, Peter. Ed. *Brecht: A Collection of Critical Essays*. NJ: Prentice-Hall, Inc., Englewood Cliffs, 1962.

Derrida, Jacques. "The Theater of Cruelty and the Closure of Representation", *Writing and Difference*. Trans. Alan Bass. Chicago: University of Chicago Press, 1978.

Esslin, Martin. *Bertolt Brecht*. New York & London: Columbia University Press, 1969.

---. *The Theatre of the Absurd*. New York: Penguin Books, 1961.

---. "The Theatre of the Absurd", *The Tulane Drama Review*, Vol. 4, May, 1960. MIT Press, pp. 3-15.

---. *Brecht: A Choice of Evils*. London: Mercury Books, 1965.

---. *Artaud*. London: Calder, 1976.

Goodall, Jane. *Artaud and the Gnostic Drama*. Oxford: Oxford University Press, 1994.

Greene, Naomi. *Antonin Artaud: Poet Without Words*. New York: Simon and Schuster, 1970.

Grotowski, Jerzy. *Towards a Poor Theatre*. New York: Simon and Shuster, 1968.

Knapp, Bettina. *Antonin Artaud: Man of Vision*. 1969. Chicago: Swallow, 1980.

Mclean, Sammy K. *The Bankelsang and the Work of Bertolt Brecht*. The Hague & Paris: Mouton, 1972.  
n.a. *Modern European Drama: Background Prose Readings*. New Delhi: Worldview Publications, 2006.  
Sellin, Eric. *The Dramatic Concepts of Antonin Artaud*. Chicago: University of Illinois Press, 1968.  
Sontag, Susan. "Introduction to Antonin Artaud", *Selected Writings*. Berkeley and Los Angeles, 1976.  
Tharu, Susie J. *The Sense of Performance: Post- Artaud Theatre*. New Delhi: Arnold-Heinemann Publishers (India), 1984.  
Warder, A.K. *Indian Kavya Literature*. New Delhi: Motilal Banarsidas, 1994.  
Willet, John. *Brecht on Theatre: The Development of an Aesthetic*. Ed. & Trans. London: Eyre Methuen Ltd., 1978.  
---. *The Theatre of Bertolt Brecht: A Study from Eight Aspects*. London: Eyre Methuen Ltd., 1959.

**FACULTY OF HUMANITIES**  
**DEPARTMENT OF ENGLISH & FOREIGN LANGUAGES**  
**M. A. English (Under CBCS)**  
**Semester II**

Course Code: 16ENG22D4

Course: X (Discipline Specific Elective Core - II) (Option ii)      Nomenclature of the Course: Literature and Gender -II

Total Marks: 100

External Marks: 80

Internal Marks: 20

Time : 3 hrs

Lectures 4 Tutorials 1

Total Credits: 5

**Learning Objectives:**

- To offer insights in conceptualizing gender relations, patriarchy, and control of sexuality in Indian context through literary narratives.
- To familiarize the students with variety of women's literary texts.

**Learning outcomes:**

- To enable students to negotiate varied forms of women's discourse and also enable them to critically analyse social and academic discourse from feminist perspective.

**Unit I**

- i. Kamala Bhasin , *What is Patriarchy* ( Kali for women)
- ii. Geraldine Forbes, "Reforms in the Nineteenth Century: Efforts to modernize Women's Roles' *Women in Modern India* ( Cambridge : Cambridge University Press) pp.10-30

- iii. Geraldine Forbes, Susie Tharu and K. Lalitha eds. “ *Women Writing in India vol.1 600 BC to the Early Twentieth Century*. (New Delhi :Oxford University Press 1993 “Progressive Writer’s Association and The Indian People’s Theater Association” *Women in Modern India* pp.79-83

## **Unit-II**

- i. Indira Goswami. *The Shadows of Kamakhya* (New Delhi: Rupa 2001)

## **Unit-III**

- i. Mahashweta Devi: Shishu  
ii. Krishna Sobti : Ai Ladki  
iii. Ismat Chughti: Lihaf

## **Unit- IV**

Rabindernath Tagore *Charulata*

Question 1 will comprise six short-answer type questions. There will be at least one question from each Unit. Students will be required to attempt any four (in about 200 words each) selecting at least one from each Unit.

Questions 2, 3, 4 and 5 (with internal choice) will be long answer-type questions based on Units I, II, III and IV respectively.

**The paper-setter will mention Units**

### **Suggested Readings:**

McCann, R.Carol and Kim Kyung Seung. eds.*FeministThe Reader: The Local And Global Perspectives*

Pandey, Mrinal :*Short Stories By Indian Women*.

Price, Janet and Shildrick ,Margit: *Feminist Theory And The Body*.

Ramakrishnan E.V, Anju Makhija .eds. *We Speak in Changing Languages : Indian Women Poets 1990-2007*

SahityaAkademi.

## FACULTY OF HUMANITIES

### DEPARTMENT OF ENGLISH & FOREIGN LANGUAGES

#### M. A. English (Under CBCS) Semester III

Course Code:17ENG23C1

Course: XI (Core Course- IX)

Total Marks: 100

External Marks: 80

Internal Marks: 20

Time : 3 hrs

Nomenclature of the Course: English Literature (1914-1950)

Lectures 4 Tutorials 1

Total Credits: 5

#### Learning Objectives:

- Make available modern British literary text of the first half of the 20<sup>th</sup> century to understand contemporary artistic forms.
- To help students understand the impact of science, technology, imperialism, and World Wars on literature.

#### Learning Outcomes:

- To enable students to unravel social and intellectual trends in literary manifestations particularly modernism, imperialism, and new scientific revolutions

#### Unit I

Virginia Woolf:

*A Room of One's Own*

#### Unit II

Graham Greene:

*The Power and the Glory*

#### Unit III

George Bernard Shaw:

*Saint Joan*

#### Unit IV

(i) Wilfred Owen:

‘Anthem for the Doomed Youth’

‘Dulce et Decorum Est’

‘Futility’

(ii) Siegfried Sassoon:

‘I Stood with the Dead’

‘Glory of Women’

‘The Heritage’

#### Instructions to the Paper-Setter and students:

Students will be required to attempt *five* questions. Question 1 and 2 are compulsory. All questions carry equal marks.

Question 1 will comprise *six* short-answer type questions. There will be at least one question from each Unit. Students will be required to attempt any four (in about 200 words each) selecting at least one from each Unit. Question 2 will be based on socio-cultural, intellectual, historical trends and movements of the age. Students will be required to attempt any two (in about 600 words each) of the given three parts.

Questions 3, 4, 5 and 6 (with internal choice) will be long answer-type questions based on Units I, II, III and IV respectively.

**The paper-setter will mention Units except in Question 2.**

**Suggested Readings:**

Faulkner, Peter, *Modernism*.

Gilmour, Robin, *The Victorian Period: The Intellectual and Cultural Context of English Literature 1830-1890*.

Marcus, Laura, *Virginia Woolf*.

Merli, Carol (ed.), *Illuminations: New Readings in Virginia Woolf*.

Baldridge, Cates. *Graham Greene's Fictions: The Virtues of Extremity*. Missouri: University of Missouri Press, 2000.

Bloom, Harold, ed. *Graham Greene*. New York: Chelsea House, 1987.

Cassis, A.F., ed. *Graham Greene: Man of Paradox*. Chicago: Loyola University Press, 1994.

Couto, Maria. *Graham Greene On the Frontier: Politics and Religion in the Novels*. New York: Macmillan, 1988.

Hoskins, Robert. *Graham Greene: An Approach to the Novels*. New York: Garland Publishers, 1999.

Lodge, David. *Graham Greene*. New York: Columbia University Press, 1966.

Whitehouse, J.C. *Vertical Man: The Human Being in the Catholic Novels of Graham Greene*. New York: Garland Publishers, 1990.

Henderson, Archibald, *George Bernard Shaw : His Life and Works*. – London : Hurst and Blackett, 1911

Ohmann, Richard Malin, *Shaw : the Style and the Man*. – Middletown, CT : Wesleyan University Press, 1962

Henderson, Archibald, *George Bernhard Shaw : Man of the Century*. – Unabridged republ. – New York, 1972

*The Cambridge companion to George Bernard Shaw* / edited by Christopher Innes. – Cambridge : Cambridge Univ. Press, 1998

Kerr, Douglas. ed. *The Poems of Wilfred Owen*.

Stallworthy, Jon. ed. *The War Poems by Wilfred Owen*

Stallworthy, Jon. *Wilfred Owen*

Welland, Reginald, Sydney, Dennis. *Wilfred Owen: A Critical Study*.

Miller, Neil (1995). *Out of the Past: Gay and Lesbian History from 1869 to the Present*. New York: Vintage Books.

Roy Pinaki. "Comrades-in-Arms: A Very Brief Study of Sassoon and Owen as Twentieth-Century English War

Poets". *Twentieth-century British Literature: Reconstructing Literary Sensibility*. Ed. Nawale, A., Z. Mitra, and A.

John. New Delhi: Gnosis, 2013

**FACULTY OF HUMANITIES  
DEPARTMENT OF ENGLISH & FOREIGN LANGUAGES  
M. A. English (Under CBCS)  
Semester III**

Course Code: 17ENG23C2

Course: XII (Core Course-X)

Total Marks: 100

External Marks: 80

Internal Marks: 20

Time : 3 hrs

Nomenclature of the Course: Indian Writings in English -I

Lectures 4 Tutorials 1

Total Credits: 5



### Learning Objectives:

- Provide the students an opportunity to study the socio-cultural, historical and linguistic contexts of Indian Literature written/translated in English
- To help students understand the relevance of these texts in the present literary scenario of India

### Learning Outcomes:

- To develop an ability to understand literature with the multicultural montage of Indian literature.
- To create a personal perspective on the diversity of Indian writings in different regional cultures and experience the unifying traits in them through the concepts of Indianness, nativism, nationalism, globalization and human values etc.

#### Unit I

M K Gandhi : *Swaraj / Indian Home Rule*

#### Unit II

Mulk Raj Anand: *Coolie*

#### Unit III

Anita Desai: *Voices in the City*

#### Unit IV

Vivek Shanbhag: *Ghachar Ghochar* (trans. Srinath Perur)

### Instructions to the Paper-Setter and the students:

All questions are compulsory and carry equal marks.

Question 1 will comprise six short-answer type questions. There will be at least one question from each Unit. Students will be required to attempt any four (in about 200 words each) selecting at least one from each Unit.

Questions 2, 3, 4 and 5 (with internal choice) will be long answer-type questions based on Units I, II, III and IV respectively.

### The paper-setter will mention Units.

### Suggested Reading:

Parel, J Anthony "Introduction" to *Gandhi: 'Hind Swaraj' and Other Writings*

Bhattacharya, Bhabani *Mahatma Gandhi*

Bald, S. R. *Politics of a Revolutionary Elite: A Study of Mulk Raj Anand's Novels.*

Berry, M. *Mulk Raj Anand: The Man and the Novelist.*

Cowasjee, S. *So Many Freedoms: A Study of Major Fictions of Mulk Raj Anand.*

Gautam, G. L. *Mulk Raj Anand's Critique of Religious Fundamentalism: A Critical Assessment of His Novels.*

George, J. C. *Mulk Raj Anand : His Art and Concerns.*

Iyengar, S. R. K. *Indian Writings in English.*

Naik, K. M. *A History of Indian Literature in English.*

Narasimaih, C. D. *The Swan and the Eagle*

Niven, A. *The Yoke of Pity: A Study in the Fictional Writings of Mulk Raj Anand.*

Bande, Usha. *The Novels of Anita Desai.*

Dhawan R.K. (ed) *The Fiction of Anita Desai*.

Jain, Jasbir *Stairs to the Attic : The Novels of Anita Desai*.

Prasad ,Amarnath. *Indian Women Novelists in English*.

Nawale, A., and V. Bite. Eds. *Booker Prize Winner Indian English Novels: A Kaleidoscopic Study*.

**FACULTY OF HUMANITIES**  
**DEPARTMENT OF ENGLISH & FOREIGN LANGUAGES**  
**M. A. English (Under CBCS)**  
**Semester III**

Course Code: 17ENG23C3  
Course: XIII(Core Course- XI)  
Total Marks: 100  
External Marks: 80  
Internal Marks: 20  
Time : 3 hrs

Nomenclature of the Course: Diasporic Literature -I

Lectures 4 Tutorials 1  
Total Credits: 5

**Learning Objectives:**

- To make available to the students text of Diaspora culture and Diaspora subjectivities.
- Familiarising them with the difference between settler colonies and colonies of occupation.

**Learning Outcomes:**

- Enable students to apply this knowledge to the similar divergent socio-historic conditions reflected in the literature of the various colonies, immigrant, and diasporic communities.

**Unit I**

- (i) Cohen, Robin: *Global Diasporas: An Introduction*  
Chapter I “Four Phases of Diaspora”
- (ii) Salman Rushdie: *Imaginary Homelands*

**Unit II**

Lahiri, Jhumpa: *The Namesake*

**Unit III**

V. S. Naipaul: *A House for Mr. Biswas*

**Unit IV**

Vassanji, M.G.: *Amrika*

**Instructions to the Paper-Setter and the students:**

All questions are compulsory and carry equal marks.

Question 1 will comprise six short-answer type questions. There will be at least one question from each Unit. Students will be required to attempt any four (in about 200 words each) selecting at least one from each Unit.

Questions 2, 3, 4 and 5 (with internal choice) will be long answer-type questions based on Units I, II, III and IV respectively.

**The paper-setter will mention Units.**

**Suggested Readings:**

Paranjape Makarand, *In Diaspora: Histories, Texts, Theories*

Anthony D. Smith, *The Ethnic Origins of Nations*

Naipaul, V.S. *A Turn in the South*

Ghosh, Amitav *The Diaspora in Indian Culture, Public Culture*

Gilroy, Paul *The Black Atlantic, Modernity and Double Consciousness*

Sunil, Khilnani. *The Idea of India*

Sharma A., Kavita, Pal Adesh and Chakrabarti. Tapas.ed. *Interpreting Indian Diasporic Experience*

Singh, S. *Overseas Indians: The Global Family*

Jain, Jasbir. 'Memory, History and Homeland: The Indian Diasporic Experience,' in  
Theorizing and Critiquing Indian Diaspora.

Brah, Avtar. 'Diaspora, Border and Traditional Identities,' in *Feminist Postcolonial Theory: A Reader*

Kumar, Amitava (ed.). *Away: The Indian Writer as an Expatriate*

Mishra, Sudesh. "From Sugar to Masala: Writing by the Indian Diaspora" from *An Illustrated History of Indian Literature in English*

Simpson, John (ed.). *The Oxford Book of Exile*

**FACULTY OF HUMANITIES**  
**DEPARTMENT OF ENGLISH & FOREIGN LANGUAGES**  
**M. A. English (Under CBCS)**  
**Semester III**

Course Code: 17ENG23C4

Course: XIV (Core Course- XII)

Total Marks: 100

External Marks: 80

Internal Marks: 20

Time: 3 hrs

Nomenclature of the Course: Literary Criticism and Theory -I

Lectures 4 Tutorials 1

Total Credits: 5

**Learning Objectives:**

- Make available to the students tools of literary criticism

**Learning Outcomes:**

- To develop the ability to apply tools of literary criticism to literary text

**Unit I**

Aristotle: *Poetics* (Chapters i-xvi, xxv)

**Unit II**

John Dryden: *Essay on Dramatic Poesy*

**Unit III**

(i) William Wordsworth: Preface to the *Lyrical Ballads* (1800)

(ii) Mathew Arnold: "The Function of Criticism at the Present Time"

**Unit IV**

(i) T.S. Eliot: "Tradition and Individual Talent"

(ii) Cleanth Brooks: "The Language of Paradox"

**Instructions to the Paper-Setter and the students:**

All questions are compulsory and carry equal marks.

Question 1 will comprise six short-answer type questions. There will be at least one question from each Unit. Students will be required to attempt any four (in about 200 words each) selecting at least one from each Unit.

Questions 2, 3, 4 and 5 (with internal choice) will be long answer-type questions based on Units I, II, III and IV respectively.

**The paper-setter will mention Units.**

**Suggested Readings:**

*A Handbook of Critical Approaches to Literature*, Wilfred L. Guerin et al, OUP, 1999.

David Daiches, *Critical Approaches to Literature*, 2nd ed., Hyderabad: Orient Longman, 2001.

F. L. Lucas, *Tragedy in Relation to Aristotle's Poetics*, New Delhi: Allied Publishers, 1970.

Humphrey House, *Aristotle's Poetics*, Ludhiana: Kalyani Publishers, 1970.

M. H. Abrams, *A Glossary of Literary Terms*, Singapore: Harcourt Asia Pvt. Ltd., 2000.

Rene Wellek, *A History of Modern Criticism: 1750-1950*, Vols. I-IV, London: Jonathan Cape, 1958.

M.A.R. Habib, *A History of Literary Criticism: From Plato to the Present*, Oxford: Blackwell, 2005.

Boris Ford, (ed.), *The Pelican Guide to English Literature*, Vols. 4 & 5, London: Pelican, 1980.

Harry Blamire, *A History of Literary Criticism*, Delhi: Macmillan, 2001.

Patricia Waugh, *Literary Theory & Criticism: An Oxford Guide*, Delhi: OUP, 2006.

M.S. Nagarajan, *English Literary Criticism & Theory: An Introductory History*, Hyderabad: Orient Longman, 2006.

**FACULTY OF HUMANITIES**  
**DEPARTMENT OF ENGLISH & FOREIGN LANGUAGES**  
**M. A. English(Under CBCS)**  
**Semester III**

Course Code: 17ENG23SD1

Course: XV (Discipline Specific Elective Course -III) (Option- i)  
Ethnicity – I

External Marks: 80

Internal Marks: 20

Time : 3 hrs

Nomenclature of the Course: Literature &

Lectures 4 Tutorials 1

Total Credits: 5

**Learning Objectives:**

- To sensitize the students about the interface of ethnic identity and artistic creation focusing on European and Asian writers.

**Learning outcomes:**

- To develop an ability to understand literary text from the perspective of ethnicity, identity, particularly within the post-structuralist social theory

**Unit I**

**Irish** Bernard Mac Laverty: *Lamb*. Norton & Company, 1997.

**Unit II**

**Jewish** Amos Oz: *Where the Jackals Howl and other Stories*. 1982.

**Unit III**

**African** Chinua Achebe: *Things Fall Apart*. 1958.

**Unit IV**

**Afghan** Khaled Housseini: *The Kite Runner*. Riverhead Books, 2003.

**Instructions to the Paper-Setter and the students:**

All questions are compulsory and carry equal marks.

Question 1 will comprise six short-answer type questions. There will be at least one question from each Unit. Students will be required to attempt any four (in about 200 words each) selecting at least one from each Unit.

Questions 2, 3, 4 and 5 (with internal choice) will be long answer-type questions based on Units I, II, III and IV respectively.

**The paper-setter will mention Units.**

**Suggested Reading:**

Budick, Miller E. *Ideology Jewish Identity in Israeli and American Literature*. 2001.

Kanneh, Kadiatu. *African Identities: Pan-Africanism and Black Identities*. Routledge. 2002.

Karpeles, Gustav. *Jewish Literature and Other Essays (Volume 1 of Library of Alexandria)*. 1985.

Kelleher, Margaret and Philip O'Leary. *The Cambridge History of Irish Literature Volume 1*. 2006.

Lindfors, Berneth et al. *Literature and African Identity (Vol 6 of Bayreuth African Studies Series)*. Bayreuth University. 1986.

Loewen, Arley and Josette MacMichael. Eds. *Images of Afghanistan: Exploring Afghan Culture through Art and Literature*. OUP. 2010.

MacCarthy, Anne. *Identities in Irish Literature*. 2004.

Okpewho, Isidore. *Chinua Achebe's Things Fall Apart: A Casebook*. OUP, 2003



**FACULTY OF HUMANITIES**

**DEPARTMENT OF ENGLISH & FOREIGN LANGUAGES**

**M. A. English (Under CBCS)**

**Semester III**

Course Code: 17ENG23D2

Course: XV (Discipline Specific Elective Course -III) (Option ii)

Nomenclature of the Course: Aesthetics - I

Total Marks: 100

External Marks: 80

Lectures 4 Tutorials 1

Internal Marks: 20

Total Credits: 5

Time : 3 hrs

**Learning Objectives:**

- To explain to the students the philosophy of aesthetics through selected texts from the 18<sup>th</sup> and 19<sup>th</sup> century.

**Learning Outcomes:**

- To enable students to apply philosophical concepts as the basis of aesthetic enquiry to literary text

**Unit I**

Longinus: *The Treatise On the Sublime* (Section 2.1 The Sublime)

**Unit II**

(i) Kant: *Critique of Judgement*: First Book, Analytic of the Beautiful, in *Philosophies of Art and Beauty*, 280-314.

(ii) Kant: *Critique of Judgement*: Second Book, Analytic of the Sublime, in *Philosophies of Art and Beauty*, 307-343.

**Unit III**

Walter Pater: *Aesthetic Poetry*

**Unit IV**

Schopenhauer: "On Aesthetics," *From Essays and Aphorisms Translated. Introduction by R.J. Hollingdale*

*Penguin Books 1978 (pages 155-165)*

**Instructions to the Paper-Setter and the students:**

All questions are compulsory and carry equal marks.

Question 1 will comprise six short-answer type questions. There will be at least one question from each Unit. Students will be required to attempt any four (in about 200 words each) selecting at least one from each Unit.

Questions 2, 3, 4 and 5 (with internal choice) will be long answer-type questions based on Units I, II, III and IV respectively.

**The paper-setter will mention Units.**

**Suggested Readings:**

Beardsley, M.C., 1958, *Aesthetics*, Indianapolis: Hackett.

—, 1982, *The Aesthetic Point of View*, Ithaca, NY: Cornell University Press

Carroll, N. 2001, *Beyond Aesthetics*, Cambridge: Cambridge University Press.

Gerard, A., 1759, *An Essay on Taste*, London: Millar.

Goldman, A.H., 2005, "The Aesthetic," in *The Routledge Companion to Aesthetics*, B. Gaut and D. Lopes (eds.), London: Routledge,

Guyer, P. 2004, "The Origins of Modern Aesthetics: 1711–1735" in *The Blackwell Guide to Aesthetics*, P. Kivy (ed.),  
Kant, I., 1790, *Critique of the Power of Judgment*, trans. P. Guyer, and E. Matthews, Cambridge: Cambridge University Press, 2000.

Schopenhauer, A., 1819, *The World as Will and Representation*, vol. 1, trans. E. Payne, New York: Dover, 1969.

Sibley, F., 2001, *Approach to Aesthetics: Collected Papers on Philosophical Aesthetics*, J. Benson, B. Redfern, and J. Cox (eds.), Oxford: Clarendon Press

Zangwill, N. 2001, *The Metaphysics of Beauty*, Ithaca, NY: Cornell University Press

**FACULTY OF HUMANITIES**  
**DEPARTMENT OF ENGLISH & FOREIGN LANGUAGES**  
**M. A. English (Under CBCS)**

**Semester IV**

Course Code: 17ENG24C1

Course: XVI (Core Course- XIII)      Nomenclature of the Course: English Literature (1950 onwards)

Total Marks: 100

External Marks: 80

Lectures 4 Tutorials 1

Internal Marks: 20

Total Credits: 5

Time : 3 hrs

**Learning Objectives:**

- To help students understand and appreciate various aspects of English Literature from 1950 with reference to the political socio-cultural and historical conditions
- To familiarize and sensitize the students about various post-war literary movements especially feminism, post feminism and post-modernism

**Learning Outcomes:**

- To enable the students read and understand contemporary literary texts within the theoretical debates of humanities and social sciences since 1960s.

**Unit I**

Doris Lessing: *The Golden Notebook*

**Unit II**

Caryl Churchill: *Top Girls*

**Unit III**

Alice Munro: "Dear Life"

"The Love of a Good Woman"

**Unit IV**

Philip Larkin: "Going Going"

“To Failure”

“Maturity”

“Departure”

**Instructions to the Paper-Setter and students:**

Students will be required to attempt *five* questions. Question 1 and 2 are compulsory. All questions carry equal marks.

Question 1 will comprise *six* short-answer type questions. There will be at least one question from each Unit. Students will be required to attempt any four (in about 200 words each) selecting at least one from each Unit. Question 2 will be based on socio-cultural, intellectual, historical trends and movements of the age. Students will be required to attempt any two (in about 600 words each) of the given three parts.

Questions 3, 4, 5 and 6 (with internal choice) will be long answer-type questions based on Units I, II, III and IV respectively.

**The paper-setter will mention Units except in Question 2.**

**Suggested Readings:**

Ellen W. Brooks *Fragmentation and Integration: A study of Doris Lessing’s fiction*

-

Aston, Elaine and Diamond, Elin (eds.), *The Cambridge Companion to Caryl Churchill*

Randall, Phyllis R. *Caryl Churchill: A Casebook*

Robert Thacker: *The Rest of the Story: Critical Essays on Alice Munro* (1999)

Lerner, Laurence. *Writers and their Work: Philips Larkin.*

Chatterjee, Kumar. Sisir. *Philip Larkin: Poetry that Builds Bridges.*

**FACULTY OF HUMANITIES**  
**DEPARTMENT OF ENGLISH & FOREIGN LANGUAGES**  
**M. A. English (Under CBCS)**

**Semester IV**

Course Code: 17ENG24C2

Course: XVII (Core Course-XIV)      Nomenclature of the Course: Indian Writings in English -II

Total Marks: 100

External Marks: 80

Lectures 4 Tutorials 1

Internal Marks: 20

Total Credits: 5

Time : 3 hrs

**Learning objectives:**

- To familiarize the students with the socio-cultural, historical and linguistic contexts of Indian Literature written/translated in English
- To present these texts in the contemporary literary scenario of India

**Learning Outcomes:**

- Students will be able to understand literature as a part of the multicultural montage of Indian arts
- It will create a personal perspective among students on the diversity of Indian writings in different regional cultures and experience the unifying traits in them through the concepts of Indianness, nativism, nationalism, globalization and human values etc.

**Unit I**

Nissim Ezekeil: "Island"

"Night of Scorpion"

"A Time to Change"

"Poet, Lover and Bird Watcher"

## Unit II

Kamala Das: "My Grandmother's House"  
                  "A Hot Noon in Malabar"  
                  "The Wild Bougainvillea"  
                  "The Freaks"

## Unit III

Badal Sircar: *Evam Indrajeet*

## Unit IV

Mahesh Dattani: *Final Solutions*

### Instructions to the Paper-Setter and the students:

All questions are compulsory and carry equal marks.

Question 1 will comprise six short-answer type questions. There will be at least one question from each Unit. Students will be required to attempt any four (in about 200 words each) selecting at least one from each Unit.

Questions 2, 3, 4 and 5 (with internal choice) will be long answer-type questions based on Units I, II, III and IV respectively.

### The paper-setter will mention Units.

### Suggested Reading:

Bruce King . *Modern Indian Poetry in English*

Kohli,Devendra*Virgin Whiteness : The Poetry of Kamla Das.*

Nandy ,Pritish : *Indian Poetry in English Today*

Dodiya, Jaydipsinh K, ed. *Indian English Poetry: Critical Perspectives.*

Iyengar, S. R. K. *Indian Writings in English.* Karnani, Chetan. Nissin Ezekiel.

King, Bruce. *Three Indian Poets*

Mee, Erin B. *Theatre of Roots: Redirecting the Modern Indian Stage.*

Mitra, Zinia. (ed.) *Indian Poetry in English: Critical Essays.*

Naik, K. M. *A History of Indian Literature in English.*

Naik, M. K. *A History of Indian English Literature.*

Narasimaih, C. D. *The Swan and the Eagle*

Rahman, Anisur. *Form and Value in the Poetry of Nissin Ezekiel.*

Richmond, Farley P., Swann, Darius L. and Zarrill, Phillip B. (eds.) *Indian Theatre: Traditions of Performance*

Dwivedi,A.N. *Kamla Das and her Poetry.*

*EvamIndrajit: Three-act Play.* tr. by GirishKarnad. Oxford University Press. 1975

Dharwadker, AparnaBhargava. *Theatre of Independence: Drama, Theory and Performance in India since 1947.*

Dutta, Ella. *Introduction. Three Plays: Procession/ Bhoma/ Stale News.* By BadalSircar. Kolkata: Seagull Books, 1983.

Nawale AEd*Insights into Indian English Fiction and Drama*

Sarkar, J.Ed. "*Crusader against Hegemonies: A Brief Study of BadalSircar*". *Contemporary Indian Drama in English: Trends and Issues*.

Mahesh Dattani Collected Plays, Volume 1 Penguin.

Multani, Angelic *Mahesh Dattani's Plays: Critical Perspectives*

Kushwaha, M.s: *Dramatic Theory and Practice : Indian and Western*

Mukherjee, Tutun. Ed. *The Plays of Mahesh Dattani: An Anthology of Recent Criticism*

Bite.V . Ed *Mahesh Dattani: His Stagecraft in Indian Theatre*

**FACULTY OF HUMANITIES**  
**DEPARTMENT OF ENGLISH & FOREIGN LANGUAGES**  
**M. A. English (Under CBCS)**

**Semester IV**

Course Code: 17ENG24C3

Course: XVIII (Core Course- XV)

Nomenclature of the Course: American Literature

Total Marks: 100

External Marks: 80

Lectures 4 Tutorials 1

Internal Marks: 20

Total Credits: 5

Time: 3 hrs

**Learning Objectives:**

- To familiarise the students with the movements of history, culture and philosophy in America.
- To sensitize the students about literature writing in English language outside England of which American literature is the first and the richest one.

**Learning Outcomes:**

- Students will develop an ability to approach American studies

**Unit I**

(i) J. Hector St. John De Crevecoeur: From Letter III. "What Is an American" [From *Letters from an American Farmer, The Norton Anthology of American Literature Eighth Edition Vol A: Beginnings To 1820* (2012).]

(ii) Charlot: "He has filled graves with our bones" [From *The Norton Anthology of American Literature Eighth Edition Vol C: 1820- 1865*(2012)]

(iii) R. W. Emerson: Self-Reliance

(iv) W. E. B. Du Bois: *The Souls of Black Folk* (Following chapters)

"The Forethought"

Chapter I "Of Our Strivings"

Chapter III "Of Mr. Booker T. Washington and Others"

**Unit II**



- (i) Walt Whitman: “One’s Self I Sing”  
“Out of Cradle Endlessly Rocking”
- (ii) Robert Frost: “Mending Wall”  
“The Road Not Taken”  
“Stopping by Woods on a Snowy Evening”  
“Design”  
“Provide, Provide”

### Unit III

Zora Neal Hurston : *Their Eyes Were Watching God*

### Unit IV

Tennessee Williams: *The Glass Menagerie*

### Instructions to the Paper-Setter and students:

Students will be required to attempt *five* questions. Question 1 and 2 are compulsory. All questions carry equal marks.

Question 1 will comprise *six* short-answer type questions. There will be at least one question from each Unit. Students will be required to attempt any four (in about 200 words each) selecting at least one from each Unit. Question 2 will be based on socio-cultural, intellectual, historical trends and movements of the age. Students will be required to attempt any two (in about 600 words each) of the given three parts.

Questions 3, 4, 5 and 6 (with internal choice) will be long answer-type questions based on Units I, II, III and IV respectively.

**The paper-setter will mention Units except in Question 2.**

### Suggested Reading:

Baym, Nina, ed. *The Norton Anthology of American Literature Eighth Edition 5 Vols.* 2012.

Bigsby, C. W. E. *Modern American Drama, 1945 – 2000.*

*Bloom's Guides - Zora Neale Hurston's Their Eyes Were Watching God.* 2009.

Bordman, G. *The Oxford Companion to American Literature.* 1984.

Cunliffe, Marcus. *Sphere History of Literature: American Literature to 1900 Vol. 8.* 1986.

Cunliffe, Marcus. *Sphere History of Literature: American Literature Since 1900 Vol. 9*. 1987.

Ford, Boris. ed. *The New Pelican Guide to English Literature Vol. 9 – American Literature*. 1988.

Gates, Henry Louis Jr., *Zora Neale Hurston: Critical Perspectives Past and Present*. (Amistad Literary Series) 1993.

Matthiessen, F. O. *American Renaissance: Art and Expression in the Age of Emerson and Whitman*. 1941.

May, Henry F. *The American Enlightenment*. 1976.

Miller, James E. Jr. *Walt Whitman*. 1962.

Nye, Russel B. *The Cultural Life of the New Nation*. 1960.

**FACULTY OF HUMANITIES**  
**DEPARTMENT OF ENGLISH & FOREIGN LANGUAGES**  
**M. A. English(Under CBCS)**

**Semester IV**

Course Code: 17ENG24C4

Course: XIX (Core Course- XVI)                      Nomenclature of the Course: Literary Criticism and Theory -II

Total Marks: 100

External Marks: 80

Lectures 4 Tutorials 1

Internal Marks: 20

Total Credits: 5

Time : 3 hrs

**Learning Objectives:**

- To facilitate understanding of literary theory through illustrative interpretation of various theories, their variants and application through selected texts.

**Learning Outcomes:**

- To develop the ability of critiquing different aspects of critical theory.

**Unit I**

Saussure: "From Course in General Linguistics"

**Unit II**

Freud: "From The Dream Work. Introductory Lectures on Psychoanalysis"

**Unit III**

Foucault: "From The order of Discourse"

**Unit IV**

Raymond Williams: "Culture is Ordinary"

(Units I, II & III from *Modern Literary Theory: A Reader*, ed. Philip Rice & Patricia Waugh)

**Instructions to the Paper-Setter and the students:**

All questions are compulsory and carry equal marks.

Question 1 will comprise six short-answer type questions. There will be at least one question from each Unit. Students will be required to attempt any four (in about 200 words each) selecting at least one from each Unit.

Questions 2, 3, 4 and 5 (with internal choice) will be long answer-type questions based on Units I, II, III and IV respectively.

**The paper-setter will mention Units.**

**Suggested Readings:**

Wimsatt and Brooks, *Literary Criticism: A Short History*, New Delhi: Oxford & IBH Pub Co., 1974.

David Robey & Ann Jefferson, *Modern Literary Theory*, London: Batsford, 1986.

Harry Blamires, *A History of Literary Criticism*, Delhi: Macmillan, 2001.

M.A.R. Habib, *A History of Literary Criticism: From Plato to the Present*, Oxford: Blackwell, 2005.

M.S. Nagarajan, *English Literary Criticism & Theory: An Introductory History*, Hyderabad: Orient Longman, 2006.

Patricia Waugh, *Literary Theory & Criticism: An Oxford Guide*, New Delhi: Oxford University Press, 2006.

Frank Lentriccia, *After the New Criticism*, Chicago: Chicago University Press, 1980.

Hans Bertens, *Literary Theory: The Basics*, New York: Routledge, 2003.

Peter Barry: *Beginning Theory: An Introduction to Literary & Cultural Theories*, 2nd ed., Manchester, Manchester University Press, 2004.

Raman Selden, *A Reader's Guide to Contemporary Literary Theory*, New Delhi: Pearson, 2006.

John Crowe Ransom, *The New Criticism*, New York: New Directions, 1941.

I.A. Richards, *Practical Criticism*, London: Routledge & Paul, 1964.

Terry Eagleton, *Marxism and Literary Criticism*, University of California Press: London, 1976.

**FACULTY OF HUMANITIES**  
**DEPARTMENT OF ENGLISH & FOREIGN LANGUAGES**  
**M. A. English (Under CBCS)**

**Semester IV**

Course Code: 17ENG24D1

Course: XX (Discipline Specific Elective Course-IV) (Option i)  
– II

Nomenclature of the Course: Literature & Ethnicity

External Marks: 80

Lectures 4 Tutorials 1

Internal Marks: 20

Total Credits: 5

Time : 3 hrs

**Learning Objectives:**

- To sensitize the students about the interface of ethnic identity and artistic creations focusing on Oceanic, American and Indian ethnic writers.

**Learning Outcomes:**

- Students will develop an ability to understand ethnicity and identity as operative principles in literature.

**Unit I**

**Indian**

North East

Temsula Ao:  
2013.

*These Hills Called Home: Stories From a War Zone.* Zubaan Classics,

**Unit II**

**Australian Aboriginal**

Kim Scott:

*Benang.* Freemantle Press, 1999.

**Unit III**

**New Zealand (Maori)**

Alan Duff:

*Once Were Warriors.* Vintage Intl, 1995.

**Unit IV**

**Native American**

N. Scott Momaday: *House Made of Dawn*. 1969. Harper Perennial Modern Classics,

Rpt. ed. 2010.

**Instructions to the Paper-Setter and the students:**

All questions are compulsory and carry equal marks.

Question 1 will comprise six short-answer type questions. There will be at least one question from each Unit. Students will be required to attempt any four (in about 200 words each) selecting at least one from each Unit.

Questions 2, 3, 4 and 5 (with internal choice) will be long answer-type questions based on Units I, II, III and IV respectively.

**The paper-setter will mention Units.**

**Suggested Reading:**

Binda, Lee A. *Rewriting Representation of Native American Identity in Literature*. 2006.

Charles, Jim. *Reading, Learning, Teaching N. Scott Momaday Volume 5 of Confronting the Text, Confronting the World*. 2007.

Dellbrugge, Katharina. *Form and Functions of Aboriginality in Kim Scott's Benang 'From the Heart'*. 2010.

Diff, Alan. *Maori: The Crisis and the Challenge*. 1993.

Hepi, Maria. *Pakeha Identity and Maori Language and Culture: Bicultural Identity and Language in New Zealand*. 2008.

Hiram, Epimetheus Christer. *Temsula Ao*. 2012.

Jamir, Rosaline. *Romance of Socialism and Feminism: In Poetics of Temsula Ao, Monalisa Changkija and Robin S. Ngangom*. 2011.

Madsen, Deborah. *The Routledge Companion to Native American Literature*. 2015.

Velie, Alan R. *Native American Perspective on Literature and History*. 1994.

**FACULTY OF HUMANITIES**  
**DEPARTMENT OF ENGLISH & FOREIGN LANGUAGES**  
**M. A. English (Under CBCS)**

**Semester IV**

Course Code: 17ENG24D2

Course: XX (Discipline Specific Elective Course- IV) (Option ii)

Nomenclature of the Course: Aesthetics -II

Total Marks: 100

External Marks: 80

Lectures 4 Tutorials 1

Internal Marks: 20

Total Credits: 5

Time: 3 hrs

**Learning Objectives:**

- To explain to the students the philosophy of aesthetics through selected texts from the 20<sup>th</sup> century.

**Learning Outcomes:**

- To enable students to apply philosophical concepts as the basis of aesthetic enquiry to literary text

**Unit I**

Walter Benjamin: "The Work of Art in the Age of Mechanical  
Reproduction"

**Unit II**

Earnst Bloch: "Introduction" *The Principle of Hope (Studies in  
Contemporary German Social Thought, Vol. I)*

**Unit III**

Theodore Adorno, Walter Benjamin, Earnst Bloch, Bertolt Brecht, George Lukacs, Frederic Jameson:  
"Introduction" *Aesthetics and Politics*.

**Unit IV**

(i) Elizabeth Grosz: "Feminism after the Death of the Author" (*Space, Time  
and Perversion* (New York: Routledge, 1995)

(ii) Gayatri Chakravorty Spivak: "Feminism and Critical Theory"

**Instructions to the Paper-Setter and the students:**

All questions are compulsory and carry equal marks.

Question 1 will comprise six short-answer type questions. There will be at least one question from each Unit. Students will be required to attempt any four (in about 200 words each) selecting at least one from each Unit.

Questions 2, 3, 4 and 5 (with internal choice) will be long answer-type questions based on Units I, II, III and IV respectively.

**The paper-setter will mention Units.**

**Suggested Readings:**

Beauvoir, Simone De. *The Second Sex*

Rooney, Ellen. *The Cambridge Companion to Feminist Literary Theory*

Ryan, Michael. *An Introduction to Criticism: Literature/Film/Culture.*

Spivak, Gayatri Chakravorty. "Can a Subaltern Speak?"

Terry, Eagleton. *How to Read A Poem.*

Williams, Raymond. *Culture and Society*

Woolf, Virginia. *A Room of One's Own*