



# MK UNIVERSITY

PATAN, GUJARAT

ESTABLISHED BY THE GUJARAT GOVT.

RECOGNIZED BY UGC UNDER SECTION 2(f) OF UGC ACT, 1956



MK University, Patan

Faculty of ARTS

Department of ENGLISH



## M.A ENGLISH

### FIRST SEMESTER

M.A ENGLISH SEM-I									
SR NO .	COURSE TYPE	COURSE CODE	COURSE NAME	LECTURE (HRS.)	PRACTICA L (HRS.)	CREDITS	EXAMINATION		TOT A L MARKS
							INTERNA L	EXTERNA L	
1	MAJOR	MAE0101	LITERATURE IN ENGLISH: 1550-1660 (PART-I)	4	0	4	30	70	100
2	MAJOR	MAE0102	LITERATURE IN ENGLISH: 1660-1798 (PART-I)	4	0	4	30	70	100
3	MAJOR	MAE0103	LITERATURE IN ENGLISH: 1798-1914 (PART-I)	4	0	4	30	70	100
4	MAJOR	MAE0104	LITERATURE IN ENGLISH: 1914-2000 (PART-I)	4	0	4	30	70	100
5	MINOR	MAE0105	STUDY OF A GENRE: FICTION(PART-I)	4	0	4	30	70	100
6	IKS	MAE0106	INDIAN KNOWLEDGE SYSTEM (IKS)	2	0	2	20	30	50
TOTAL				22	0	22	170	380	550



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SR NO .	COURSE TYPE	COURSE CODE	COURSE NAME	LECTURE (HRS.)	PRACTICA L (HRS.)	CREDITS	EXAMINATION		TOTAL MARKS
							INTERNAL	EXTERNAL	
1	MAJOR	MAE0201	LITERATURE IN ENGLISH: 1550-1660 (PART-II)	4	0	4	30	70	100
2	MAJOR	MAE0202	LITERATURE IN ENGLISH: 1660-1798 (PART-II)	4	0	4	30	70	100
3	MAJOR	MAE0203	LITERATURE IN ENGLISH: 1798-1914 (PART-II)	4	0	4	30	70	100
4	MAJOR	MAE0204	LITERATURE IN ENGLISH: 1914-2000 (PART-II)	4	0	4	30	70	100
5	MINOR	MAE0205	STUDY OF A GENRE: FICTION (PART-II)	4	0	4	30	70	100
6	SEC	MAE0206	ENVIRONMENTAL STUDIES (EVS)	2	0	2	20	30	50
TOTAL				22	0	22	170	380	550



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M.A ENGLISH SEM-III									
SR NO .	COURSE TYPE	COURSE CODE	COURSE NAME	LECTURE (HRS.)	PRACTICA L (HRS.)	CREDITS	EXAMINATION		TOTAL MARKS
							INTERNA L	EXTERNA L	
1	MAJOR	MAE0301	CRITICAL THEORY (PART-I)	4	0	4	30	70	100
2	MAJOR	MAE0302	AMERICAN LITERATURE (PART-I)	4	0	4	30	70	100
3	MAJOR	MAE0303	INDIAN WRITING IN ENGLISH	4	0	4	30	70	100
4	MAJOR	MAE0304	ENGLISH LANGUAGE (PART-I)	4	0	4	30	70	100
5	MINOR	MAE0305	LITERATURE AND GENDER (PART-I)	4	0	4	30	70	100
6	AVC	MAE0306	INTRODUCTION TO WORLD LITERATURE	2	0	2	20	30	50
TOTAL				22	0	22	170	380	550



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M.A ENGLISH SEM-IV									
SR NO .	COURSE TYPE	COURSE CODE	COURSE NAME	LECTURE (HRS.)	PRACTICA L (HRS.)	CREDITS	EXAMINATION		TOTAL MARKS
							INTERNA L	EXTERNA L	
1	MAJOR	MAE0401	CRITICAL THEORY (PART-II)	4	0	4	30	70	100
2	MINOR	MAE0402	AMERICAN LITERATURE (PART-II)	4	0	4	30	70	100
3	MINOR	MAE0403	INDIAN WRITING IN ENGLISH (PART- II)	4	0	4	30	70	100
4	MAJOR	MAE0404	ENGLISH LANGUAGE (PART-II)	4	0	4	30	70	100
5	MINOR	MAE0405	LITERATURE AND GENDER (PART-II)	4	0	4	30	70	100
6	AVC	MAE0406	INDIAN CONSTITUTION (IC)	2	0	2	20	30	50
TOTAL				22	0	22	170	380	550



### M.A. ENGLISH FIRST

#### SEMESTER

#### LITERATURE IN ENGLISH: 1550-1660 (Part-I)

**Credits: 4**

**Theory: 80**

**Internal Assessment: 20**

**Max. Marks: 100**

**Time: 3 Hours**

#### **Objectives:**

The paper envisages acquainting the students with the literary and historical movements i.e. Renaissance, Jacobean, Puritanism, Rise and fall of Drama and development of English Literature during this period. Students will also be acquainted with the development of English as a language along with poetry and drama of the period. The different genres of literatures such as tragedy, comedy, romantic-comedy, melodrama, problematic drama and poetic forms will also be familiarized with.

#### **Course Outcomes:**

1. The students will be able to understand European as well as English Renaissance.
2. They will learn about the origin of English drama.
3. They will understand the different styles of poetry written during the Elizabethan age.
4. They will examine the history of English literature from medieval age to Elizabethan Age.

**Unit-I** Philip Sidney

: The following Sonnets from *Astrophel and Stella* are prescribed:

“Loving in truth, and fain in verse my love to  
show”, “Not at first sight, nor with a dribbed  
shot”, “Virtue, alas, now let me take some  
rest”,

“It is most true, that eyes are formed to  
serve”, “Reason, in faith thou art well  
serv'd, that still”, “Alas have I not pain  
enough, my friend”,

“You that do search for every purling spring”,



“Your words, my friend, right healthful caustics,  
blame”, “Because I oft, in dark abstracted guise”,  
“Come, let me write, and to what end?”  
“This night while sleep begins with heavy wings”,  
“Stella oft sees the very face of woe”,  
“No more, my dear, no more these counsels  
try”, “Desire, though thou my old companion  
art”

<b>Unit-II</b>	Christopher Marlowe	: <i>Doctor Faustus</i>
<b>Unit-III</b>	John Milton	: <i>Paradise Lost</i> , Book-I
<b>Unit-IV</b>	William Shakespeare	: <i>Twelfth Night</i>

### BOOKS RECOMMENDED:

1. Reeves, James. *A Short History of English Poetry*.
2. Sanders, Andrew. *The Short Oxford History of English Literature*.
3. Ringler, William A., Ed. *The Poems of Sir Philip Sidney*.
4. Charlton, H.B. *Shakespearean Comedy*.
5. Palmer, John *Comic Characters in Shakespeare*.
6. Barber, C.L. *Creating Elizabethan Tragedy: The Theatre of Marlowe and Kyd*.
7. Levin, Harry. *Christopher Marlowe: The Overreacher*.
8. Steans, J.B. *Marlowe: A Critical Study*.
9. Barker, Arthur E, ed. *Milton: Modern Essays in Criticism*.
10. Danielson, Daniss, Ed. *The Cambridge Companion to Milton*.
11. Rehal, S.S. *Philip Sidney: Astrophil and Stella. (An Allegorical Reading of Love)*



### M.A. ENGLISH FIRST

#### LITERATURE IN ENGLISH: 1660-1798 (Part-I)

**Credits: 4**

**Theory: 80**

**Internal Assessment: 20**

**Max. Marks: 100**

**Time: 3 Hours**

#### **Objectives:**

The course introduces the students to the zeitgeist of Neo-classical era in the literary history of England. It would also acquaint them with the social, political, religious, economic and cultural milieu of the age.

#### **Course Outcomes:**

- The students will critically analyze of texts and their relations with historical, social and political contexts.
- They will be grasp the manners of aristocratic society of England.
- They will be able to interpret the variety of satires.
- They will be able to examine the nuances of Restoration drama.

**Unit-I**      John Dryden      : *Absalom and Achitophel*.

**Unit-II**      William Congreve      : *The Way of the World*.

**Unit-III**      Alexander Pope      : *The Rape of the Lock*.

**Unit-IV**      Richard Sheridan      : *The Rivals*.

#### **BOOKS RECOMMENDED:**

1. Bonamee, Dobree. *Restoration Comedy*.
2. John, Lofties, ed. *Restoration Drama: Modern Essays in Criticism*.
3. Ian, Jack. *Augustan Satire*.
4. Hugh, Walker. *Satire and Satirists*.
5. Ford, Boris, Ed. *From Dryden to Johnson, The New Pelican Guide to English Literature, Vol.4*
6. Brower, Reuben Arthur. *Alexander Pope: The Poetry of Illusion*.
7. Hammond, Paul. *John Dryden: A Literary Life*.
8. Winn, James Anderson. *John Dryden and His World*.
9. Morris, Brian, ed. *William Congreve*.
10. Novak, Maximilian. *William Congreve*.
11. Ayling, Stanley. *A Portrait of Sheridan*.
12. Worth, Katharine. *Sheridan and Goldsmith*.



### M.A. ENGLISH FIRST

#### LITERATURE IN ENGLISH: 1798-1914 (Part-I)

**Credits: 4**

**Theory: 80**  
**Internal Assessment: 20**  
**Max. Marks: 100**  
**Time: 3 Hours**

#### **Objectives:**

The paper aims to acquaint the students with the major poets and novelists of the Romantic and Victorian age. It will be explored how the romantic literature was the reaction against the rigid conventions of Neo-classical age. A detailed discussion of the features of the Romantic literature, crises of faith in Victorian age, the optimism reflected in the literature of Victorian age will be an important component of this course.

#### **Course Outcomes:**

- The students will be able to know the process of beginning and growth of English Romanticism.
- They will be able to distinguish between neoclassical poetry and romantic poetry.
- They will be able to understand Victorian novel.
- They will be able to examine the social, political, religious, scientific temper of Victorian era.

**Unit-I** William Wordsworth : "To the Cuckoo", "The Solitary Reaper", "Daffodils", "Tintern Abbey", "Ode on Intimations of Immortality", "Lucy Gray", "Simon Lee, The Old Huntsman", "The Tables Turned".

**Unit-II** John Keats : "On First Looking into Chapman's Homer", "When I have Fears that I may cease to be", "Ode to a Nightingale", "Ode on Urn", "Ode on Melancholy", "To Autumn", "Psyche".

**Unit-III** Charles Dickens : *Great Expectations*

**Unit-IV** George Eliot : *The Mill on the Floss*

#### **BOOKS RECOMMENDED:**

1. Bowra, C.M. *The Romantic Imagination*.
2. Reeves, James. *A Short History of English Poetry*.



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3. Abrams, M.H. *English Romantic Poets: Modern Essays in Criticism*.
4. Batho, E. and B. Dobree. *The Victorians and After 1830-1914*.
5. Leavis, F.R. *New Bearings in English Poetry*.
6. Hartman, G.H. *Wordsworth's Poetry. 1787-1834*.
7. Bateson, F.W. *Wordsworth: A Re-Interpretation*.
8. Bate, Walter Jackson, ed. *Keats*.
9. Fraser, G.S. *John Keats: Odes*.
10. Ford, Borid, Ed. *The New Pelican Guide to English Literature Volumes 5 and 6*.
11. Leavis, F.R. and Q.D. Leavis. *Dickens: The Novelist*.
12. Hall, Stephan, ed. *Charles Dickens*.
13. Creeger, George R., ed. *George Eliot: A Collection of Critical Essays*.
14. Stephen, Leslie. *George Eliot*.



### M.A. (PREVIOUS) ENGLISH

#### FIRST SEMESTER

**CODE: MENL-514**

**LITERATURE IN ENGLISH: 1914-2000 (Part-I)**

**Credits: 4**

**Theory: 80**

**Internal Assessment: 20**

**Max. Marks: 100**

**Time: 3 Hours**

#### **Objectives:**

The paper aims to acquaint the students with the major trends of the Modern Age, the twentieth century Indian literature and Movement-poetry. The students will be acquainted with the major developments in the field of drama and the existential philosophy. The aftermaths of two world-wars, the resultant disintegration and loss of faith, the Britishers' view of India, and the impact of Indian philosophy on the western literature, Indian English poetry, and innovations in the narrative techniques in Indian novel will be explored.

#### **Course Outcomes:**

- The students will be able to know the meaning and scope of the concepts of the modern, modernity and modernism.
- They will be able to acquaint themselves with the great tradition of modern European Drama.
- They will be able to reflect upon the great upheaval that the world has undergone during twentieth century.
- They will be able to interpret representative writings from twentieth and twenty first Century.

**Unit I** T.S. Eliot: *The Waste Land*

**Unit II** E.M. Forster : *A Passage to India*.

**Unit III** W.B. Yeats : “The Stolen Child”, “Lake Isle of Innisfree”, “When You are Old”;

“No Second Troy”, “In Memory of Major Robert Gregory”;

“Easter 1916”, “The Second Coming”, “A Prayer for My Daughter”,

“Sailing to Byzantium”, “Among School Children”, “The Gyres”.

**Unit IV** John Osborne : *Look Back in Anger*

#### **BOOKS RECOMMENDED**



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1. Cox, C.B. and Arnold P. Hinchliffe, eds. *T.S. Eliot: The Waste Land*
2. Martin, Jay, Ed. *A Collection of Critical Essays on The Waste Land*
3. Reagen, Stephen, ed. *Philip Larkin*.
4. King, Bruce. *Three Indian Poets*.
5. Gransden, K.W. *E.M. Forster*.
6. Bradbury, Malcolm, ed. *Forster: A Collection of Critical Essays*.



## **M.A. ENGLISH FIRST**

## STUDY OF A GENRE: FICTION (PART -I)

**Credits: 4**

**Theory: 80  
Internal Assessment: 20  
Max. Marks: 100  
Time: 3 Hours**

## Objectives:

The course will introduce the students to one of the most important genres that emerged in the eighteenth century fiction. The students will come to know about the development of novel from the nineteenth century to the twentieth century across the world. Readings will be focused on the theories of fiction.

## **Course Outcomes:**

- The students will be able to critically evaluate different types of fiction. MENL-  
They will be able to analyze fiction using appropriate theoretical approaches.  
They will be able to compare English novel of one age with that of another.
- They will be able to understand the rise of American novel.

<b>Unit-I</b>	E.M. Forster	: <i>Aspects of the Novel</i>
<b>Unit-II</b>	Jane Austen	: <i>Pride and Prejudice</i>
<b>Unit-III</b>	Nathaniel Hawthorne	: <i>The Scarlet Letter</i>
<b>Unit-IV</b>	James Joyce	: <i>A Portrait of the Artist as a Young Man</i>

## **BOOKS RECOMMENDED:**

1. Kettle, Arnold. *An Introduction to the English Novel* Vol.1
2. Wright, Andrew H. *Jane Austen's Novels*.
3. Watt, Ian, ed. *Jane Austen*.
4. Gransden, K.W. *E. M. Forster*.
5. Bradbury, Malcolm, ed. *Forster: A Collection of Critical Essays*.
6. Waggoner, Hyatt H. *Hawthorne: A Critical Study*.
7. Attridge, Derek, Ed. *The Cambridge Companion to Joyce*.
8. Fairhall, James. *James Joyce and the Question of History*.



## **M.A. ENGLISH FIRST**

### **STUDY OF A GENRE: DRAMA (PART-I)**

**Credits: 4**

**Theory: 80  
Internal Assessment: 20  
Max. Marks: 100  
Time: 3 Hours**

## Objectives:

The paper aims to acquaint the students with the drama which is considered to be the beginning of literature. It seeks to familiarize the students with different kinds of drama spread all over the world and ages, i.e. from Greece to America, and from 5<sup>th</sup> century B.C. to the 21<sup>st</sup> century. This paper will help the students understand the lives of the people of different ages and continents.

## **Course Outcomes:**

- The students will be able to read and understand about the rich classical texts from Greek and Roman literatures as well as German and Indian literatures written in Sanskrit in translated versions.
- They will be able to interpret these texts from contemporary points of view.

They will be able to appreciate these texts as a source of great wisdom.

- They will be able to trace the nature of influence that all the classical texts have on modern English literatures.

Unit-II Kalidas : *Abhijananashakuntalam*

**Unit-IV** Bertolt Brecht : *Mother Courage and Her Children*

#### **BOOKS RECOMMENDED:**

1. Gassner, John. *An Anthology: Introduction to the Drama*,
2. Clark, Barrett H., ed. *World Drama*.
3. Clark, Barret H. and George Freedlay, Eds. *A History of Modern Drama*.
4. Redmond, James, ed. *Themes in Drama*.



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5. Driver, Tom F. *The Sense of History in Greek and Shakespearean Drama*.
6. Gupt, Bharat. *Dramatic Concepts Greek & Indian: A Study of the Poetics and the Natyasastra*.
7. Muir, Kenneth. *Last Periods of Shakespeare, Racine, Ibsen*.
8. Lucas, F.L. *Tragedy*.
9. Abraham, Taisha, ed. *Feminist Theory and Modern Drama*.
10. Williams, Raymond. *Drama from Ibsen to Brecht*



### M.A. ENGLISH FIRST

#### STUDY OF A GENRE: POETRY (PART-I)

**Credits: 4**

**Theory: 80**

**Internal Assessment: 20**

**Max. Marks: 100**

**Time: 3 Hours**

#### **Objectives:**

This course will enable students to acquire an understanding of poetry as a genre of literature. It will introduce them to the functions of poetry in society and enable them to understand the elements, techniques, devices, and forms of poetry. The course will impart to them the requisite knowledge that would enable them to read and analyze poems of various periods, representing various points of view and different cultures.

#### **Course Outcomes:**

- The students will be able to understand the rise of English poetry.
- They will be able to compare the poetry written in medieval age, Romantic age and Modern age.
- They will be able to appreciate the poetry of American and English origin written in the modern age.
- They will be able to understand various literary devices used in poetry.

Unit-I:      Geoffrey Chaucer      : *Prologue to the Canterbury Tales*

Unit-II:      S.T. Coleridge      : "The Rime of the Ancient Mariner", "Kubla Khan"

Unit-III:      Philip Larkin      : "No Road", Poetry of Departures",

"Going, Going", "Deceptions", "Next Please",

"If My Darling", "Reasons for Attendance",

"Wedding Wind", "Church Going", "The Old

Fools", "Ambulances", "Whitsun Weddings".

Unit-IV      Wallace Stevens: The following poems from *The Collected Poems of Wallace Stevens* (Thomson Press India Ltd.) are prescribed.



"Earthy Anecdote"; "The Snow Man"; "Sunday Morning";  
"The Emperor of Ice-Cream"; "Farewell to Florida"; "Of  
Modern Poetry"; "The Motive for Metaphor".

**BOOKS RECOMMENDED:**

1. Ford, Boris. *Medieval Literature: Chaucer and the Alliterative Tradition*.
2. Untermeyer, Louise. *Modern American Poetry*.
3. Brewer, D.S., ed. *Geoffrey Chaucer*.
4. Beer, John. *Coleridge's Poetic Intelligence*.
5. Leask, Nigel. *The Politics of Imagination in Coleridge's thought*.
6. Foster, Roy. *W. B. Yeats: A Life, 1865-1914*.
7. Jeffares, A Norman. *W. B. Yeats: Man and Poet*.
8. Ellmann, Richard. *Yeats: The Man and the Masks*.



### M.A. ENGLISH SECOND

#### LITERATURE IN ENGLISH: 1550-1660 (Part-II)

**Credits: 4**

**Theory: 80**  
**Internal Assessment: 20**  
**Max. Marks: 100**  
**Time: 3 Hours**

#### **Objectives:**

The paper envisages acquainting the students with the literary and historical movements i.e. Renaissance, Jacobean, Puritanism, Rise and fall of Drama and development of English Literature during this period. Students will also be acquainted with the development of English as a language along with poetry and drama of the period. The different genres of literature such as tragedy, comedy, romantic-comedy, melodrama, problematic drama and poetic forms will also be familiarized with.

#### **Course Outcomes**

- The students will be able to read a variety of genres of literature critically and proficiently.
- They will be able to understand Shakespearean tragedy.
- They will be able to understand the fall of drama in 17<sup>th</sup> century.
- They will be familiarized with the prose writing of 17<sup>th</sup> century.

**Unit-I** William Shakespeare : *King Lear*

**Unit-II** John Donne : The following poems from *The Metaphysical Poets*ed.

Helen Gardner (Penguin) are prescribed:

"The Flea", "The Good Morrow", "Song: Go and Catch a Falling Star", "The Sun Rising", "The Canonization", A Valediction: Forbidding Mourning", "The Extasie", "Batter My Heart: Three Person'd God", "Love's Growth", "Since she whome I lov'd, hath payd her last debt".

**Unit-III** John Webster : *The Duchess of Malfi*

**Unit-IV** Francis Bacon: "Of Unity in Religion", "Of Simulation and Dissimulation", "Of Friendship", "Of Ambition", "Of Great Place",



“Of Studies”, “Of Truth”, “Of Nature in Men”, “Of Love”, “Of Parents and Children”.

### **BOOKS RECOMMENDED:**

1. Fredson, Bowers. *Elizabethan Revenge Tragedy*.
2. Una, Ellis *the Jacobean Drama*.
3. Irving, Ribner. *Jacobean Tragedy: The Quest for Moral Order*.
4. Bradley, A.C. *Shakespearean Tragedy*.
5. Harbage, Alfred, ed. *Twentieth Century Views on Shakespeare*.
6. Bennet, Joan. *Five Metaphysical Poets*.
7. Redpath, Theodore. *The Songs and Sonnets of John Donne*.
8. Miner, Earl. *The Metaphysical Mode from Donne to Cowley*



### M.A. ENGLISH

#### LITERATURE IN ENGLISH: 1660-1798 (Part-II)

**Credits: 4**

**Theory: 80**  
**Internal Assessment: 20**  
**Max. Marks: 100**  
**Time: 3 Hours**

#### **Objectives:**

The course brings the students close to the zeitgeist of Neo-classical era in the literary history of England. It would also acquaint them with the social, political, religious, economic and cultural milieu of the age.

#### **Course Outcomes:**

- The students will be able to understand neoclassical poetry.
- They will understand the rise of English novel.
- They will be able to learn the beginning of journalism.
- They will understand various narrative techniques of 18<sup>th</sup> century English literature.

<b>Unit-I</b>	Daniel Defoe	: <i>Robinson Crusoe</i> .
<b>Unit-II</b>	Henry Fielding	: <i>Joseph Andrews</i>
<b>Unit-III</b>	(i) Joseph Addison	: "The Aims of <i>The Spectator</i> ", "Female Orators", "Sir Roger at the Assizes", "Milton -I", "Milton -II".
	(ii) Richard Steele	: "The Spectator's Club", "Duelling".
<b>Unit-IV</b>	Jonathan Swift	: <i>The Battle of the Books</i> .



### BOOKS RECOMMENDED

1. Lannering, J. *Studies in the Prose Style of Joseph Addison*
2. Watt, Ian. *The Rise of the Novel: Studies in Defoe, Richardson and Fielding.*
3. Ellis, F.H., ed. *Twentieth Century Interpretations of Robinson Crusoe.*
4. Ford, Boris, Ed. *From Dryden to Johnson. The New Pelican Guide to English Literature, Vol. 4.*
5. Rogers, Pat. *Samuel Johnson.*
6. Hudson, Nicholas. *Samuel Johnson and Eighteenth Century.*
7. Bloom, Edward. *Addison and Steele: The Critical Heritage.*
8. Battestin, Martin C and Ruth Battestin. *Henry Fielding: A Life.*
9. Rawson, Claude. *Henry Fielding and the Augustan Ideal under Stress.*



### M.A. ENGLISH SECOND

#### LITERATURE IN ENGLISH: 1798-1914 (Part-II)

**Credits: 4**

**Theory: 80**

**Internal Assessment: 20**

**Max. Marks: 100**

**Time: 3 Hours**

#### **Objectives:**

The paper aims to acquaint the students with the major poets and novelists of the Romantic and Victorian age. It will be explored how the romantic literature was the reaction against the rigid conventions of Neo-classical age. A detailed discussion of the features of the Romantic literature, crises of faith in Victorian age, the optimism reflected in the literature of Victorian age will be an important component of this course.

#### **Course Outcomes:**

- The students will be able to learn about Victorian poetry.
- They will be able to learn the explorations, the expeditions and development of science.
- They will be able to analyse literary texts in the light of their historical and intellectual background.
- They will be able to analyse literary problems in a way that reflects insight into the distinctive historical, traditional and social situations of English literature.

#### **Unit-I**

Robert Browning : "Evelyn Hope", "Love among the Ruins",  
"My Last Duchess", "The Last Ride Together",  
"A Grammarian's Funeral", "Porphyria's Lover",

"Rabbi Ben Ezra", "Meeting at Night", "The Lost  
Mistress".

#### **Unit-II**

Thomas Hardy: *Far from the Madding Crowd*

#### **Unit-III**

Bernard Shaw: *Arms and the Man*.

#### **Unit-IV**

Emily Bronte: *Wuthering Heights*



### BOOKS RECOMMENDED

1. Bloom, Harold and Munich, eds.: *Robert Browning: A Collection of Critical Essays*.
2. Batho, E. and B. Dobree. *The Victorians and After 1830-1914*.
3. Cecil, David. *Early Victorian Novelists*.
4. Kettle, Arnold. *An Introduction to English Novel*. Vol.1
5. Cecil, David. *Hardy: The Novelist*.
6. Kaufmann R.J., ed. *G.B. Shaw*.
7. Girand, Raymond, ed. *Flaubert*.



### M.A. ENGLISH SECOND

#### LITERATURE IN ENGLISH: 1914-2000 (PART-II)

**Credits: 4**

**Theory: 80**

**Internal Assessment: 20**

**Max. Marks: 100**

**Time: 3 Hours**

#### **Objectives:**

The paper aims to acquaint the students with the major trends of the Modern Age, the twentieth century Indian literature and Movement-poetry. The students will be familiarised with the major developments in the field of drama and the existential philosophy. The aftermath of two world-wars, the resultant disintegration and loss of faith, the Britishers' view of India, and the impact of Indian philosophy on the western literature, Indian English poetry, and innovations in the narrative techniques in Indian novel will be explored.

#### **Course Outcomes:**

- The students will be able to analyse and deal critically with a wide variety of sources of information about literature.
- They will be able to understand and evaluate novels and poetry.
- They will be able to understand the movements and trends of Post Independent Indian literature.
- They will be able to understand the concept of culture and the evolution of cultural studies.

**Unit-I** Nissim Ezekiel: "Night of the Scorpion", "Goodbye Party for Miss

Pushpa TS", "The Patriot", "The Visitor", "Poet, Lover, Birdwatcher", "Enterprise", "Philosophy", "Background, Casually", "Poem of Separation".

**Unit-II** R.K. Narayan : *The Guide*

**Unit-III** Arthur Miller : *All My Sons*

**Unit-IV** George Orwell: *Nineteen Eighty-Four*



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## BOOKS RECOMMENDED

1. Bigsby, C.W.E. *An Introduction to Twentieth Century American Drama.*
2. Karl, Frederick R. *A Reader's Guide to the Contemporary English Novel.*
3. Walsh, William. *R.K. Narayan: A Critical Approach.*
4. Griffith, Alice. *Understanding Arthur Miller.*
5. Bigsby, C.W.E., Ed. *The Cambridge Companion to Arthur Miller.*
6. Bree, Germaine. *Camus.*
7. Karnani, Chetan. *Nissim Ezekiel.*



## **M.A. ENGLISH SECOND**

## **STUDY OF A GENRE: FICTION (PART -II)**

**Credits: 4**

**Theory: 80  
Internal Assessment: 20  
Max. Marks: 100  
Time: 3 Hours**

## Objectives:

The course will introduce the students to some of the major novelists of twentieth century across the world. Readings will be focused on Colonial novel, Postcolonial novel, Psychological novel and Philosophical novel (Western and Indian).

## Course Outcomes:

- The students will be able to learn the emerging trends and movements in the 20<sup>th</sup> and 21<sup>st</sup> century.
- They will be able to explore various cultures and construction of gender, nation and race throughout the history.
- They will be able to learn changing human values and the behavioural patterns from great works of art.
- They will be able to grasp the concepts of modernism and Post-modernism.

<b>Unit-I</b>	Ian McEwan	: <i>Atonement</i>
<b>Unit-II</b>	D.H. Lawrence	: <i>Sons and Lovers</i>
<b>Unit-III</b>	Bharati Mukherjee	: <i>Desirable Daughters</i>
<b>Unit-IV</b>	V.S. Naipaul	: <i>A House for Mr. Biswas</i>

## BOOKS RECOMMENDED

1. Tredell, Nicolas. *Joseph Conrad: Heart of Darkness*.
2. Daiches, David. *The Novel and the Modern World*.
3. Beal, Anthony. *D.H. Lawrence*.



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4. Feder, Lilian. *Naipaul's Truth*.
5. Paolo, Pier. *The Fiction of Raja Rao*.
6. Naik, M.K. *Raja Rao*
7. Hamner, Robert D. *Critical Perspectives on V.S. Naipaul*.
8. Mustafe, Fawzia. *V.S. Naipaul*.



### M.A. ENGLISH SECOND

#### STUDY OF A GENRE: DRAMA (PART -II)

**Credits: 4**

**Theory: 80**

**Internal Assessment: 20**

**Max. Marks: 100**

**Time: 3 Hours**

#### **Objectives:**

The paper aims to acquaint the students with the drama which is considered to be the beginning of literature. It will familiarise the students with different kinds of drama spread all over the world and ages i.e. from Greece to America, and from 5<sup>th</sup> century B.C. to the 21<sup>st</sup> century. This paper will help the students understand the lives of the people of the different ages and continents.

#### **Course Outcomes:**

- The students will be able to learn the origin and development of various themes and forms of drama in different ages and styles.
- They will be able to analyse the conventions and experimentations associated with Drama.
- They will be able to learn the entire range of human experience through drama as a literary form.
- They will be able to understand the historical and socio-political trends in the plays.

**Unit-I**      Tennessee Williams      : *The Glass Menagerie*

**Unit-II**      Anton Chekhov      : *The Cherry Orchard*

**Unit-III**      Samuel Beckett      : *Waiting for Godot*

**Unit-IV**      Mahesh Dattani      : *Final Solutions*

#### **BOOKS RECOMMENDED**

1. Nicoll, Allardyce. *The Theory of Drama*.
2. Henn, T.R. *The Harvest of Tragedy*.
3. McColom, William G. *Tragedy*.
4. Stuart, Donald Cline. *The Development of Dramatic Art*.
5. Bigsby, C.W.E. *A Critical Introduction to Twentieth Century American Drama*, Vo1. I.
6. Bloom, Harold, ed. *Samuel Beckett*.
7. Connor, Steven. *Samuel Beckett: Repetition, Theory and Text*.
8. Ricks, Christopher. *Beckett's Dying Words*.
9. Chaudhary, AshaKuthari. *Mahesh Dattani*.



## **M.A. ENGLISH SECOND**

## STUDY OF A GENRE: POETRY (PART -II)

**Credits: 4**

**Theory: 80  
Internal Assessment: 20  
Max. Marks: 100  
Time: 3 Hours**

**Objectives:** This course will further add to the understanding of students regarding poetry as a genre of literature. They will be introduced to classical and modern Indian poets, World War I poets and prominent Victorian poets. Besides learning the technical aspects of poems, the students will learn to appreciate poems against the social and cultural background of the poets.

## Course Outcomes:

- The students will be able to understand and appreciate poetry as a literary art form.
- They will be able to analyse the various elements of poetry such as diction, tone, form, genre, imagery, figures of speech, symbolism, etc.
- They will be able to develop a deeper appreciation of cultural diversity by introducing them to poetry.
- They will be able to recognize the rhythms, metrics and other musical aspects of poetry.

**Unit-I** Kalidas : *Meghdoot* (TR) M.R. Kale

**Unit-II**      A.K. Ramanujan      : The following poems from R. Parthasarathy, (Ed.)

## *Ten Twentieth Century Indian Poets:*

“Looking for a Cousin on a Swing”, “A River”, “Of Mothers among other Things”, “Love Poem for a Wife”, “Small Scale Reflections on a Great House”, “Obituary”.

**Unit-III**      Matthew Arnold      : The following poems from *Fifteen Poets*

(O.U.P. Calcutta) are prescribed for study.

"The Scholar Gipsy", "Thyrsis", "Memorial Verses",

"Shakespeare", "Dover Beach".



**Unit-IV**      Wilfred Owen

: The following poems from *Pocket Book of Modern Verse* (Washington Square Press: New York) are prescribed:

"Greater Love", "The Send-off", "The Show", "Anthem for Doomed Youth", "Arms and the Boy", "Strange Meeting", "Apologia Pro Poemate Meo", "Dulce et Decorum Est", "Insensibility".

### BOOKS RECOMMENDED

1. Sanders, Andrew. *The Short Oxford History of English Literature*.
2. Allott, Kenneth, Ed. *The Poems of Matthew Arnold*.
3. Buckley, Jerome Hamilton. *The Victorian Temper: A Study of Literary Culture*.
4. Mallinath and Narayan Ram, ed. *Meghdutawith Commentaries*.
5. Shastri, Braham Shankar, ed. *Meghdutawith four Commentaries*.
6. Paul, S.K. *The Complete Poems of Rabindranath Tagore: Text and Critical Evaluation*.
7. Bhattacharya, Sabyasachi. *Rabindranath Tagore: An Interpretation*.



### M.A. ENGLISH SECOND

#### INTRODUCTION TO ENGLISH LITERATURE

**Credits: 2**

**Theory: 40**

**Internal Assessment: 10**

**Max. Marks: 50**

**Time: 2 Hours**

**Objectives:**

The students will be introduced to English Literature—its beginning, development and varied aspects.

**Course Outcomes:**

- The students will be able to learn the appreciation of literature and other arts.
- They will be able to understand the development of English literature.
- They will be able to differentiate between tragedy and comedy.
- They will understand how literature reflects human experiences.

**Unit-I** Renaissance Drama and Neo-Classical Poetry

**Unit-II** Alexander Pope : *The Rape of the Lock*

**BOOKS RECOMMENDED**

1. Dahiya, B.S.: *New History of English Literature*
2. Bradbury, Malcolm: *Modernism*.
3. Bowra, C.M.: *The Romantic Imagination*.
4. Walker, Hugh: *The Victorian Age*.



### M. A. ENGLISH THIRD

#### Critical Theory (PART-I)

**Credits: 4**

**Theory: 80**

**Internal Assessment: 20**

**Max. Marks: 100**

**Time: 3 Hours**

#### **Objectives:**

In this course students will be introduced to literary criticism from its beginning to the 20<sup>th</sup> century. They will also learn how different literary critics over the ages have different conceptions of literature and creative arts. This course will complement their study of literature.

#### **Course Outcomes:**

- The students will be familiar with the basic theories, knowledge areas and analytical tools of the field through a number of contemporary and historical schools of literary world.
- They will be able to explore the world, the text and the critic in modern criticism and theory.
- They will be able to learn and develop the works of literary and cultural criticism.
- They will be able to appreciate the diversity of literary and social voices through literary criticism and theories.

**Unit-I**      Aristotle      : *Poetics*

**Unit-II**      Bharatmuni      : *Natyashastra* (Ed. Dr. N.P. Unni) Chapter-I: The Origin of Drama; Chapter-VI: Sentiments; Chapter-VII: The Exposition of Emotion.

**Unit-III**      Mathew Arnold      : Selections from *Essays in criticism*.

1. “The Function of Criticism at the Present Time.”
2. “The Study of Poetry.”
3. “John Keats.”

**Unit-IV**      Dr Johnson      : *Preface to Shakespeare*

#### **BOOKS RECOMMENDED:**

1. James, R.A.J. Scoot. *The Making of Literature*.
2. Daiches, David. *Critical Approaches to Literature*.



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3. Wimsatt, W.K. Jr. & Cleanth Brooks. *Literary Criticism*.
4. Blamires, Harry. *A History of Literary Criticism*.
5. Habib, M.A.R. *A History of Literary Criticism*.



### **M. A. ENGLISH THIRD**

## **American Literature (PART-I)**

**Credits: 4**

Theory: 80

## Internal Assessment: 20

**Max. Marks: 100**

**Time: 3 Hours**

## Objectives:

The course introduces the students to some of the world-renowned American writers from the American Renaissance to the late 19<sup>th</sup> Century. They will come to know about Puritanism, Transcendentalism, New Nationalism, Romanticism, The Civil War, Regionalism, Realism and Nationalism.

## Course Outcomes:

- The students will be able to explore American Literature, culture and the Renaissance.
- They will be able to evaluate the changes in American literature.
- They will be able to analyse literary works of eminent American poets and novelists.
- They will be familiarized with the trends and the movements in American literature.

Unit-II            Emily Dickinson : “This is My Letter to the World”, “Success is counted

Sweetest", "Much Madness is Divinest Sense",

“Because I could not stop for Death”, “A Narrow Fellow in

The Grass”, “The Heart Asks Pleasure First”, “I Never Saw

A Moor”, “A Bird Came down the Walk”.

### Unit-III Mark Twain : *The Adventures of Huckleberry Finn*

## Unit-IV Henry James :*The Portrait of a Lady*

## **BOOKS RECOMMENDED:**

1. Pearce, Roy Harvey. *The Continuity of American Poetry*.



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2. Chase, Richard. *The American Novel and Its Tradition*.
3. Waggoner, Hyatt Howe. *American Poets*.
4. Pearce, Roy Harvey, ed. *Whitman: A Collection of Critical Essays*.
5. Sewall, Richard B., ed. *Emily Dickinson: A Collection of Critical Essays*.
6. Lettis, Richard ET. Al. *Huck Finn and His Critics*.
7. Stafford, William T. ed. *Perspectives on James's The Portrait of a Lady: A Collection of Critical Essays*.
8. Gray, Richard. *A History of American Literature*.



### M. A. ENGLISH THIRD

#### Indian Writing in English (Part-I)

**Credits: 4**

**Theory: 80**

**Internal Assessment: 20**

**Max. Marks: 100**

**Time: 3 Hours**

#### **Objectives:**

The main objective of studying this course is to inculcate Indian values --social, cultural, religious, political, and literary Indian values in the students.

#### **Course Outcomes:**

- The students will be able to understand socio-cultural history reflected in Indian writing in English.
- They will be able to appreciate Indian women poets and their sensibility.
- They will be able to make distinction between pre and post - Independence Indian writing in English.
- They will be able to learn Reform Movements in India.

**Unit-I**      Mulk Raj Anand      : *Untouchable*

**Unit-II**      Kamala Das:      The following Poems from R. Parthasarathy, ed.

*Ten Twentieth Century Indian Poets.*

“The Freaks”, “My Grandmother’s House”, “A Hot Noon in Malabar”, “The Sunshine Cat”, “The Invitation”, “The Looking Glass”.

**Unit-III**      Jayant Mahapatra      : “The Logic”, “A Missing Person”, “Glass”,

“The Whorehouse in a Calcutta Street” Indian Summer”, “Lost”.

**Unit-IV**      Amitav Ghosh      : *The Shadow Lines*

#### **BOOKS RECOMMENDED:**



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1. Naik, M.K. ed. *Aspects of Indian Writing in English*.
2. Prasad, Madhusudan. *Jayant Mahapatra*.
3. Ezekiel, Nissim. *Contemporary Poets*.
4. Peeradine, Saleem. *Contemporary Indian Poetry: An Assessment*.
5. Gokak, Vinayak Krishna. *Sri Aurobindo Seer and Poet*.
6. Sharma, K.K., ed. *Indo English Literature: Collection of Critical Essays*.
7. ... *Perspectives on Mulk Raj Anand*.



### M. A. ENGLISH THIRD

#### English Language (Part-I)

**Credits: 4**

**Theory: 80**

**Internal Assessment: 20**

**Max. Marks: 100**

**Time: 3 Hours**

#### **Objectives:**

The course is designed to acquaint the students with the communicative skills through spoken and written modules. It aims at enriching vocabulary, strengthening cognitive acumen and analytical ability. It also underlines the enrichment of knowledge through historical evolution of English language, word-formation processes and language-teaching methods.

#### **Course Outcomes:**

- The students will be able to know the development of English Language.
- They will be able to understand appropriate pronunciation of English Language.
- They will be familiarized with the etymology of the words in English Language.
- They will be able to learn the different parameters of translation.

**Unit-I**      Phonetics : Speech Mechanism, Role of different organs of speech, Sounds of English, Description of Sounds, Syllable and Stress, Intonation and its functions.

**Unit-II**      a) Transcribing words phonemically with primary stress (using the symbols of Oxford Advanced Learner's Dictionary, 10<sup>th</sup> edition)

b) Marking stress and tones: Falling, Rising; Fall-Rise; Rise-Fall in sentences (**For blind candidates only in lieu of Unit-II a&b**)

Purple Patch; Register; Received Pronunciation; Roman Jacobson; Language Varieties of English; Soft Skills; Malapropism; Phonology; Humanism.

(The candidate is required to attempt any four items out of the **six** items)

**Unit-III**      History of English Language: Old English, Middle English, Latin, Celtic and Scandinavian Influence on Old English, Renaissance and the English Language, Change from Old to Modern English.

**Unit-IV**      (a) Word formation process : Coinage; Borrowing; Compounding; Blending Clipping; Back formation; Conversion; Acronyms; Derivation; Prefixes; Suffixes;



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Affixes.

(b) Translation: Hindi to English

**(For foreign students only)**

Write an essay in English in about 500 words out of three on the topics of international importance like Environment, Equality, Terrorism, Child Labour, Human Rights, etc.

**BOOKS RECOMMENDED:**

1. Connor, J.D.O. *Better English Pronunciation*.
2. Roach, Peter. *English Phonetics and Phonology*.
3. Sethi and Dhamija. *A Course in Phonetics and Spoken English*.
4. Baugh, A.C. and T. Cable. *A History of English Language*.
5. Rigg, A.G., Ed. *The English Language: A Historical Reader*.
6. Strang, B. *A History of English*.



### M. A. ENGLISH THIRD

#### Literature and Gender (Part-I)

**Credits: 4**

**Theory: 80**

**Internal Assessment: 20**

**Max. Marks: 100**

**Time: 3 Hours**

#### **Objectives:**

The course will introduce the students to important feminist theories and also how to apply these theories to the study of texts prescribed in the course.

#### **Course Outcomes:**

- The students will be able to learn the concepts like sex and gender; feminism; women and the canon of Gynocriticism etc.
- They will be able to evaluate sexual, social, class and national perspectives reflected in their writings.
- They will be able to know the developments, themes and narrative strategies of women writings
- They will be able to analyse literary texts through the perspectives of gender.

**Unit-I**      Charlotte Bronte      : *Jane Eyre*

**Unit-II**      Virginia Woolf      : *To the Lighthouse*

**Unit-III**      Virginia Woolf      : *A Room of One's Own*

**Unit-IV**      Doris Lessing      : *The Golden Notebook*

#### **BOOKS RECOMMENDED:**

1. Ruthwen, K.K. *Feminist Literary Studies: An Introduction*.
2. Showalter, Elaine. *A Literature of Their Own*.
3. Gilbert, Sandra and Susan Gubar: *The Madwoman in the Attic*.
4. Moody, A.D. *Virginia Woolf*.
5. Bennett, Joan. *Virginia Woolf: Her Art as a Novelist*.
6. Reid, Su, ed. *Mrs. Dalloway and To the Lighthouse*.



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7. Stubbs, Patricia. *Women and Fiction*.
8. Rubenstein, Robert. *The Novelistic Vision of Doris Lessing*
9. Beja, Morris Ed. *To the Lighthouse: A Collection of Critical Essays*.



### M. A. ENGLISH THIRD

#### Colonial and Post-Colonial Studies (Part-I)

**Credits: 4**

**Theory: 80**

**Internal Assessment: 20**

**Max. Marks: 100**

**Time: 3 Hours**

#### **Objectives:**

The paper aims to explain the cultural legacy of colonialism and imperialism. It explores the consequences of hegemonic control over native people. The interactions between European nations and societies which they colonized remain an important area of study in this course. The students will learn about the important role played by the writers in the process of decolonization.

#### **Course Outcomes:**

- The students will be able to make use of the ideas and concepts to analyse cultural dimensions of the effects of colonialism in post-colonial world.
- They will be able to analyse the cultural, social, and political conditions in today's global world.
- They will be able to critique the specific meanings of the post-colonial condition.
- They will be able to examine how the notions of the 'post-colonial' negotiate among different histories.

**Unit-I**      B. Ashcroft, G. Griffiths and H. Tiffin : *The Empire Writes Back:*

*Theory and Practice in Post-Colonial Literature*

**Unit-II**      J.M. Coetzee      : *Foe* (1986)

**Unit-III**      Munshi Premchand      : *Karamabhumi*

**Unit-IV**      Doris Lessing      : *The Grass is Singing*

#### **BOOKS RECOMMENDED:**

1. Loomba, Ania. *Colonialism/Post Colonialism*.
2. Rubin, David. *After the Raj: British Novels of India since 1947*.
3. Pal, Adesh, et.al. *Decolonisation: A Search for Alternatives*.



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4. Madan, InderNath. *Premchand*.
5. Dhawan, R.K., ed. *Commonwealth Fiction*.
6. Islam, Shamsul. *Kipling's Law: A Study of His Philosophy of Life*.
7. Lewis. *The Imperial Imagination: Magic and Myth in Kipling's India*.



## M. A. ENGLISH THIRD

## **Literature and Philosophy (Part-I)**

Credits: 4

Theory: 80

## Internal Assessment: 20

**Max. Marks: 100**

**Time: 3 Hours**

## Objectives:

The course will make the students learn enriched appreciation of literature through the distinctive tools of philosophic inquiry and argumentation. They will engage with major philosophical issues—definition/question of personal identity, author/reader interplay, possibility of objective knowledge—often found in works of literature. At the advanced stage of their learning, the course will also help the students understand some of the critical theories that draw heavily from Western philosophy.

## Course Outcomes:

- The Students will be able to compose and contrast the philosophical ideas or Graeco – Roman Philosophies.
- They will be able to analyse the idea of man in 17<sup>th</sup> -18<sup>th</sup> centuries.
- They will be able to comprehend the rich philosophical ideas of great philosophers.
- They will be able to understand the development and growth of philosophy and literature.

## Unit-I Plato : *Republic Book-X*

## Unit-II Dante : *The Divine Comedy (The Inferno)*

## **Unit-III**                    Alexander Pope                    : *An Essay of Man*

Unit-IV Jean-Jacques Rousseau :*Emile*

## **BOOKS RECOMMENDED:**

1. Russell, B. *The History of Western Philosophy*.
2. Quinton, Antony. *Thoughts and Thinkers*.
3. Alston, William P. *Reading in Twentieth Century Philosophy*.
4. Grube, G.M.A. *Plato's thought*.
5. Meszaros, Istvan. *The works of Sartre*.
6. Taylor, A.S. *Plato: The Man and His Works*.



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7. Lucretius. *The Nature of Things*. Translated by William Germa Leonard.
8. Fergusson, Francis. *Dante*.
9. Blooming, Mark Musa. *Essay on Dante*.
10. Jacoff, Rachel. *The Cambridge Companion to Dante*.
11. J., John D. Sinclair. *Dante: The Divine Comedy*.
12. Sartre. *Sartre: My Childhood and Early Days*.
13. Mazzotte, Guiseppa. *Dante: The Poet of the Desert*.
14. Cruickshand, John. *French Literature and its Background*.
15. Paul, S.L. *Philosophical Background to Western Literature*



### M. A. ENGLISH THIRD

#### New Literatures (Part-I)

**Credits: 4**

**Theory: 80**

**Internal Assessment: 20**

**Max. Marks: 100**

**Time: 3 Hours**

#### **Objectives:**

The course will focus on the literatures other than mainstream British and American literature i.e. literature of India, Africa, the Caribbean, Canada and Australia, Aboriginals and Natives. It will help the students understand alternate histories, non-Western epistemologies, and aesthetics of the marginal people. Articulations of self-determination and individual identity through literature by the people who had been at margins will also be the focus of study.

#### **Course Outcomes:**

- The students will be able to develop an understanding of master and slave relationship.
- They will be able to know the aspirations of indigenous people reflected in their writings.
- They will be able to familiarize themselves with the concept of multiple cultures in the world.
- They will be able to learn the effects of colonialization on tribal population of the world.

**Unit-I** Margaret Atwood : *Surfacing*

**Unit-II** Judith Wright : Poems from *An Anthology of Commonwealth Poetry*,  
Ed. C.D. Narasimahia (Macmillan, Madras).

**Unit-III** Sally Morgan : *My Place*

**Unit-IV** Chinua Achebe : *Things Fall Apart*

#### **BOOKS RECOMMENDED:**

1. Wolfe, Peter. *Critical Essays on Patrick White*.
2. Bjorksten, I. *Patrick White: A General Introduction*.
3. Bliss, Carolyne Jane. *Patrick White's Fiction*.



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4. Bliss, Delys and Dennis Haskell. *Who's Place? A Study of Sally Morgan's My Place*.
5. Brewster, Anne. *Reading Aboriginal Women's Autobiography*.
6. Inner, C.L. and BeruthLindfros: *Critical Perspectives on Chinua Achebe*
7. ---. *Chinua Achebe*.
8. Carrol, David. *Chinua Achebe*.



### OPEN ELECTIVE COURSES (Interdisciplinary Course for the Students of Other Departments) M.A. ENGLISH THIRD SEMESTER

#### INTRODUCTION TO WORLD LITERATURE

**Credits: 2**

**Theory: 40**  
**Internal Assessment: 10**  
**Max. Marks: 50**  
**Time: 2 Hours**

#### **Objectives:**

In this course students will be introduced to literary criticism from its beginning to the 20<sup>th</sup> century. They will also learn how different literary critics over the ages have different conceptions of literature and creative arts. This course will complement their study of literature.

#### **Course Outcomes:**

- The students will be able to appreciate different schools of literary criticism.
- They will be introduced to the concept of Romantic Comedy.
- They will understand the beauty of art in the literary texts.
- They will appreciate the notion of humanism enshrined in literary texts.

Unit-I      William Shakespeare: *As You Like It*

Unit-II      Ernest Hemingway: *A Farewell to Arms*

#### **BOOKS RECOMMENDED**

1. Hudson, William. *Short Introduction to the History of English Literature*
2. Dahiya, B.S. *New History of English Literature*
3. Long, William J. *A History of English Literature*
4. Marcus, Leah S. *As You Like It (Norton Critical Editions)*



### M. A. ENGLISH FOURTH SEMESTER

#### Critical Theory (PART-II)

**Credits: 4**

**Theory: 80**

**Internal Assessment: 20**

**Max. Marks: 100**

**Time: 3 Hours**

#### **Objectives:**

In this course students will be introduced to literary criticism from its beginning to the 20<sup>th</sup> century. They will also learn how different literary critics over the ages have different conceptions of literature and creative arts. This course will complement their study of literature.

#### **Course Outcomes:**

- The students will be able to develop an understanding of Victorian and modern literary criticism.
- They will be able to learn how to apply the various theories on literature.
- They will be able to know the role of language in understanding literature.
- They will be able to analyse theories and discipline-specific skills.

**Unit-I** William Wordsworth : *Preface to Lyrical Ballads*

**Unit-II** **Research Methodology**

Research Methods; Research Problems; Plagiarism and Academic Dishonesty; Creating Documentation; Works Cited; In-text Citations; Citing Quotations; Review of Literature.

**Unit-III** (i) Virginia Woolf : “Modern Fiction”

(ii) T.S. Eliot : “Tradition and the Individual Talent”

(iii) I.A. Richards : Chapters XXVII and XVIII of *Principles of Literary Criticism* (“Levels of Response and the Width of Appeal” and “The Allusiveness of Modern Poetry”)

**Unit-IV** (i) Saussure : “The Object of Study”



(ii)	Elaine Showalter	: “Feminist Criticism in Wilderness”
(iii)	M.H. Abrams	: “The Deconstructive Angel”

### BOOKS RECOMMENDED:

1. James, R.A.J. Scott. *The Making of Literature*.
2. Daiches, David. *Critical Approaches to Literature*.
3. Wimsatt, W.K. & Cleanth Brooks: *Literary Criticism*.
4. Blamires, Harry. *A History of Literary Criticism*.
5. Habib, M.A. R. *A History of Literary Criticism*.
6. Griffin Gabriele, Research Methods for English Studies.
7. MLA Handbook (8<sup>th</sup> edition)



### M. A. ENGLISH FOURTH SEMESTER

#### American Literature (Part-II)

**Credits: 4**

**Theory: 80**

**Internal Assessment: 20**

**Max. Marks: 100**

**Time: 3 Hours**

#### **Objectives:**

In this course the students will come to know about the 20<sup>th</sup> Century American writers, particularly novelists and dramatists. Students will be introduced to modernist novel, Expressionism, Impressionism, Plastic Theatre and Literary response to World War I.

#### **Course Outcomes:**

- The students will be able to learn about American dream, ethnicity, race realism and multiculturalism.
- They will be able to understand the conceptions, generalizations, myths and beliefs about American culture and history.
- They will be able to know about the effects of Post-world war on literature.

#### **Unit-I**

Taken”, “Two Tramps in Mud Time”, “Stopping By Woods on a Snowy Evening”, “Birches”, “The Onset”, “After Apple Picking”

**Unit-II**      Ernest Hemingway      : *The Sun Also Rises*

**Unit-III**      Eugene O'Neill :      *The Iceman Cometh*

**Unit-IV**      Tennessee Williams      : *A Streetcar Named Desire*

#### **BOOKS RECOMMENDED:**

1. Pearce, Roy Harvey. *The Continuity of American Poetry*.
2. Chase, Richard. *The American Novel and Its Tradition*
3. Waggoner, Hyatt Howe. *American Poets*.



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4. Cox, James M., ed. *Robert Frost: A Collection of Critical Essays*.
5. Robert P. Weeks, ed. *Hemingway: A Collection of Critical Essays*.
6. Dahiya, Bhim S. *The Hero in Hemingway*.
7. Gassner, John, ed. *O'Neill: A Collection of Critical Essays*.
8. Weales, Gerald. *Tennessee Williams, Pamphlets on American Writers*.
9. Gray, Richard. *A History of American Literature*.



### M. A. ENGLISH FOURTH SEMESTER

#### Indian Writing in English (Part-II)

**Credits: 4**

**Theory: 80**

**Internal Assessment: 20**

**Max. Marks: 100**

**Time: 3 Hours**

#### **Objectives:**

The main objective of studying this course is to inculcate social, cultural, religious, political, and literary Indian values in the students.

#### **Course Outcomes:**

- The students will be able to learn the effects of partition on the lives of people.
- They will be able to understand the emergence of drama in post independent India. They will be able to analyse counter-discourse, subaltern and Identity movements.
- They will be able to evaluate the representation of culture, national and gender politics.

**Unit-I**            Chaman Nahal            : *Azadi*

**Unit-II**            Anita Desai            : *Voices in the City*

**Unit-III**            Vijay Tendulkar            : *Silence! The Court is in Session*

**Unit-IV**            S. Radhakrishnan            : *The Hindu View of Life*

#### **BOOKS RECOMMENDED:**

1. Naik, M.K., ed. *Aspects of Indian Writing in English*.
2. R.K. Srivastva, *Perspectives on Anita Desai*.
3. Madge, V.M. *Vijay Tendulkar's Plays: An Anthology of recent Criticism*.
4. Sharma, K.K. *Indo English Literature: Collection of Critical Essays*.
5. Sarpotdar, Harshad. *Tendulkar: The Other Side*.



### Mapping Matrix of Course of M.A (Final) MENL-543

#### M. A. ENGLISH FOURTH SEMESTER

##### English Language (Part-II)

**Credits: 4**

**Theory: 80**

**Internal Assessment: 20**

**Max. Marks: 100**

**Time: 3 Hours**

#### **Objectives:**

The course is designed to acquaint the students with the communicative skills through spoken and written modules. It aims at enriching vocabulary, strengthening cognitive acumen and analytical ability. It also underlines the enrichment of knowledge through historical evolution of English language, word-formation processes and language-teaching methods.

#### **Course Outcomes:**

- The students will be familiarized with the principles of ELT in India.
- They will be able to learn various teaching techniques and digital learning to enjoy reading, writing and teaching.
- They will be able to enrich their communicative skills.
- They will be familiarized with different approaches to analyse different genres of literature.

**Unit-I**      Study of Clauses: Nature and composition of Clauses vis-à-vis Phrases and compound sentences, subordinate and coordinate clauses and their formation by subordinate and coordinating conjunctions, composition, uses and function of Relative clauses, Noun clauses and Adverbial clauses.

**Unit-II**      (a) Figures of Speech: Simile, Metaphor, Symbolism, Foregrounding, Style as Deviance, Personification, Alliteration, Metre, Imagery, Parallelism, Metonymy; Synecdoche.

                    (b) Critical Appreciation : (i) Critical analysis of a short poem/ stanza (ii) Critical analysis of a prose text.

**Unit-III**      ELT in India: A brief history, Role of English, Nature and approaches of Methods, Problems and Perspectives

**Unit-IV**      Methods and Materials: Grammar-Translation Method, Direct Method, Audio-Lingual Method, Communicative Language Teaching, Devising Pedagogic exercises according to the principles and methods.



### BOOKS RECOMMENDED:

1. Richards, Jack C. and Theodore S. Rodgers: *Approaches and Methods in Language Teaching: A Description and Analysis*.
2. Rossner, Richard and Rod Bilitho, ed. *Currents of Change in English Language Teaching*.
3. Gautam, K.K. *A Critical Study of Methods and Approaches*.
4. Zepetnek, Steven Totosy de. Comparative Literature: Theory, Methods, Application.



## **M. A. ENGLISH FOURTH SEMESTER**

## **Literature and Gender (Part-II)**

Credits: 4

**Theory: 80**  
**Internal Assessment: 20**  
**Max. Marks: 100**  
**Time: 3 Hours**

**Objectives:** The course will introduce the students to important feminist theories and also how to apply these theories to the study of texts prescribed in the course.

## **Course Outcomes:**

- The students will be able to understand the concepts of Feminism, Femininity and Feminist.
- They will be able to understand the means and ways of marginalization.
- They will be able to evaluate culturally and historically specific constructions of gender.
- They will be able to research in the field of gender and cultural studies.

**Unit-I**      Simone de Beauvoir: *The Second Sex* (Only the following sections are

Prescribed: "Introduction", "Married Woman" Part V of Book Two)

## **Unit-II**                   Toni Morrison                   : *Beloved*

### **Unit-III**      Alice Walker      : *The Color Purple*

Unit-IV Shashi Deshpande : *That Long Silence*

## **BOOKS RECOMMENDED:**

1. Ruthwen, K.K. *Feminist Literary Studies: An Introduction*.
2. Showalter, Elaine. *A Literature of Their Own*.
3. Gilbert, Sandra and Susan Gubar. *The Madwoman in the Attic*.
4. Gates, Henry Louis, Jr. and K.A. Appiah, Eds. *Toni Morrison: Critical Perspectives*.
5. .... eds. *Alice Walker: Critical Perspectives Past and Present*.



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6. McKay, Nellie Y., Ed. *Critical Essays on Toni Morrison*.
7. Stubbs, Patricia. *Women and Fiction*.
8. Bates, Gerri. *Alice Walker: A Critical Companion*.



### M. A. ENGLISH FOURTH SEMESTER

#### Colonial and Post-Colonial Studies (Part-II)

**Credits: 4**

**Theory: 80**  
**Internal Assessment: 20**  
**Max. Marks: 100**  
**Time: 3 Hours**

#### **Objectives:**

The paper aims to explain the cultural legacy of colonialism and imperialism. It explores the human consequences of external control over native people. The interactions between European nations and societies which they colonized remain an important area of study in this course. The students will be made aware about the important role played by the writers in the process of decolonization.

#### **Course Outcomes:**

- The students will be familiarized with African literature written in English.
- They will be able to learn about liberation, independence, tradition, modernity, individualism, community, socialism and capitalism.
- They will be able to explore nuances of English language used by writers belonging to different parts of the world.
- They will be able to navigate the complex maze of theoretical terms and concepts that characterize post-colonial studies.

<b>Unit-I</b>	Edward Said	: <i>Culture and Imperialism</i>
<b>Unit-II</b>	Salman Rushdie	: <i>Midnight's Children</i>
<b>Unit-III</b>	Chinua Achebe	: <i>Things Fall Apart</i>
<b>Unit-IV</b>	Shashi Tharoor	: <i>The Great Indian Novel</i>

#### **BOOKS RECOMMENDED:**

1. Loomba, Ania. *Colonialism/ Post Colonialism*.
2. Rubin, David. *After the Raj: British Novels of India since 1947*.
3. Anupam, Adesh Pal. *Decolonization: A Search for Alternatives Nagar and Tapas*.
4. Dhawan, R.K., ed. *Commonwealth Fiction*.



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5. Dillam, G.D. *The Novels of Chinua Achebe*.
6. Mittapalli, Rajeshwar & Joel Kuortti. *Salman Rushdie: New Critical Insights*.



### M. A. ENGLISH FOURTH SEMESTER

#### Literature and Philosophy (Part-II)

**Credits: 4**

**Theory: 80**

**Internal Assessment: 20**

**Max. Marks: 100**

**Time: 3 Hours**

#### **Objectives:**

The course will introduce the students to existentialist philosophy and its manifestation in literature. Questions relating to individual existence, freedom and choice will be examined through the study of fiction and poetry. The themes popularly associated with existentialism—dread, boredom, alienation, the absurd, freedom, commitment, nothingness, and so on—will be taken up for study in this course.

#### **Course Outcomes:**

- The students will be able to understand the origin of arts.
- They will be able to know the concept of Indian mysticism.
- They will be able to comprehend the existence of man.
- They will be able to evaluate the contributions to human knowledge and civilization.

**Unit-I**      Friedrich Nietzsche      : *The Birth of Tragedy*

**Unit-II**      Jean-Paul Sartre      : “Existentialism and Humanism.”

**Unit-III**      J. Krishnamurti      : *Education and the Significance of Life*

**Unit-IV**      Raja Rao      : *The Serpent and the Rope*

#### **BOOKS RECOMMENDED:**

1. Russell, B. *The History of Western Philosophy*.
2. Quinton, Antony. *Thoughts and Thinkers*.
3. Alston, William P. *Reading in Twentieth Century Philosophy*.
4. Grube, G.M.A. *Plato's thought*.
5. Meszaros, Istvan. *The Works of Sartre*.
6. Taylor, A.S. *Plato: The Man and His Works*.



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7. Leonard, William Germa, trans. *The Nature of Things: Lucretius*.
8. Sartre. *Sartre: My Childhood and Early Days*.
9. Cruickshand, Paul. *French Literature and its Background*.
10. Paul, S.L. *Philosophical Background to Western Literature*.



### M. A. ENGLISH FOURTH SEMESTER

#### New Literatures (Part-II)

**Credits: 4**

**Theory: 80**

**Internal Assessment: 20**

**Max. Marks: 100**

**Time: 3 Hours**

#### **Objectives:**

This course will further enhance the understanding of students about literatures that have been out of the canon of mainstream literatures or have been included in it at a later stage. It will add to their understanding to the fact that human beings have a wide variety to look at life and respond to it imaginatively and epistemologically. They will be introduced to culturally specific tropes that make these works resist easy entry for the ‘other’.

#### **Course Outcomes:**

- The students will be familiarized with the thematic trends in literature written in different continents.
- They will be able to understand treatment of ruling and ruled people in inter-continental writings.
- They will be able to know the colonial effects on the liberty of marginalized people.
- They will be able to learn the different ways and means of the segregation of culture and society.

**Unit-I**                   Wole Soyinka                   : *Death and the King's Horseman*

**Unit-II**                   Nadine Gordimer                   : *July's People*

**Unit-III**                   Jean Rhys                   : *Wide Sargasso Sea*

**Unit-IV**                   Louise Erdrich                   : *Tracks*

#### **BOOKS RECOMMENDED:**

1.       Jones, Eldred. *The Writing of Wole Soyinka*
2.       Wright, Derek. *Wole Soyinka*.
3.       Angier, Carole. *Jean Rhys, Life and Works*.
4.       Howells, Caroll Ann. *Jean Rhys*.



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5. Thomas, Sue. *The Worlding of Jean Rhys*.
6. Thieme, John. *Derek Walcott*.
7. Sawhney, Brajesh. *Studies in the Literary Achievement of Louise Erdrich, Native American Writer: Fifteen Critical Essays*.