

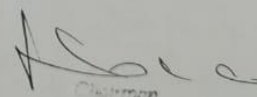
## Course Curriculum of M.A. English (Under Choice Based Credit System)

### SEMESTER-I:

Serial No	Course Code	Nature	Nomenclature of Course	L-T-P	Credit /Hrs.	Max Marks	End-Semester Examination (Theory)	Internal Assessment	Duration of Exam
1	ENG 101	PC	Literature in English 1550-1660 (Part-I)	4-1-0	5	100	70	30	3 Hours
2	ENG 102	PC	Literature in English 1660-1798 (Part-I)	4-1-0	5	100	70	30	3 Hours
3	ENG 103	PC	Literature in English 1798-1914 (Part-I)	4-1-0	5	100	70	30	3 Hours
4	ENG 104	PC	Literature in English 1914-2000 (Part-I)	4-1-0	5	100	70	30	3 Hours
<b>The students have to choose any one Elective out of ENG 105 (i), (ii) and (iii)</b>									
5	ENG 105 (i)	PE	Study of A Genre: Fiction (Part-I)	4-1-0	5	100	70	30	3 Hours
	ENG 105 (ii)	PE	Study of A Genre: Drama (Part-I)	4-1-0	5	100	70	30	3 Hours
	ENG 105 (iii)	PE	Study of A Genre: Poetry (Part-I)	4-1-0	5	100	70	30	3 Hours

**Note:** L- Lecture, T- Tutorial, P-Practical

Programme Core (PC)	Programme Elective (PE)	Open Elective (OE)	Total Credits
20	5	--	25

  
 Chairman  
 Department of Communication  
 Management & Technology  
 Gurukulangshur University  
 P.O. Box 2, Teluk, A  
 Gurukulangshur, 726001

External Marks: 70

Internal Marks: 30

(5Credits:4L+1T)

Time: 3 Hours

**Note:** The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus. In addition to those eight more questions will be set, two questions from each unit. The students shall be required to attempt five questions in all selecting one question from each unit in addition to compulsory Question No. 1. All questions shall carry equal marks.

**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.

**Outcome:**

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”  
“Your words my friend (right healthful  
Caustiks) blame”, “This night while sleepe  
begins with heavy Wings”,  
“Stella of tsees the Verie face of Wo”,  
“No more, my dear, no more these  
Counsel strie”, “Desire, though my old  
Companion art”.

**Unit-II** Christopher Marlow : *Doctor Faustus*

**Unit-III** William Shakespeare : *The Tempest*

**Unit-IV** John Milton : *Paradise Lost* (Book-I)



### Background Reading: -

Lollard movement, Geoffrey Chaucer, Renaissance Movement, University Wits, Francis Bacon, Tottle's *Miscellany*, Sonnets in English Literature, *The Faerie Queene* as an Allegory, *The Spanish Tragedy* by Thomas Kyd, Versions of *Bible* in Literature

### Suggested Reading:

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. *Shakespeare an Comedy*.
5. Bradley, A.C. *Shakespeare an Tragedy*.
6. Hazlitt, William. *Characters of Shakespeare 's Plays*.
7. Barber, C.L. *Creating Elizabethan Tragedy: The Theater of Marlowe and Kyd*.
8. Levin, Harry. *Christopher Marlowe: The Overreacher*.
9. Steans, J.B. *Marlowe: Critical Study*.
10. Barker, Arthur E, ed. *Milton: Modern Essays in Criticism*.
11. Danielson, Daniss, ed. *The Cambridge Companion to Milton*.



External Marks: 70

Internal Marks: 30

(5Credits:4L+1T)

Time: 3 Hours

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**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.

**Outcome:**

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

Unit- I	John Dryden	: <i>Absalom and Achitophel</i>
Unit-II	William Congreve	: <i>The Way of the World</i>
Unit-III	Alexander Pope	: <i>The Rape of the Lock</i>
Unit-IV	Richard Sheridan	: <i>The School for Scandal</i>

**Background Reading:**

Hudibras, Gulliver's Travels,  
Gray, Smollett, Tristram Shan  
Historical Novel, Richardson,  
Gay, William Wycherley,  
Thomas Gray

**Suggested Reading:**

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*.



*Middle march*

### Background Reading:

French Revolution, Romantic Revival, William Blake, Aesthetic Movement, Lord Byron, P.B. Shelley, S.T. Coleridge's *Kubla Khan*, Pre-Raphaelite Movement, Poetic Diction, Matthew Arnold, Georgian Poetry, lake poets

### Suggested Reading:

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

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External Marks: 70

Internal Marks: 30

(5 Credits: 4L+1T)

Time: 3 Hours

**Note:** The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus. In addition to those eight more questions will be set, two questions from each unit. The students shall be required to attempt five questions in all selecting one question from each unit in addition to compulsory Question No. 1. All questions shall carry equal marks.

**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 modern novel and poetry of the age. The after months 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 will be explored.

**Outcome:**

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

Unit-I	T. S. Eliot	<i>The Waste Land</i> <i>The Love Song of J. Alfred Prufrock.</i>
Unit-II	E. M. Forster	<i>A Passage to India.</i>
Unit-III	Philip Larkin	:"No Road", "Poetry of Departures", "Going, Going", "Deceptions", "Next Please" "If my Darling", "Reasons for Attendance", "Wedding Wind", "Church Going", "Ambulances"
Unit-IV	William Golding	<i>Lord of the Flies</i>

### Background Reading:

Virginia Woolf, Ted Hughes, Graham Greene's *The Power and the Glory*, Kingsley Amis' *Lucky Jim*, Anita Desai's *Cry the Peacock*, Nadine Gordimer's *July's People*, D. H. Lawrence, Symbolist Movement, Modernism, Imagism

### Suggested Reading:

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. Gransden, K. W. *E. M. Forster*.
5. Bradbury, Malcolm, ed. *Forster: A Collection of Critical Essays*.
6. Kinkead, Weekes, M., & Gregor, I. *William Golding; A Critical Study*.
7. Abrams, M. H. *A Glossary of Literary Terms*.





External Marks: 70

Internal Marks: 30

(5Credits:4L+1T)

Time: 3 Hours

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**Objectives:** The course will introduce the students to one of the most important genres that have emerged in the twentieth 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 theorists of fiction.

**Outcome:**

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

**Unit-I** Jane Austen: *Pride and Prejudice*

**Unit-II** Nathaniel Hawthorne: *The Scarlet Letter*

**Unit-III** Virginia Woolf: *Mrs. Dalloway*

**Unit-IV** George Orwell: *1984*

**Background Reading**

Rise of the Novel, Herman Melville's *Moby Dick*, Leo Tolstoy's *War and Peace*, Franz Kafka, Stream of Consciousness Technique, R. K. Narayan, Aldous Huxley's *Brave New World*, Raja Rao's *The Serpent and the Rope*, Diasporic Literature, Arundhati Roy's *The God of Small Things*

**Suggested Reading:**

1. Kettle, Arnold. *An Introduction to the English Novel Vol. I*
2. Wright, Andrew H. *Jane Austen's Novels*.
3. Watt, Ian, ed. *Jane Austen*.
4. Waggoner, Hyatt H. *Hawthorne: A Critical Study*.
5. Moody, A. D. *Virginia Woolf*.
6. Daiches, David. *The Novel and the Modern World*.
7. Williams, Raymond. *Orwell*.



External Marks: 70

Internal Marks: 30

(5Credits:4L+1T)

Time: 3 Hours

**Note:** The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus. In addition to those eight more questions will be set, two questions from each unit. The students shall be required to attempt five questions in all selecting one question from each unit in addition to compulsory Question No. 1. All questions shall carry equal marks.

### Objectives:

The paper aims to acquaint the students to the drama which is considered the beginning of literature. It will familiarize the students with different kinds of drama spread all over the world and ages, that is, from Greece to America, and 5<sup>th</sup> century B.C. to the 21<sup>st</sup> century. This paper will help the students to understand the socio-cultural and political conditions of the different ages.

### Outcome:

1. 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.
2. They will be able to interpret these texts from contemporary points of view.
3. They will be able to appreciate these texts as a source of great wisdom.
4. They will be able to trace the nature of influence that all the classical texts have on modern English literatures.

Unit-I	Sophocles	: <i>Oedipus Rex</i>
Unit-II	Henrik Ibsen	: <i>The Hedda Gabler</i>
Unit-III	Samuel Beckett	: <i>Waiting for Godot</i>
Unit-IV	Girish Karnad	: <i>Tuglaq</i>

### Background Reading:

Pot of Gold, Mudrarakshasam, Hamlet, Doctor Faustus, William Congreve, Moliere, Aristotle's Poetics, Nityashastra, Epic Theatre, John Osborne

### Suggested Reading:

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

5. Driver, Tom F. *The Sense of History in Greek and Shakespearean Drama*.
6. Muir, Kenneth. *Last Periods of Shakespeare, Racine, Ibsen*.
7. Lucas, F.L. *Tragedy*.
8. Abraham, Taisha, ed. *Feminist Theory and Modern Drama*.
9. Williams, Raymond. *Drama from Ibsen to Brecht*.

A handwritten signature in blue ink, appearing to be 'A. L. Lucas', is written across the page.

External Marks: 70

Internal Marks: 30

(5Credits:4L+1T)

Time: 3 Hours

Note: The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus. In addition to those eight more questions will be set, two questions from each unit. The students shall be required to attempt five questions in all selecting one question from each unit in addition to compulsory Question No. 1. All questions shall carry equal marks.

**Objectives:** This course will enable students acquire an understanding of the character 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 read and analyze poems of various periods and representing various points of view and different cultures.

**Outcomes:**

1. The students will be able to understand the rise of English poetry.
2. They will be able to compare the poetry written in Medieval age, Romantic age and Modern age.
3. They will be able to appreciate the poetry of American and English origin written in the modern age.
4. 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",  
"Christabel"

**Unit-III** W. B. Yeats:

"Lake Isle of Innisfree",  
"Easter 1916",  
"The Second Coming",  
"Sailing to Byzantium",  
"A Dialogue of Self and Soul",  
"A Prayer for my Daughter",  
"The Wild Swans at Coole",  
"A Dialogue of Self and Soul"

**Unit-IV** W.H. Auden:

"Autumn Song",  
"Musee des Beaux Arts",  
"In Memory of W. B. Yeats"



"September 1<sup>st</sup>, 1939"  
"Funeral Blues"  
"The Unknown Citizen"  
"Lullaby"  
"O what is That Sound"

### Background Reading:

Figures of Speech, Rumi, Supernaturalism in Romantic Poetry, Robert Southey, Ghalib, Forms of Poetry, Langston Hughes, Georgian Poets, War Poetry, Sonnet and its forms

### Suggested Reading:

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*.
9. Smith, Stan. *The Cambridge Companion to W.H. Auden*.
10. Mendelson, Edward. *The Collected Poems of W.H. Auden*.
11. Spears, K Monroe. *The Poetry of W.H. Auden: The Disenchanted Island*



## SEMESTER-II:

Sl. No	Course Code	Nature	Nomenclature of Course	L-T-P	Credit /Hrs.	Maximum Marks	End-Semester Examination (Theory)	Internal Assessment	Duration of Exam
1	ENG 201	PC	Literature in English 1550-1660 (Part-II)	4-1-0	5	100	70	30	3Hours
2	ENG 202	PC	Literature in English 1660-1798 (Part-II)	4-1-0	5	100	70	30	3Hours
3	ENG 203	PC	Literature in English 1798-1914 (Part-II)	4-1-0	5	100	70	30	3Hours
4	ENG 204	PC	Literature in English 1914-2000 (Part-II)	4-1-0	5	100	70	30	3Hours
The students have choose any one Elective out of ENG205 (i),(ii)and(iii)									
5	ENG 205 (i)	PE	Study of A Genre Fiction (Part-II)	4-1-0	5	100	70	30	3Hours
	ENG 205 (ii)	PE	Study of A Genre Drama (Part-II)	4-1-0	5	100	70	30	3Hours
	ENG 205 (iii)	PE	Study of A Genre Poetry (Part-II)	4-1-0	5	100	70	30	3Hours

Note: L-Lecture, T-Tutorial, P-Practical

Programme Core (PC)	Programme Elective (PE)	Open Elective (OE)	Total Credits
20	5	--	25

External Marks: 70

Internal Marks: 30

(5Credits:4L+1T)

Time: 3 Hours

**Note:** The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus. In addition to those eight more questions will be set, two questions from each unit. The students shall be required to attempt five questions in all selecting one question from each unit in addition to compulsory Question No. 1. All questions shall carry equal marks.

**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.

**Outcome:**

1. The students will be able to read a variety of genres of literature critically and proficiently.
2. They will be able to understand Shakespearean tragedy.
3. They will be able to understand the fall of drama in 17th century.
4. They will be familiarized with the prose writing of 17th century.

**Unit-I** William Shakespeare:

*Hamlet*

**Unit-II** Ben Jonson:

*Volpone*

**Unit-III** John Webster:

*The Duchess of Malfi*

**Unit-IV** John Donne:

"The Flea"

"The Good Morrow"

"The Anniversary"

"The Canonization"

"A Valediction: Forbidding Mourning"

"On my Black Soul"

"This is my Play's Last Scene"

"At the Round Earth's Imagin'd Corners, Blow"

"Batter my Heart, Three Person'd God"

**Background Reading**



Metaphysical Poetry, Mystery and Miracle Plays, *Aeneid* by Virgil,  
Comedy of Humors and Comedy of Manners, Theatre in Elizabethan  
Age, Model of a Shakespearean Tragedy, Christopher Marlowe, Sir  
Thomas More, *Gorboduc*, *Edmund Spenser*

**Suggested Reading:**

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





## ENG-202: LITERATURE IN ENGLISH:(1660-1798)(Part-I)

External Marks: 70

Internal Marks: 30

(5Credits:4L+1T)

Time: 3 Hours

Note: The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus. In addition to those eight more questions will be set, two questions from each unit. The students shall be required to attempt five questions in all selecting one question from each unit in addition to compulsory Question No. 1. All questions shall carry equal marks.

### 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.

### Outcome:

1. The students will be able to understand neoclassical poetry.
2. They will understand the rise of English novel.
3. They will be able to learn the beginning of journalism.
4. They will understand various narrative techniques of 18th century English literature.

Unit-I (i) Joseph Addison : "The Aims of the Spectator"

(ii) Richard Steele "Female Orators"

"Sir Roger at Church"

"The Spectator's Club"

"The Coverley Household"

Unit-II Daniel Defoe : *Robinson Crusoe*

Unit-III Oliver Goldsmith : *The Vicar of Wakefield*

Unit-IV W. M. Thackeray : *Vanity Fair*

### Background Reading:

The Vanity of Human Wishes, Collins, The Vicar of Wakefield, Tartuffe, Boswell, Poetic Satire in the neo-classical period, The Essays of Elia by Charles Lamb, William Hazlitt, Thomas De Quincey, Thomas Carlyle.

**Suggested Reading:**

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. Bloom, Edward. *Addison and Steele: The Critical Heritage.*



**ENG-203: LITERATURE IN ENGLISH: (1798-1914) (Part-I)**

**External Marks: 70**

**(5Credits:4L+1T)**

**Internal Marks: 30**

**Time: 3 Hours**

**Note:** The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus. In addition to those eight more questions will be set, two questions from each unit. The students shall be required to attempt five questions in all selecting one question from each unit in addition to compulsory Question No. 1. All questions shall carry equal marks.

**Objectives:** The paper aims to acquaint the students with the major poets and novelist 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 and the optimism reflected in the literature of Victorian age will be an important component of this course.

**Outcome:**

1. The students will be able to learn about Victorian poetry.
2. They will be able to learn the explorations, the expeditions and development of science.
3. They will be able to analyze literary texts in the light of their historical and intellectual background.
4. They will be able to analyze 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”

“The Lost Mistress”



**Unit-II** Alfred Tennyson

"Break, Break, Break"

"Tears, Idle Tears"

"Crossing the Bar"

"In Memoriam A. H. H."

"The Lotos-Eaters"

**Unit-III** Gustav Flaubert

*Madame Bovary*

**Unit-IV** Thomas Hardy's

*Tess of D'Urbervilles*

### **Background Reading:**

Oxford Movement, 'Naughty Nineties', Thomas Carlyle, John Ruskin, Charlotte Bronte, Utilitarianism Movement, Elizabeth Barret Browning, Features of Victorian age, Charles Dickens, Emily Bronte.

### **Suggested Reading:**

- 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*.
- 5 Cecil, David. *Hardy: The Novelist*.
- 6 Girard, Raymond, ed. *Flaubert*.





Note: The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus. In addition to those eight more questions will be set, two questions from each unit. The students shall be required to attempt five questions in all selecting one question from each unit in addition to compulsory Question No. 1. All questions shall carry equal marks.

### Objectives:

The paper aims to acquaint the students with the major trends of the Modern Age, the twentieth century Indian literature and modern poetry. The students will be acquainted with the major developments in the field of modern novel and poetry of the age. 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 will be explored.

### Outcome:

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

Unit-I	Albert Camus	: <i>The Outsider</i>
Unit-II	Arthur Miller	: <i>Death of a Salesman</i>
Unit-III	R. K. Narayan	: <i>The Guide</i>
Unit-IV	Ted Hughes	: "The Jaguar" : "Beyond Charge" : "Six Young Men" : "Thrushes" : "Wind"

### Background Reading: -

Celtic Revival, Characteristics of Modern Literature, Imagist Poetry, V.S. Naipaul, H.G. Wells, Obscurity in Modern Poetry, Aldous Huxley, Theme of Galsworthy's plays, W.B. Yeats, Influence of Ibsen on Modern Play Wrights.

### Suggested Reading:

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. Abrams, M. H. *A Glossary of Literary Terms.*



**Note:** The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus. In addition to those eight more questions will be set, two questions from each unit. The students shall be required to attempt five questions in all selecting one question from each unit in addition to compulsory Question No. 1. All questions shall carry equal marks.

**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).

**Outcome:** 1. The students will be able to learn the emerging trends and movements in the 20th and 21st century.

2. They will be able to explore various cultures and construction of gender, nation and race throughout the history.

3. They will be able to learn changing human values and the behavioral patterns from great works of art.

4. They will be able to grasp the concepts of modernism and postmodernism.

Unit-I	Joseph Conrad	: <i>Heart of Darkness</i>
Unit-II	D. H. Lawrence	: <i>Sons and Lovers</i>
Unit-III	E.M. Forster	: <i>Aspects of the Novel</i>
Unit-IV	V. S. Naipaul	: <i>A House for Mr. Biswas</i>

### Background Reading:

Sadat Hasan Manto, Oscar Wilde, Prem Chand, Picaresque novel, Silver Gate Novel, Pamela, Kiran Desai, Charles Dickens's A tale of 2 cities, Magic Realism, Bildungsroman, Dystopia

### Suggested Reading:

1. Kettle, Arnold. *An Introduction to the English Novel*.
2. Daiches, David. *The Novel and the Modern World*.
3. Tredell, Nicolas. *Joseph Conrad: Heart of Darkness*.
4. Daiches, David. *The Novel and the Modern World*.
5. Beal, Anthony. *D.H. Lawrence*.
6. Feder, I. Jilian. *Naipaul's Truth*.

## ENG-205 (ii): STUDY OF A GENRE: DRAMA (Part-I)

External Marks: 70

Internal Marks: 30

(5Credits:4L+1T)

Time: 3 Hours

**Note:** The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus. In addition to those eight more questions will be set, two questions from each unit. The students shall be required to attempt five questions in all selecting one question from each unit in addition to compulsory Question No. 1. All questions shall carry equal marks.

### Objectives:

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

### Outcome:

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

Unit-I	George Bernard Shaw	: <i>Arms and the Man</i>
Unit-II	Anton Chekhov	: <i>The Cherry Orchard</i>
Unit-III	Bertolt Brecht	: <i>Mother Courage and Her Children</i>
Unit-IV	Mahesh Dattani	: <i>Final Solutions</i>

### Background Readings:

O'Neill, Absurdist Drama, Murder in The Cathedral, Chandalika, Tughlak, Wole Soyinka, Edward Albee, Tennessee Williams, Bernard Shaw, Harold Pinter.

### Suggested Reading:

1. Abraham, Taisha, ed. *Feminist Theory and Modern Drama*.
2. Bigsby, C.W.E. *A Critical Introduction to Twentieth Century American Drama*
3. Chaudhary, Asha Kuthari. *Mahesh Dattani*
4. Clark, Barret H. and George Freedlay, eds. *All History of Modern Drama*.



5. Gassner, John. *An Anthology: Introduction to the Drama.*
6. McColom, William G. *Tragedy.*
7. Nicoll, Allardyce. *The Theory of Drama.*
8. Redmond, James, ed. *Themes in Drama.*
9. Stuart, Donald Cline. *The Development of Dramatic Art.*

ASO

External Marks: 70

Internal Marks: 30

(5Credits:4L+1T)

Time: 3 Hours

Note: The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus. In addition to those eight more questions will be set, two questions from each unit. The students shall be required to attempt five questions in all selecting one question from each unit in addition to compulsory Question No. 1. All questions shall carry equal marks.

### 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.

### Outcomes:

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

Unit-I John Milton

: *Paradise Lost* (Book-II)

Unit-II P. B. Shelley

"Ozymandias"

"Ode to the West Wind"

"To the Sky lark"

"The Indian Serenade"

"Hymn to Intellectual Beauty"

Unit-III Wilfred Owen

"Greater Love"

"The Send-off"

"The Show"

"Anthem for Doomed Youth"

"Arms and the Boy"

“Strange Meeting”

“Apologia Pro PoeMeo”

“Insensibility”

#### Unit-IV Kamala Das

“An Introduction”

“The Freaks”

“A Hot Noon in Malabar”

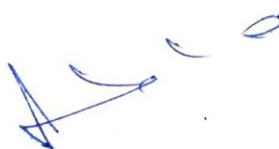
“The Looking Glass”

“Words”

#### Background Reading

Heroic Couplet, Confessional Poetry, Homer, R. N. Tagore, Idylls of the King, George Herbert, Ezra Pound, Beat Poetry, Emily Dickinson, Omar Khayyam

#### Suggested Reading:

1. Abrams, M.H. *English Romantic Poets: Modern Essay in Criticism*.
  2. Reeves, James. *The Short History of English Poetry*.
  3. Levis, F.R. *New Bearings in English Poetry*.
  4. Lewis, C.Day. *The Collected Poems of Wilfred Owen*.
  5. Reiman, Donald and Sharon Powers. *Shelley's Poetry and Prose*.
  6. Milton, Wilson. *Shelley's Later Poetry: A Study in His Prophetic Imagination*.
  7. Orgel, Stephen. *John Milton*.
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# ENG-206: DYNAMICS OF ENGLISH LANGUAGE-I

External Marks: 70

Internal Marks: 30

(5Credits:4L+1T)

Time: 3 Hours

Note: The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus. In addition to those eight more questions will be set, two questions from each unit. The students shall be required to attempt five questions in all selecting one question from each unit in addition to compulsory Question No. 1. All questions shall carry equal marks.

## Objectives:

The course will develop the basic understanding of grammar and communication skills among the students. The course has been designed to enable the students to understand the nuances of language structure and to introduce the basics of grammar and writing skills. Phonetics has been added for the understanding of fundamental aspects of communication.

Unit -I	<b>Functional Grammar</b>	Parts of Speech, Subject-Verb Agreement, Noun-Pronoun Agreement
Unit -II	<b>Essentials of Writing:</b>	Application Writing, Creative Writing, Paragraph Writing, Precis Writing
Unit- III	<b>Phonetics:</b>	Speech Sounds- Vowels (Monophthongs, Diphthongs) and Consonants, Phonetic Transcription
Unit- IV	<b>Literature:</b>	<b>(i) Short Stories:</b> (a) "Kabuliwala" by Rabindranath Tagore (b) "Ghost Trouble" by Ruskin Bond <b>(ii) Poems:</b> (a) "Ozymandias" by Percy Bysshe Shelly (b) "When I have Fears That I May Cease To Be" by John Keats

## Suggested Reading

1. Adair, John. *Effective Communication*. London: Pan Macmillan Ltd., 2003. Print.
2. Bhattacharya, Debiprasad. *A Text book of Creative Writing*, 2009. Print.
3. Fitikides, T. J. *Common Mistakes in English*. London: Orient Longman, 1984. Print.
4. Greenbaum & Quirk. *A University Grammar of English*. Cambridge University Press. New Delhi: Pearson India, 2002. Print.
5. Rahman, Anisur. ed. *Translation: Poetics and Practice*. New Delhi, 2009. Print.
6. Roach, Peter. *Phonetics & Phonology of English*. Cambridge: Cambridge University Press, 2000. Print.
7. Sethi and Dhamija. *A Course in Phonetics and Spoken English*. India: Prentice Hall of India Pvt.Ltd. 2006. Print.
8. Turton, N. D. & J.B. Heaton. *Longman Dictionary of Common Errors*. Essex: Longman, 1987. Print.



# Course Curriculum of M. A. English (Under Choice Based Credit System)

## THIRD SEMESTER

Sr. No	Course Code	Nature	Nomenclature of Course	L-T-P	Credit/Hrs.	Maximum Marks	End-Semester Examination (Theory)	Internal Assessment	Duration of Exam
1	ENG301	PC	Literary Theory and Criticism (Part-I)	4-1-0	5	100	70	30	3 Hours
2	ENG302	PC	American Literature (Part-I)	4-1-0	5	100	70	30	3 Hours
3	ENG303	PC	Indian Writing in English (Part-I)	4-1-0	5	100	70	30	3 Hours
4	ENG304	PC	English Language Teaching (Part-I)	4-1-0	5	100	70	30	3 Hours
The students have to choose any one Programme Elective out of ENG 305 (i),(ii),(iii)&(iv)									
5	ENG305(i)	PE	Literature and Gender(Part-I)	4-1-0	5	100	70	30	3 Hours
	ENG305(ii)	PE	Colonial and Post-Colonial Studies (Part-I)	4-1-0	5	100	70	30	3 Hours
	ENG305(iii)	PE	New Literatures(Part-I)	4-1-0	5	100	70	30	3 Hours
	ENG305(iv)	PE	Literature and Philosophy (Part-I)	4-1-0	5	100	70	30	3 Hours
	ENG (1001)	OE	Dynamics of English Language	4-1-0	5	100	70	30	3 Hours

Note:L-Lecture,T-Tutorial,P-Practical

Programme Core(PC)	Programme Elective(PE)	Open Elective(OE)	Total Credits
20	05	--	25

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**External Marks: 70****Internal Marks: 30****(5Credits:4L+1T)****Time: 3 Hours**

**Note:** The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus. In addition to those eight more questions will be set, two questions from each unit. The students shall be required to attempt five questions in all selecting one question from each unit in addition to compulsory Question No. 1. All questions shall carry equal marks.

**Objectives:**

In this course, the students will be introduced to literary theory and criticism from its beginning to the 21<sup>st</sup> century. They will also learn how different literary critics over the ages have had different conceptions of literature and creative arts. This course will complement their study of literature.

**Outcome:**

1. 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.
2. They will be able to explore the world, the text and the critic in modern criticism and theory.
3. They will be able to learn and develop the works of literary and cultural criticism.
4. They will be able to appreciate the diversity of literary and social voices through literary criticism and theories.

**Unit-I** Aristotle: *Poetics* (Chapter I to 18)

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

**Unit-III** (i) Elaine Showalter: "Feminist Criticism in Wilderness"

(ii) bell hooks: "Feminist Theory: From Margin to Centre"

**Unit-IV** (i) Jean Francois Lyotard: "Answering the Question: What is Postmodernism"

(ii) Jean Baudrillard: "The Spirit of Terrorism"



### Background Reading:

*An Apologie for Poetrie* by Philip Sidney, Plato on Poetry, Matthew Arnold, S. T. Coleridge *Biographia Literaria*, Samuel Johnson's *Preface to Shakespeare*, Dryden's *Essay on Dramatic Poesie*, Horace's *Arte Poetica*, Aestheticism, Concept of 'Dissociation of Sensibility' by T. S. Eliot, Difference between Modernism and Postmodernism.

### Suggested Reading:

1. Abrams, *A Glossary of Literary Terms*. Singapore: Harcourt Asia Pvt. Ltd, 2000.
2. Aristotle, *Poetics*: Penguin Classic Publication. 2017.
3. Daiches, David. *Critical Approaches to Literature*.
4. James, R.A.J. Scoot. *The Making of Literature*.
5. Selden, Raman. *A Reader's Guide to Contemporary Literary Theory*. New Jersey: Prentice-Hall, 1985.
6. Wilfred L. Guerin, et.al. *A Handbook of Critical Approaches to Literature*. OUP. 2010.



External Marks: 70

Internal Marks: 30

(5Credits:4L+1T)

Time: 3 Hours

**Note:** The examiner is required to set nine questions in all. The first question compulsory consisting of seven short questions covering the entire syllabus. In those eight more questions will be set, two questions from each unit. The student required to attempt five questions in all selecting one question from each unit to compulsory Question No. 1. All questions shall carry equal marks.

**Objectives:**

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

**Outcome:**

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

Unit-I Walt Whitman	"Song of Myself"(Norton Anthology)
Unit-II Mark Twain	<i>The Adventure so fHuckleberryFinn</i>
Unit-III Ernest Hemingway	: <i>A Farewell to Arms</i>
Unit-IV Edward Albee	: <i>Who's Afraid of Virginia Woolf?</i>

**Background Reading: -**

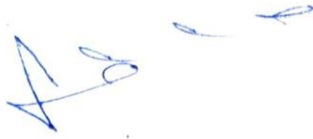
The Last of the Mohicans by James Fennimore Cooper, Henry Wadsworth Longfellow, R.W.Emerson, Nathaniel Hawthorne, Walden by H.D.Thoreau, Edgar Allan Poe, Moby Dick by Melville, The Awakening by Kate Chopin, William Dean Howells, Zora Neale Hurston.





**Suggested Reading:**

1. Bloom, Harold. *Walt Whitman (Bloom's Modern Critical Views)*.
2. Chase, Richard. *The American Novel and Its Tradition*.
3. Gray, Richard. *A History of American Literature*.
4. Lettis, Richard et. al. *Huck Finn and His Critics*.
5. Pearce, Roy Harvey, ed. *Whitman: A Collection of Critical Essays*.
6. Pearce, Roy Harvey. *The Continuity of American Poetry*.
7. Waggoner, Hyatt Howe. *American Poets*.



External Marks: 70

Internal Marks: 30

(5Credits:4L+1T)

Time: 3 Hours

Note: The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus. In addition to those eight more questions will be set, two questions from each unit. The students shall be required to attempt five questions in all selecting one question from each unit in addition to compulsory Question No. 1. All questions shall carry equal marks.

#### Objectives:

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

#### Outcome:

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

Unit-I SriAurobindo: Savitri, BookIV

Unit-II. MulkRaj Anand: *Coolie*

Unit-III Anita Desai: *Voicesinthe City*

Unit-IV Nissim Ezekiel:  
"Enterprises"  
"Poet, Lover and Bird Watcher"  
"Night of the Scorpion"  
"The Patriot"  
"The Hill"  
"The Professor"

#### Background Reading:

Origin and development of Indian English Fiction, The Man Eater of Malgudi, Amitabh Gosh, Sarojini Naidu, Kamladas The Sunshine's Cat, Torudutt's Casaurina Tree, Mahatma Gandhi the story of My Experiment with truth, Vikram Seth, Gita Hariharan, Kiran Desai.

**Suggested Reading:**

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



**ENG-304: ENGLISH LANGUAGE TEACHING (Part-I):**

**External Marks: 70**

**(5Credits:4L+1T)**

**Internal Marks: 30**

**Time: 3 Hours**

**Note:** The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus. In addition to those eight more questions will be set, two questions from each unit. The students shall be required to attempt five questions in all selecting one question from each unit in addition to compulsory Question No. 1. All questions shall carry equal marks.

**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.

**Outcome:**

1. The students will be able to know the development of English Language.
2. They will be able to understand appropriate pronunciation of English Language.
3. They will be familiarized with the etymology of the words in English Language.
4. 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**            i) Transcribing words phonemically with primary stress (using the symbols of Oxford Advanced Learner's Dictionary, 7<sup>th</sup> edition)  
ii) Marking stress and tones (falling/rising/falling-rising) in sentences.

**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**            i) Word formation process: Coinage; Borrowing; Compounding; Blending Clipping; Back formation; Conversion; Acronyms; Derivation; Prefixes; Suffixes; Affixes

ii) Translation: Hindi to English





### **Background Reading: -**

Received Pronunciation, Consonant Cluster in English, Cohesion and Coherence in Writing, Acquisition of English as Second Language, Euphemism, Bilingualism, Syllable, Stress, British and American English, Speech Act Theory by Austin

### **Suggested Reading:**

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



## ENG-305(i): LITERATURE AND GENDER (Part-I)

External Marks: 70

Internal Marks: 30

(5Credits:4L+1T)

Time: 3 Hours

**Note:** The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus. In addition to those eight more questions will be set, two questions from each unit. The students shall be required to attempt five questions in all selecting one question from each unit in addition to compulsory Question No. 1. All questions shall carry equal marks.

### Objectives:

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

### Outcome:

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

Unit-I Charlotte Bronte :*Jane Eyre*

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

Unit-III i) Simone de Beauvoir: "Myth and Reality" in *The Second Sex*  
ii) Bell Hooks: "Ain't I a Woman: Black Women and Feminism"

Unit-IV Shashi Deshpande: *That Long Silence*

### Background Reading:-

Black Feminism, Waves of Feminism, *Breast Stories* by Mahasweta Stories, Patricia Stubbs' *Women and Fiction*, Kate Millette's *Sexual Politics*, Mary Wollstonecraft's *A Vindication of the Rights of Women*, Dalit Feminism, A Feminist Reading of Osborne's *Look Back in Anger*, Bharti Mukherjee, Toni Morrison's *Beloved*

### Suggested Reading:

1. Anupama, D.Deshraj. *Feminine Self and Feminism in Virginia Woolf*. Duttasons, 2010.

2. Bennett, Joan. *Virginia Woolf: Her Art as a Novelist*.
3. Gilbert, Sandra and Susan Gubar: *The Madwoman in the Attic*.
4. Ruthwen, K.K. *Feminist Literary Studies: An Introduction*.
5. Showalter, Elaine. *A Literature of Their Own*.
6. Simone de Beauvoir. *The Second Sex*. Mariner Publications, 2008.
7. Stubbs, Patricia. *Women and Fiction*.

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**ENG-305(ii): COLONIAL AND POST-COLONIAL STUDIES: (PART-I)**

**External Marks: 70**

**Internal Marks: 30**

**(5Credits:4L+1T)**

**Time: 3 Hours**

**Note:** The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus. In addition to those eight more questions will be set, two questions from each unit. The students shall be required to attempt five questions in all selecting one question from each unit in addition to compulsory Question No. 1. All questions shall carry equal marks.

**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 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.

**Outcome:**

1. 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.
2. They will be able to analyze the cultural, social, and political conditions in today's global world.
3. They will be able to critique the specific meanings of the post-colonial condition.
4. 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** Doris Lessing: *The Grass is Singing*

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

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

**Background Reading:**

Post Colonialism and Colonialism, The Raj Quartet, Heart of Darkness, Burmese Days, John Masters, Homi Bhabha on Hybridity, Nadine Gordimer, Ben Okri's A way of being Free, A passage to India, Geeta Hariharan A thousand Faces of Night.

**Suggested Reading:**

1. Carrol, David. *Chinua Achebe*.





2. Dhawan, R.K., ed. *Commonwealth Fiction*.
3. Fanon, Frantz. *Black Skin, White Masks*.
4. Inner, C.L. and Beruth Lindfros: *Critical Perspectives on Chinua Achebe*.
5. Loomba, Ania. *Colonialism/Post Colonialism*.
6. Pal, Adesh, et.al. *Decolonization: A Search for Alternatives*.
7. Rubin, David. *After the Raj: British Novels of India Since 1947*.
8. Said, Edward W. *Orientalism*.

Also

# ENG-305(iii):LITERATURE AND PHILOSOPHY(Part-I)

External Marks: 70

Internal Marks: 30

(5Credits:4L+1T)

Time: 3 Hours

**Note:** The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus. In addition to those eight more questions will be set, two questions from each unit. The students shall be required to attempt five questions in all selecting one question from each unit in addition to compulsory Question No. 1. All questions shall carry equal marks.

## 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, and 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.

## Outcomes:

1. The Students will be able to compose and contrast the philosophical ideas or Greece – Roman Philosophies.
2. They will be able to analyze the idea of man in 17th -18th centuries.
3. They will be able to comprehend the rich philosophical ideas of great philosophers.
4. They will be able to understand the development and growth of philosophy and literature.

Unit-I	Plato:	<i>Republic Book-X</i>
Unit-II	Dante:	<i>The Divine Comedy (The Inferno)</i>
Unit-III	Alexander Pope:	<i>An Essay on Man</i>
Unit-IV	Jean-Jacques Rousseau:	<i>Emile</i>

## Background Reading:-

Lucretius's 'On the Nature of Things', Voltaire's *Candida*, Johnson's *Rasselas*, Debate between Leavis and Wellek in *Scrutiny*, Wordsworth's *The Prelude*, Camus's *The Myth of Sisyphus*, Tagore's *The Religion of Man*, Spenser's *Four Hymns*, Browne's *Religio Medici*, A.K



### Suggested Reading:

1. Alston, William P. *Reading in Twentieth Century Philosophy*.
2. Bloom, Mark Musa. *Essay on Dante*.
3. Cruickshank, John. *French Literature and its Background*.
4. Fergusson, Francis. *Dante*.
5. Grube, G. M. A. *Plato's Thought*.
6. J., John D. Sinclair. *Dante: The Divine Comedy*.
7. Jacoff, Rachel. *The Cambridge Companion to Dante*.
8. Lucretius. *The Nature of Things*. Translated by William Gera Leonard.
9. Mazzotta, Guiseppe. *Dante: The Poet of the Desert*.
10. Meszaros, Istvan. *The works of Sartre*.
11. Paul, S. L. *Philosophical Background to Western Literature*.
12. Quinton, Antony. *Thoughts and Thinkers*.
13. Russell, B. *The History of Western Philosophy*.
14. Sartre. *Sartre: My Childhood and Early Days*.
15. Taylor, A. S. *Plato: The Man and His Works*.

ASD



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ENG- 305 (iv): NEW LITERATURES (Part-I)  
(5Credits: 4L+1T)

External Marks: 70  
Internal Marks: 30

Time: 3 Hours

Note: The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus. In addition to those eight more questions will be set, two questions from each unit. The students shall be required to attempt five questions in all selecting one question from each unit in addition to compulsory Question No. 1. All questions shall carry equal marks.

**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, Aborigines and Natives. It will help the students to 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 the study.

**Outcomes:**

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

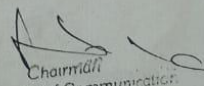
Unit-I	J. M. Coetzee	: <i>Disgrace</i>
Unit-II	Michael Ondaatje	: <i>The English Patient</i>
Unit-III	Khaled Hosseini	: <i>The Kite Runner</i>
Unit-IV	Mohsin Hamid	: <i>Exit West</i>

**Background Reading:-**

Bruce Beaver, David Malouf, Derek Walcott, Doris Lessing, Elechi Amadi's *The Concubine*, Frantz Fanon's *The Wretched of the Earth*, J.M. Coetzee, Kath Walker's *We are Going*, Ngugi Wa Thiong'o, and Thomas Keneally.

**Suggested Reading:**

Bliss, Carolyne Jane. *Patrick White's Fiction*.  
Bloch, A & Dona, G (eds). *Forced Migration: Current Issues and Debates*.  
Bolland, John. *The English Patient: A Reader's Guide*.  
Coetzee, J. M. *Disgrace*.  
Hamid, Mohsin. *Exit West*  
Hosseini, Khaled. *The Kite Runner*

  
Chairperson  
Department of Communication



## FOURTH SEMESTER

Sr. No.	Course Code	Nature	Nomenclature of Course	L-T-P	Credit/Hrs.	Max Marks	End-Semester Examination(Theory)	Internal Assessment	Duration of Exam
1	ENG401	PC	Critical Theory and Criticism(Part-II)	4-1-0	5	100	70	30	3Hours
2	ENG402	PC	American Literature(Part-II)	4-1-0	5	100	70	30	3Hours
3	ENG403	PC	Indian Writing in English(Part-II)	4-1-0	5	100	70	30	3Hours
4	ENG404	PC	English Language Teaching (Part-II)	2-1-2	5	100	70	30	3Hours
The students have to choose any one Programme Elective out of ENG305(i),(ii),(iii)&(iv)									
5	ENG405 (i)	PE	Literature and Gender(Part-II)	4-1-0	5	100	70	30	3Hours
	ENG405 (ii)	PE	Colonial and Post-Colonial Studies(Part-II)	4-1-0	5	100	70	30	3Hours
	ENG405 (iii)	PE	New Literatures (Part-II)	4-1-0	5	100	70	30	3Hours
	ENG405 (iv)	PE	Literature and Philosophy(Part-II)	4-1-0	5	100	70	30	3Hours

Note: L-Lecture, T-Tutorial, P-Practical

Programme Core(PC)	Programme Elective (PE)	Open Elective(OE)	Total Credits
20	05	--	25

# ENG-401: CRITICAL THEORY AND CRITICISM (Part-II)

Internal Marks: 30

External Marks: 70

Time: 3 Hours

(5Credits:4L+1T)

Note: The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus. In addition to those eight more questions will be set, two questions from each unit. The students shall be required to attempt five questions in all selecting one question from each unit in addition to compulsory Question No. 1. All questions shall carry equal marks.

## Objectives:

In this course students will be introduced to literary criticism from its beginning to the 20th 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.

## Outcome:

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

Unit-I      Literary Criticism:      T.S.Eliot      : "Tradition and Individual Talent"  
                 I. A. Richards :      Principles of Literary Criticism (Ch.XXVII and XXVIII)

Unit-II      Psycho analysis Sigmund Freud      : The Interpretation of Dreams.  
                 Jacques Lacan      : The Function and Field of Speech and  
                 Language in Psychoanalysis.

Unit- III      Deconstruction and Post-Structuralism Jacques Derrida: "Structure, Sign and Play in the Discourse of Human Sciences"

Unit-IV      Roland Barthes      : "The Death of the Author"  
                 Post-colonialism and Cultural Theory  
                 Stuart Hall:      "Cultural Identity and Diaspora"  
                 Salman Rushdie: "Imaginary Homelands" essay in book Imaginary Homelands

## Background Reading:-

Neo-Platonism, Structuralism, Poststructuralism, Deconstruction, Formalism, Mikhail Bakhtin, Comparative Literature, Existentialism, Wimsatt & Beardsley on "The Affective Fallacy", W.K. Wimsatt & M.C. Beardsley on "The Intentional Fallacy",

**Suggested Reading:**

- Abrams, M.H., and Geoffrey Galt Harpham. *A Glossary of Literary Terms*. 10th ed. Wadsworth Cengage Learning, 2012.
- Duches, David. *Critical Approach to Literature*. N. J.: Prentice-Hall, 1956. Print.
- Derrida, Jacques. *Of Grammatology*. Baltimore: Johns Hopkins University Press, 1998.
- Eliot, T.S. *The Sacred Wood: Essays on Poetry and Criticism*. Alfred A. Knopf, 1921.
- Hall, Stuart, and Gay P. Du. *Questions of Cultural Identity*. London: Sage Publication, 1996. Print.
- "James Merrill and the Making Of Literature." *Why Does Literature Matter?*, by Frank B. Farrell, Cornell University Press, Ithaca; London, 2004, pp. 67-85. *JSTOR*.
- Richards, I.A. *Principles of Literary Criticism*. New York: Brace Harcourt. 1961. Print.
- Rushdie, Salman. "Imaginary Homelands: Essays and Criticism 1981-1991". London: Grantain association with Penguin, 1992. Print.
- Selden, Raman. *A Reader's Guide to Contemporary Literary Theory*. New Jersey: Prentice-Hall, 1985.
- Wilfred L. Guerin, et.al. *A Handbook of Critical Approaches to Literature*. OUP. 2010.





Note: The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus. In addition to those eight more questions will be set, two questions from each unit. The students shall be required to attempt five questions in all selecting one question from each unit in addition to compulsory Question No. 1. All questions shall carry equal marks.

### Objectives:

In this course the students will come to know about the 20th 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.

### Outcome:

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

Unit-I      Ralph Waldo Emerson      : "The American

Unit-II      Scholar" Henry David Thoreau      : "Civil Disobedience"

Unit-III      Robert Frost      : "Mending Wall, "Birches", "Design", "The Road Not Taken", "After Apple Picking"

Unit-IV      Arthur Miller : *Death of a Salesman*

Toni Morrison : *The Bluest Eyes*

### Background Reading:-

The Great Gatsby by F. Scott Fitzgerald, The Sound and the Fury by Faulkner, Herzog by Saul Bellow, Invisible Man by Ralph Ellison, Arthur Miller, Who's Afraid of Virginia Woolf by Albee, Sylvia Plath, Langston Hughes, Wallace Stevens, Catch-22 by Joseph Heller.





### Suggested Reading:

Emerson, Ralph Waldo. "American Scholar." American Literature to 1865, Indian River State College Libraries, 2018, <https://irsc.libguides.com/AML2010/AmericanScholar>.  
Frost, Robert, Edward Connery Lathem, and Edward Connery Lathem. The Poetry of Robert Frost: The Collected Poems, Complete and Unabridged. 1st Owl Book ed. New York: H. Holt, 1979. Print.  
Gray, Richard. A History of American Literature. Miller, Arthur, 1915-2005. *Death Of a Salesman*. New York : Penguin Books, 1996.  
Thoreau, Henry David. "Civil Disobedience". Boston: D. R. Godine, 1969.  
Toni Morrison. *The Bluest Eye*. Knopf Doubleday Publishing Group, 2007. Web.



External Marks: 70

(5Credits:4L+1T)

Internal Marks: 30

Time: 3 Hours

Note: The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus. In addition to those eight more questions will be set, two questions from each unit. The students shall be required to attempt five questions in all selecting one question from each unit in addition to compulsory Question No. 1. All questions shall carry equal marks.

### Objectives:

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

### Outcome:

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

#### Unit-I

A. K. Ramanujan: "Obituary", "The Striders", "Extended Family", "The Last of the Princes", "Anxiety"

#### Unit-II

Jayant Mahapatra: "The Whore house in a Calcutta Street", "Indian Summer", "A Missing Person", "Lost"

#### Unit-III

Jhumpa Lahiri : *The Namesake*

#### Unit-IV

Chaman Nahal: *Azadi*

### Background Reading:

S Radha Krishna's *The Hindu View of Life*, Such a long Journey, Raja Rao's *Kanthapura*, Anita Desai *Fire on the Mountain*, Badal Sarkar, R K Narayan, Ghansi Ram Kotwal, Mahesh Duttani, Hayavadana, Kamla Markande, Gitanjali.

### Suggested Reading

Desai, Kiran. *The Inheritance of Loss*. London: Hamilton, 2006. Print.  
Ez Ezekiel, Nissim. *Collected Poems*. New Delhi: Oxford University Press,  
2005. Print. Lahiri, Jhumpha. *The Namesake*. New York: Mariner Books.  
2004. Print.  
Ramanujan, A. K. *The Collected Poems of A. K. Ramanujan*. Delhi: Oxford  
University Press, 1995. Print.



**ENG-404: ENGLISH LANGUAGE TEACHING (Part-II)**

**External Marks: 70**

**Internal Marks: 30**

**(5Credits:4L+1T)**

**Time: 3 Hours**

**Note:** The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus. In addition to those eight more questions will be set, two questions from each unit. The students shall be required to attempt five questions in all selecting one question from each unit in addition to compulsory Question No. 1. All questions shall carry equal marks.

**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.

**Outcome:**

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

Unit-I	E LTin India A brief history, Role of English, Nature and approaches of Methods, Problems and Perspectives
Unit-II	Research Methodology- Essentials of research paper writing
Unit-III	Research Ethics- Plagiarism, Types of Plagiarism, Penalties& how to avoid Plagiarism





- Unit-IV i) Linguistics and Stylistics.  
ii) Critical appreciation of a short poem and a prose text.
- Unit-V Skill Development (**Not to be included in theoretical exam**)  
Acquisition of LSRW (listening, speaking, reading & writing) skills  
through various activities performed at language lab.

### Background Research:-

Nature of Research, Origin of English language in India, Research Ethics, Status of English Language in India, Weak forms, Dialect, Register, Language Varieties, Idiolect, Situational Language Teaching

### Suggested Reading:

- Searle, John R. *Speech Acts: An Essay in the Philosophy of Language*. London: Cambridge University Press, 1969. Print.
- Baugh, Albert C. 1891-1981., and Thomas Cable. *A History of the English Language*. 6th ed., Authorized British ed. Abingdon: Routledge, 2013. Print.
- Lindsey, Geoff. *English After RP: Standard British Pronunciation Today*. UK: Springer International Publishing, 2019. Print.
- Adams, Sherry. *High School English Grammar and Composition*. New Delhi: S. Chand & Company, Ltd., 2009. Print.
- Rigg, A. G. *The English Language: a Historical Reader*. New York: Appleton-Century-Crofts, 1968.
- Roach, Peter. *English Phonetics and Phonology: A Practical Course*. UK: Cambridge University Press, 2013. Print.
- Sethi and Dhamija. *A Course in Phonetics and Spoken English*. India: Prentice Hall of India Pvt. Ltd. 2006. Print.



**Note:** The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus. In addition to those eight more questions will be set, two questions from each unit. The students shall be required to attempt five questions in all selecting one question from each unit in addition to compulsory Question No. 1. All questions shall carry equal marks.

**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.

**Outcome:**

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

Unit-I

Unit-II

Unit-III

Unit-IV

Unit-I Judith Butler :Gender Trouble

Unit-II Alice Walker :The Color Purple

Unit-III Doris Lessing :The Golden Notebook

Manju Kapur :Difficult Daughters

**Background Reading:-**

Queer Theory, *Black on Both Sides: A Racial History of Trans Identity* by C. Riley Snorton, Kamla Markanday's *Nectar in a Sieve*, A Feminist Reading of D. H. Lawrence's *Sons and Lovers*, Rama Mehta's *Inside the Haveli*, *Man Enough to be a Woman* by Jane County, *Transgender History* by Susan Stryker, A Married Woman by Manju Kapur, Kiran Desai, Virginia Woolf's *Orlando*

**Suggested Reading:**

Anupama, D. Deshraj. *Feminine Self and Feminism in Virginia Woolf*.  
Duttasons, 2010. Simone de Beauvoir. *The Second Sex*. Mariner

Publications, 2008. Print.  
Devi, Mahasweta. "Breast- Giver", Trans. Gayatri Chakravorty Spivak, In *Other Worlds*. New York, Methuen, 1987: pp. 222-240.  
Lessing, Doris. *The Golden Notebook*. New York :Simon and Schuster, 1962. Print.  
Revthy, A. *The Truth About Me: A Hijra Life*. Penguin India, 2010. Print.  
Walker, Alice. *The Color Purple*. London: Women's Press, 1992. Print.



External Marks: 70

Internal Marks: 30

(5Credits:4L+1T)

Time: 3 Hours

**Note:** The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus. In addition to those eight more questions will be set, two questions from each unit. The students shall be required to attempt five questions in all selecting one question from each unit in addition to compulsory Question No. 1. All questions shall carry equal marks.

**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 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.

**Outcome:**

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

**Unit-I**

W.Edward Said: *CultureandImperialism*

**Unit-II**

Salman Rushdie: *Midnight's child*

**Unit-III**

Ruth Prawer Jhabvala: *Heat and Dust*

**Unit-IV**

FrantzFanon: *BlackSkin WhiteMasks*

**Background Reading:**

Colonial Transaction, Wole Soyinka Death and the Kings Horseman, Cracking India  
BapsiSidhva, Evelyn Waugh Black mischief, E M Forster Rudyard Kipling, Orientalism, Francis  
Fukuyama, Chinua Achebe, difference of Post-Colonial and Colonial.

**SuggestedReading:**

Arnold, Matthew. *Culture and Anarchy*. 1869. Ed. Samuel Lipman. New  
Haven: YaleUniversityPress, 1994.Print.



- Dollimore, Johnathon, and Keith Hall, editors. *Political Shakespeare: Essays in Cultural Materialism*. 2nd ed., Cornell UP, 1994. Print.
- Fanon, Frantz, and Charles L. Markmann. *Black Skin, White Masks*. , 1967. Print.
- Godimer, Nadine. *My Son's Story*. - London: Bloomsbury, 1990. Print.
- Hall, Stuart. "Race, Culture and Communications: Looking Backward and Forward at Cultural Studies." *Rethinking Marxism* 5.1 (1992a): 10-18.
- . "What Is This 'Black' in Black Popular Culture?" *Black Popular Culture*. Ed. Gina Dent. Seattle: Bay, 1992b. 21-36. Print.
- Kipling, Rudyard. *Kim*. London: Pan Books, 1978. Print.
- Said, Edward W. *Culture and Imperialism*. New York: Random House, 1993. Print.
- . *Orientalism*. New York: Vintage, 1978. Print.
- Williams, Raymond. *Problems in Materialism and Culture: Selected Essays*. London: Verso, 1980. Print.



External Marks: 70

Internal Marks: 30

(5Credits:4L+1T)

Time: 3 Hours

**Note:** The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus. In addition to those eight more questions will be set, two questions from each unit. The students shall be required to attempt five questions in all selecting one question from each unit in addition to compulsory Question No. 1. All questions shall carry equal marks.

### 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.

### Outcomes:

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

### Unit-I

Friedrich Nietzsche : *The Birth of Tragedy*

### Unit-II

Louis Althusser : "Ideology and Ideological State

### Unit-III

Apparatus" Rabindranath Tagore : *The Gitanjali*

### Unit-IV

Raja Rao : *The Serpent and the Rope*

### Background Reading

Louis Althusser's *How to be a Marxist in Philosophy*, Fredric Jameson's *Allegory and Ideology*, Immanuel Kant's *Critique of Pure Reason*, *The Trial* by Franz Kafka, Debate between Leavis and Wellek in *Scrutiny*, Various Schools of Indian Philosophy, Socrates, Difference in philosophical perspectives of Plato and Aristotle regarding Education, John Locke, Karl Marx, Swami Vivekananda's Educational Philosophy, Chanakya

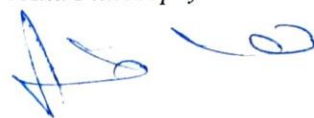
### Suggested Reading:

Tagore, Rabindranath, and W. B. Yeats. "Gitanjali". New York: Dover Publications, 2000. Print.

Rao, Raja. *The Serpent and the Rope*. Delhi: Orient Paperbacks, 1968. Print.

Nietzsche, Friedrich W., and Douglas Smith. *The Birth of Tragedy*. Oxford: Oxford University Press, 2000. Print.

Althusser, Louis. "Ideology and Ideological State Apparatus" Ideology and Ideology  
State Apparatuses: Notes towards an Investigation. *In Lenin And Philosophy And Other  
Essays*. Delhi: Aakar Books. 2006. Print.



**Note:** The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus. In addition to those eight more questions will be set, two questions from each unit. The students shall be required to attempt five questions in all selecting one question from each unit in addition to compulsory Question No. 1. All questions shall carry equal marks.

**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'.

**Outcomes:**

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

**Unit-I**

A.D. Hope :Australia, Deathofthe Bird, Parabola, Standardization, Tiger

**Unit – II**

Sally Morgan :*My Place*

**Unit – III**

Jean Rhys: *Wide Sargasso Sea*

**Unit-IV**

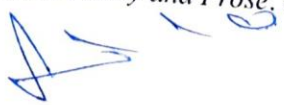
Cyprian Ekwensi: *The Drummer Boy*

**Background Reading:**

Claude McKay, Rohinton Mistry, Maya Angelou, Kevin Gilbert, Judith Ortiz Cofer, Alberto Alvaro Rios, Virginia Wolf, Sipho Sepmla, Yusef Komunyakaa, Sherman Alexie's Reservation Blues

**Suggested Reading:**

Hope, A. D. and Brooks, David. *A. D. Hope: Selected Poetry and Prose*, edited by





David Brooks Halstead Press Rushcutters Bay, N.S.W 2000.

Rhys, Jean, Judith L. Raikin, and Charlotte Brontë. *Wide Sargasso Sea*. New York: W.W. Norton, 1999.

Ekwensi, C O. D. *The Drummer Boy: Cyprian Ekwensi*. Cambridge: C.U.P, 1960. Print. Rhys, Jean. *Wide Sargasso Sea*. London: Penguin Books, 2000. Print.



**Note:** The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus. In addition to those eight more questions will be set, two questions from each unit. The students shall be required to attempt five questions in all selecting one question from each unit in addition to compulsory Question No. 1. All questions shall carry equal marks.

### Objectives:

The course will develop the basic understanding of grammar and communication skills among the students. The course has been designed to enable the students to understand the nuances of language structure and to introduce the basics of grammar and writing skills. Phonetics has been added for the understanding of fundamental aspects of communication.

- |          |                                                                                                                                   |
|----------|-----------------------------------------------------------------------------------------------------------------------------------|
| Unit-I   | Functional Grammar:<br>Common Errors, Clause Structure, Tag Questions,<br>Consistency in Tenses Auxiliaries, Modals & Punctuation |
| Unit-II  | Phonetics:<br>The Organs of Speech Phonetic Symbols, Speech Sounds- Vowels and<br>Consonants, Transcription                       |
| Unit-III | Translation:<br>Hindi to English and<br>English to Hindi                                                                          |
| Unit-IV  | Writing Composition:<br>Creative Writing, Email Writing, and Formal Letter Writing                                                |

### Suggested Reading:

- Adair, John. *Effective Communication*. London: Pan Macmillan Ltd., 2003. Print.
- Bhattacharya, Debiprasad. *A Textbook of Creative Writing*, 2009. Print.
- Fitikides, T. J. *Common Mistakes in English*. London: Orient Longman, 1984. Print.
- Greenbaum & Quirk. *A University Grammar of English*. Cambridge University Press. New Delhi: Pearson India, 2002. Print.
- Rahman, Anisur. ed. *Translation: Poetics and Practice*. New Delhi, 2009. Print.
- Roach, Peter. *Phonetics & Phonology of English*. Cambridge: Cambridge University Press, 2000. Print.
- Sethi and Dhamija. *A Course in Phonetics and Spoken English*. India: Prentice Hall of India Pvt. Ltd. 2006. Print.
- Turton, N. D. & J. B. Heaton. *Longman Dictionary of Common Errors*. Essex: Longman, 1987. Print.