

**CENTRAL UNIVERSITY OF PUNJAB,  
BATHINDA**



**M. A. English**

**Session - 2019-21**

**Department of English**

## Programme Objectives

At the end of the programme:

- Students should be familiar with representative literary and cultural texts within a significant number of historical, geographical, and cultural contexts.
- Students should be able to apply critical and theoretical approaches to the reading and analysis of literary and cultural texts in multiple genres.
- Students should be able to identify, analyze, interpret and describe the critical ideas, values, and themes that appear in literary and cultural texts and understand the way these ideas, values, and themes inform and impact culture and society, both now and in the past.
- Students should be able to write analytically in a variety of formats, including essays, research papers, reflective writing, and critical reviews of secondary sources.
- Students should be able to ethically gather, understand, evaluate and synthesize information from a variety of written and electronic sources.
- Students should be proficient in oral communication and writing

## SEMESTER-I

Course Code	Course Title	Course Type	Credit Hours		
			L	T	P
ENG.506	Introduction to Literature	CC	4	0	0
ENG.507	English Literature from Chaucer to Milton	CC	3	1	0
ENG.508	English Literature of the Elizabethan Period	CC	3	1	0
ENG.513	Research Methodology and Computer Application	CF	2	1	0
ENG.514	Computer Application (Practical)	CFC	0	0	2
ENG.509	Introduction to Language and Linguistics	CC	3	1	0
*	Elective course	DSE	3	1	0
**	Interdisciplinary Elective- I	ID	2	0	0
<b>Total Credits</b>			<b>20</b>	<b>5</b>	<b>2</b>

### \*Choose any one Elective Course:

ENG 510: Literature and Gender

ENG511: Folklore and Literary Practices

**\*\*Interdisciplinary course offered by Department Faculty (for students of other departments):** Students of MA English will have to opt for two interdisciplinary elective courses from other Departments during any of the two semesters out of the total four semesters

ENG512 Professional Communication in English - I

## SEMESTER-II

Course Code	Course Title	Course Type	Credit Hours		
			L	T	P
ENG.521	English Literature of the Neo-Classical Period	CC	3	1	0
ENG.522	English Literature of the Romantic Period	CC	3	1	0
ENG.523	Literary Criticism	CFC	3	1	0
ENG.524	American Literature	CC	3	1	0
*	Elective course	DSE	3	1	0
**	Interdisciplinary Elective - II	ID	2	0	0
<b>Total Credits</b>			<b>17</b>	<b>5</b>	<b>0</b>

**\*Choose any one Elective Course:**

ENG.525: Applied Linguistics

ENG.526: American Fiction

**\*\*Interdisciplinary course offered by Department Faculty (for students of other departments):**

ENG.527: Professional Communication in English – II

## SEMESTER-III

Course Code	Course Title	Course Type	Credit Hours		
			L	T	P
ENG.551	English Literature of the Victorian Period	CC	3	1	0
ENG.552	English Literature of the Modern Period	CC	3	1	0
ENG.553	Literary Theory	CC	4	0	0
ENG.554	Indian English Literature	CC	3	1	0
*	Elective course	DSE	3	1	0
ENG.543	Seminar Presentation	SDC	0	1	0
	Value added Course	VAC/EFC	1	0	0
<b>Total Credits</b>			<b>17</b>	<b>5</b>	<b>0</b>

**\*Choose any one Elective Course:**

ENG. 555 African American Literature

ENG. 556 Literature and Allied Arts: Cinema

**\*\* Choose a Course from the Value Added Courses Offered in the University**

### SEMESTER-IV

Course Code	Course Title	Course Type	Credit Hours		
			L	T	P
ENG571	New Literature	CC	3	1	0
*	Elective course	DSE	3	1	0
ENG577	Overview of English Language and Literature- I	DEC	0	2	0
ENG578	Overview of English Language and Literature- II	DEC	0	2	0
**	Value added Course	VAC/EFC	1	0	0
ENG599	Project	SDC	0	6	0
ENG544	Seminar Presentation	SDC	0	6	0
<b>Total Credits</b>			<b>7</b>	<b>13</b>	<b>0</b>

**\*Choose any one Elective Course:**

ENG572: English Language Teaching

ENG573: American Poetry

ENG574: Colonial Discourse and Postcolonial Studies

ENG575: Classics of World Literature

**\*\* Choose a Course from the Value Added Courses Offered in the University**

**Abbreviations and Explanations**

CC: Core Course CFC: Compulsory Foundation Course

DSE: Discipline Specific Elective IDC: Interdisciplinary Elective

DEC: Discipline Enrichment Course SDC: Skill Development Course

EFC: Elective Foundation Course VAC: Value Added Course

L: Lectures T: Tutorial P: Practical Cr: Credits

### SEMESTER – I

**Course Code: ENG.506**

**Course Title: Introduction to Literature**

**Total Hours: 60**

L	T	P	Cr
4	0	0	4

**Learning Outcomes:**

By the end of this course, students will be able to:

- Understand what literature is, what is enjoyable to read and profitable to learn
- Ponder some basic questions in the professional study of literature in English
- Understand what makes a piece of writing literature;
- Analyze what are the major types/kinds of literature;
- Identify what special qualities and effects they convey to readers,
- Communicate how we recognize the language that embodies the literary qualities and effects

**UNIT I****15 Hours**

**Prose:** Definitions, kinds and examples (letter, report, commentary, diary/ journal/memoir; annals, memoranda, and documents; biography, autobiography; types of the essay); Broad division into Fiction and Non-fiction; types of each.

“Literature” Entry in *Keywords* by Raymond Williams (Fontana, 1976), pp. 150–154.

George Orwell: Why I Write

Nissim Ezekiel, “Naipaul’s India and Mine”

M.H. Abrams: Norton Anthology of Prose

Terry Eagleton: How to Read Literature

Politics and the English Language: John Gardener

**UNIT II****15 Hours**

Poetry: Kinds of poetry; the language of poetry (figurative versus literal language, irony, sounds, rhythms, voices, lexical and syntactic orders, images/imagery etc.); verse forms and structures.

Edmund Spenser, “One day I wrote her name upon the strand...”

G. M. Hopkins, “God’s Grandeur”, Robert Frost, “Nothing Gold Can Stay”

Denise Levertov, “The Secret”, Ted Hughes, “Thought-Fox”.

Essay on Rasa: Indian Literary theory: Kapil Kapoor

Terry Eagleton: How to Read a Poem

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

**UNIT III****15 Hours**

Drama: Brief introduction to the stage, and the origins of drama; basic concepts such as plot, character, action, climax, suspense, tragedy, comedy, farce, melodrama; the full length/five-act play versus the One-act; stage-set and setting; dramatic irony, the play-text and language.

Vijay Tendulkar: *Sakharam Binder* (Act 1)

William Shakespeare, *Julius Caesar* (Act I Scene 1)

Suggested Reading:

G.N. Devy Reader (Sections)

**UNIT IV****15 Hours**

Definition and kinds of short and long fiction; *katha* versus tale versus story; metafiction; narrative focus/ voice(s), telling and listening, point of view, plot, character, description, setting/ background; allegory and symbolic suggestion; narrative embedding and layering (mise-en-abyme); theme versus motif. ext and language.

A. K. Ramanujan, Folktales from India, (pp. 3, 4, 30 – 35).

Grace Paley, “A Conversation with My Father”

R. K. Narayan, The Grandmother’s Tale.

Art of Fiction by John Gardener, Paris Review

The Naïve and the Sentimentalist Novelist: Pamuk, *Literature: Thinking, Reading, and Writing Critically*. Ed. Sylvan Barnet, et al. 2nd Edition. New York: Longman, 1997.

*Literature: An Introduction to Fiction, Poetry, and Drama*. Ed. X. J. Kennedy and Dana Gioia. 6th Edition. New York: Harper Collins, 1995.

### **Transactional Modes:**

Lecture by the faculty, class discussion, recitation, presentations by students, assignments, library research on topics or problems, required term paper, open textbook study, drama-role playing, etc.

### **Suggested Readings:**

1. Abrams, M.H. *A Glossary of Literary Terms*
2. Art of Fiction by John Gardner, Paris Review
3. Essay on Rasa: Indian Literary theory: Kapil Kapoor
4. G.N. Devy Reader (Sections) *Literature: An Introduction to Fiction, Poetry, and Drama*. Ed. X. J. Kennedy and Dana Gioia. 6th Edition. New York: Harper Collins, 1995.
5. *Literature: Thinking, Reading, and Writing Critically*. Ed. Sylvan Barnet, et al. 2nd Edition. New York: Longman, 1997.
6. M.H. Abrams: Norton Anthology of Prose
7. Nissim Ezekiel, "Naipaul's India and Mine"
8. Orhan Pamuk: The Naïve and the Sentimentalist Novelist
9. Politics and the English Language: John Gardner
10. Terry Eagleton: How to Read a Poem
11. Terry Eagleton: How to Read Literature

**Course Code: ENG.507**

**Course Title: English Literature from Chaucer to Milton**

**Total Hours: 60**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
4	1	0	4

### **Learning Outcomes:**

By the end of this course, students will be able to:

- Read closely and understand Middle and Early Modern English, from Chaucer's rhyming couplets to Milton's blank verse.
- Demonstrate knowledge of the style, structure, and content of the assigned literary texts, from Chaucer to Milton.
- Identify the unique qualities of the authors studied, and compare and contrast them.
- Situate the assigned literary texts in their historical contexts and recognize the impact of major events and transitions.
- Develop a well-written argument about one or more literary texts or authors, and accurately cite literary and other sources.

**UNIT I****15 Hours**

A brief introduction to the historical background and literary history and forms of the period Geoffrey Chaucer 'Prologue' to *The Canterbury Tales*

**UNIT II****15 Hours**

Thomas Wyatt 'I find no Peace, and all my War is done'  
 Henry Howard 'The Frailty and Hurtfulness of Beauty'\*  
 Philip Sidney 'My mouth doth water, and my breast do swell'  
 Robert Herrick 'To the Virgins, to Make Much of Time'\*

**UNIT III****15 Hours**

John Donne 'A Valediction: Forbidding Mourning'  
 George Herbert 'Virtue'\*  
 Andrew Marvel: 'To His Coy Mistress'  
 Henry Vaughan: 'The Retreat'

**UNIT IV****15 Hours**

Francis Bacon 'Of Studies'\* 'Of Truth'\*  
 John Milton *Paradise Lost* (Book I)

**Transactional Modes:**

Lecture by the faculty, class discussion, recitation, presentations by students, assignments, library research on topics or problems, required term paper, open text-book study etc.\* These texts will be taken up in tutorial mode wherein students' presentations and discussion are mandated.

**Suggested Readings:**

1. Abrams, M H. et al. *The Norton Anthology of English Literature: Major Authors*. 9th edition. New York and London: W. W. Norton, 2013.
2. Bowden, Muriel: *A Commentary on the General Prologue*, Macmillan: London, 1948
3. Bush, Douglas. *English Literature in the Earlier Seventeenth Century 1600-1660*, Clarendon Press: Oxford, 1962.
4. Carter, Ronald & MacRae, John. *The Routledge History of English Literature in English: Britain and Ireland*, New York: Routledge, 1997.
5. Coghill, N.: *The Poet Chaucer*, London, 1961.
6. Ench, John J. *Jonson and the Comic Truth*, Madison: University of Wisconsin Press, 1957.
7. Gardner, Helen, ed. *John Donne: A Collection of Critical Essays*. Prentice-Hall, 1982.
8. Geoffrey Chaucer, Wyatt-J., ed., *Chaucer, The Prologue*, University Tutorial Press, London 1997
9. Gerald, Hammond. *The Metaphysical Poets*. Macmillan 1974.
10. Julian Lovelock. *Songs & Sonnets*. Macmillan, 1973.





text-book study, drama-role playing etc. These texts will be taken up in tutorial mode wherein students' presentations and discussion are mandated.

**Suggested Readings:**

1. Bloom, Harold. Shakespeare: The Invention of the Human. New York (NY): Riverhead Books; 1998.
2. Bradley, A.C. Shakespearean Tragedy: Lectures on Hamlet, Othello, King Lear, and Macbeth. New York and London: Penguin, 1991.
3. Brooks, Cleanth & Heilman, Robert B. Understanding Drama. New York: Henry Holt And Company, 1945.
4. Douglas Bruster. To Be or Not To Be. New York: Continuum, 2007.
5. G. Wilson Knight. The Wheel of Fire. London: Methuen, 1930.
6. Harold Bloom. Hamlet: Poem Unlimited. New York: Riverhead Trade, 2004.
7. Leavis, F.R. The Common Pursuit. 1952. London: Penguin Books, 1993
8. Lionel Abel. Tragedy and Metatheatre: Essays on Dramatic Form. New York: Holmes y Meier Publishers, 2003.
9. Lukas Erne. Shakespeare as Literary Dramatist. Cambridge: Cambridge University Press, 2008.
10. Samuel Johnson, ed. Arthur Sherbo. The Works of Samuel Johnson, Vols. 7-8: Johnson on Shakespeare (The Yale Edition of the Works of Samuel Johnson. New Haven: Yale University Press, 1968.
11. Stewart Justman – Shakespeare: The Drama of Generations
12. T.S. Eliot, ed. Frank Kermode. Selected Prose of T.S. Eliot. New York: Harvest Books, 1975.
13. Toropov, Brandon. 1999. Shakespeare for Beginners. Hyderabad: Orient Longman.
14. William Shakespeare, ed. A.R. Braunmuller. Hamlet (The Pelican Shakespeare). New York: Pelican, 2001.
15. William Shakespeare, ed. Cyrus Hoy. Hamlet (Norton Critical Editions). New York: Norton, 1992.

**Course Code: ENG.513**

**Course Title: Research Methodology and Computer Application**

**Total Hours: 45**

L	T	P	Cr
2	1	0	3

**Learning Outcomes:**

By the end of this course, students will be able to:

- Undertake research by learning the various methods and techniques and technical skills
- Get trained in the basic usage of computers and internet and
- Make efficient use of computers in their literary research

**UNIT I****12 Hours**

Basics of Academic Writing, Requirements of Research Paper, How to write a research paper Format and Components of Research Proposal (Synopsis and Abstract) Format and Components of Dissertation / Thesis

**UNIT II****11 Hours**

Tools of Research MLA Style Sheet (Latest Edition)

**UNIT III****12 Hours**

Fundamentals of Computers World Wide Web: Searching the Internet.

**UNIT IV****10 Hours**

Internet and Literary Research: Searching for research papers, reference material, citation management, Research Databases

**Transactional Modes:**

Lecture by the faculty, class discussion, presentations by students, assignments, library research on topics or problems, required term paper

**Suggested Readings:**

1. Ahuja, Ram. *Research Methods*. Jaipur: Rawat Publications, 2009.
2. Anderson, Jonathan and Millicent Poole. *Assignment and Thesis Writing*. New Delhi: Wiley India Pvt. Ltd., 2011.
3. Audi, Robert. *Epistemology: A Contemporary Introduction to the Theory of Knowledge*, Routledge, 2002.
4. Duncan. *Advanced MS DOS Programming*. BPB, 1988.
5. Gookin, D. *MS Word 2007 for Dummies*. Wiley, 2007.
6. Harvey, G. *MS Excel 2007 for Dummies*. Wiley, 2007.
7. Johnson, S. *Windows 7 on demand*. Perspiration Inc, 2009.
8. Maidasani, Dinesh. *Learning Computer Fundamentals, Ms Office and Internet & Web Technology*. Firewall, 2009.
9. *MLA Handbook for Writers of Research Papers*. 8<sup>th</sup> Ed. New Delhi: East West Press, 2009.
10. Musciano, Chuck and Bill Kennedy. *HTML & XHTML: The Definitive Guide*, 6th Edition. O'Reilly, 2006.
11. Pilgrim, Mark. *HTML5: Up and Running*. O'Reilly, 2010.
12. Silberschatz, Abraham and Greg Gagne. *Operating System Concepts*. Wiley, 2009.
13. Wayne Booth and Others: *The Craft of Research*

L	T	P	Cr
0	0	2	2

**Course Code: ENG.514**

**Course Title: Computer Application (Practical)**

**Total 30 Hours**

**Learning Outcomes:**

By the end of this course, students will be able to:

- Undertake research by learning the various methods and techniques and technical skills
- Get trained in the basic usage of computers and internet and
- Make efficient use of computers in their literary research

**UNIT I**

**30 Hours**

Fundamentals of Computers World Wide Web: Searching the Internet. Internet and Literary Research: Searching for research papers, reference material, citation management, Research Databases

**Transactional Modes:**

Practical Demonstration; Problem Solving

**Suggested Readings:**

1. Duncan. *Advanced MS DOS Programming*. BPB, 1988.
2. Gookin, D. *MS Word 2007 for Dummies*. Wiley, 2007.
3. Harvey, G. *MS Excel 2007 for Dummies*. Wiley, 2007.
4. Johnson, S. *Windows 7 on demand*. Perspiration Inc. 2009.
5. Maidasani, Dinesh. *Learning Computer Fundamentals, Ms Office and Internet & Web Technology*. Firewall, 2009.
6. Musciano, Chuck and Bill Kennedy. *HTML & XHTML: The Definitive Guide*, 6th Edition. O'Reilly, 2006.
7. Pilgrim, Mark. *HTML5: Up and Running*. O'Reilly, 2010.

**Course Code: ENG.509**

**Course Title: Introduction to Language and Linguistics**

**Total Hours: 60**

L	T	P	Cr
3	1	0	4

**Learning Outcomes:**

By the end of this course, students will be able to:

- Gain an appreciation for the field of linguistics and its main sub-fields.
- Better understand the structure and components of language.
- Aware of the extent and limit of variation between languages and of some of the principles governing it.
- Grasp how and why language varies across speakers and over time, how individuals acquire language and how language works in the brain.

**UNIT I****15 Hours**

Language: Nature of language; Origin of language, Language and communication, Characteristics of human language; Innateness hypothesis; Descriptive and prescriptive Grammar; Brain and language; Localization of language\*; Aphasia

Language Acquisition: The linguistics capacity; Stages in language acquisition; Input; Second language acquisition, Bilingualism; Native language influence

**UNIT II****15 Hours**

Phonetics and Phonology: Speech sounds\*; The phonetic alphabet; Classification of speech sounds; consonants and vowels; Phonemes; Allophones; Pronunciation of morphemes\*; Prosodic features of phonemes

Morphology: Content and function words; The morpheme; Units of meaning; Word formation; Identifying morphemes\*

**UNIT III****15 Hours**

Syntax: Sentence structure; Rules of syntax; Syntactic categories; Phrase structure trees\*; Transformational analysis

Semantics & Pragmatics: Basic concepts of semantics; Truth and meaning; Compositional semantics; Lexical semantics; Semantic feature; Pragmatics; Context; Implicature; Presupposition; Speech act\*

**UNIT IV****15 Hours**

Linguistic classification: Concepts of syntagmatic and paradigmatic relations; Synchronic and diachronic relations; Competence and performance\*; Langue and parole. Branches of linguistics; Language families\*; Types of language change

Language and Society: Sapir- Whorf hypotheses;\* regional dialects; Social dialects; Lingua francas; Pidgins and creoles; Styles, slangs and jargons;\* First and second language Transaction Mode

\*= These topics will be taken up in tutorial mode wherein students' presentations and discussion are mandated.

**Transactional Modes:**

Lecture by the faculty, class discussion, presentations by students, assignments, library research on topics or problems, required term paper, audio-visual lessons, individualized instructions etc.

**Suggested Readings:**

1. Akmajian, A.D., Farmer R.A., and Harnish, R.M. *Linguistics: An Introduction to Language and Communication*. Cambridge: Princeton-Hall, 1996.
2. Bloomfield, L. *Language*. London: Allen & Unwin, 1993.
3. Chomsky, Noam. *Language and Mind*. Cambridge: Cambridge University Press, 2006.

4. Clark, John Ellery, Colin Yallop, Janet Fletcher. *An Introduction to Phonetics and Phonology*. Wiley-Blackwell, 2007.
5. Foley, William. *Anthropological Linguistics: an Introduction*. Wiley-Blackwell, 1997.
6. Fromkin, Victoria. *An Introduction to Language*. Cenage, 2015.
7. German, Michael. *Psycholinguistics*. Cambridge UP, 1990.
8. Giegerich, Heinz. *English Phonology: an Introduction*. Cambridge UP, 1992.
9. Halliday, M. A. K. *On Grammar*. Continuum International Publishing Group, 2005.
10. Hockett, Charles F. *Course in Modern Linguistics*. Prentice Hall College Div, 1958.
11. Hudson, Richard. *Sociolinguistics*. Cambridge UP, 1996.
12. Lyons, J. *Introduction to Theoretical Linguistics*. Cambridge UP, 1968.
13. Mitkov, Ruslan. *The Oxford Handbook of Computational Linguistics*. Oxford UP, 2005.
14. Reetz, Henning, Allard Jongman. *Phonetics: Transcription, Production, Acoustics, and Perception*. Blackwell, 2008.
15. Roach, Peter. *English Phonetics and Phonology: a Practical Course*. Cambridge UP, 2009.
16. Saussure, Ferdinand de. *Course in General Linguistics*. Eds. Charles Bally and Albert Sechehaye. Trans. Roy Harris. La Salle, Illinois: Open Court, 1983.
17. Syal, Pushpinder. *An introduction to Linguistics: Language, Grammar and Semantics*. PHI Learning Pvt. Ltd., 2007.
18. Valin, Robert D. Van, Randy J. LaPolla. *Syntax: Structure, Meaning and Function*. Cambridge University Press, 1997.
19. Wildgen, Wolfgang. *The Evolution of Human Language: Scenarios, Principles, and Cultural Dynamics*. John Benjamins Publishing Company, 2004.

**Transactional Modes:**

Lecture by the faculty, class discussion, presentations by students, assignments, library research on topics or problems, required term paper

**Course Code: ENG.510**

**Course Title: Literature and Gender**

**Total Hours: 60**

L	T	P	Cr
3	1	0	4

**Learning Outcomes:**

By the end of this course, students will be able to:

- Understand how a gendered perspective may change one's perception of literature
- Study the writings of key theorists with special reference to literature and gender

- Identify the unique qualities of the authors studied, and compare and contrast them.
- Situate the assigned literary texts in their historical contexts and recognize the impact of major events and transitions.
- Develop a well-written argument about one or more literary texts or authors, and accurately cite literary and other sources.

#### **UNIT I**

**15 Hours**

Literature and Gender: Introduction to Feminism and gender construction, Performativity, LGBT Routledge: *Genders* (Anthology)

#### **UNIT II**

**15 Hours**

Simone de Beauvoir	The Second Sex (“Introduction”)
Virginia Woolf	<i>A Room of One’s Own*</i>
Riki Wilchins	‘Homosexuality: Foucault and the Politics of the Self’, excerpts from <i>Queer Theory, Gender Theory: An Instant Primer*</i>

#### **UNIT III**

**15 Hours**

Kamala Das	Selected Poetry
Alice Walker	<i>The Color Purple*</i>

#### **UNIT IV**

**15 Hours**

Mahesh Dattani	A Muggy Night in Mumbai
Geeta Hariharan	<i>The Thousand Faces of Night*</i>

#### **Transactional Modes:**

Lecture by the faculty, class discussion, presentations by students, assignments, library research on topics or problems, required term paper, open text-book study etc.

\*= These texts will be taken up in tutorial mode wherein students’ presentations and discussion are mandated.

#### **Suggested Readings:**

1. Anupama D. Deshraj, *Feminine Self and Feminism in Virginia Woolf*, Dattasons, J.Nehru marg Sadar Nagpur.
2. Elaine Showalter. ‘Towards the Feminist Poetics’ in David Lodge. *Twentieth Century Literary Criticism: A Reader*, Vol. I
3. Susie Tharu and K. Lalitha eds: *Women Writing in India Vols 1& II*, OUP, New Delhi, 1991 –Introductions to Vol. I and II

**Course Code: ENG.511**

**Course Title: Folklore and Literary Practices**

**Total Hours: 60**

L	T	P	Cr
3	1	0	4

**Learning Outcomes:**

By the end of the course, the students will:

- Establish the relationships between folklore, oral narratives and culture.
- Develop an understanding of the foundations of human beliefs, the nature of reality, and the norms that guide human behaviour.
- Examine and interpret how the human condition and human values explore through works of art and expressive culture
- Develop an appreciation of folklore that keeps alive the psychological patterns, instincts, or archetypes of the collective mind of a community

**UNIT I**

**15 Hours**

Definition, meaning and scope of folklore; Common Ground of both Folklore and Literature; Relationship between orality and literacy; Key Areas of Differences between Folklore and Literature; Folk narratives

Jacob Grimm and Wilhelm Grimm *Grimm's Fairy Tales*

Marcia R. Lieberman

Some Day My Prince Will Come":  
Female Acculturation through the  
Fairy Tale\*

**UNIT II**

**15 Hours**

Folklore theory and research; Psychoanalytical theory and folklore; Comparative and cultural theories;

Folklore and Literature in the postcolonial and postmodernist context

Rabindranath Tagore

*Lokashahitya: The Oral Tradition  
in Bengali*

*Children's Rhymes*

Ong, Walter, J. *Orality and  
Literacy* Routledge, 2002:  
Chapter 1\*

**UNIT III**

**15 Hours**

Cultural studies related to folklore and literature; Folklore approach to the study of gender and literature; Study of folklore and literature based on community and social background of a text

K. Ramanujan

*Folktales from India*

Dan Ben-Amos

'Toward a Definition of Folklore in Context'

**UNIT IV**

**15 Hours**

Folk narratives of India; Case studies from the West and India; Folklore and Indian English literature

Sohinder Singh Bedi

*Folklore of the Punjab*

Sadhana Naithani

'The Colonizer-Folklorist'

**Transactional Modes:**

Lecture by the faculty, class discussion, recitation, presentations by students, assignments, library research on topics or problems, required term paper, open text-book study, drama-role playing, use of audio-visual aids etc.

\*= These texts will be taken up in tutorial mode wherein students' presentations and discussion are mandated.

**Suggested Readings:**

1. Amirthalingam, M. Folklore of Sacred Groves. *Indian Folklife*, 3, Oct. 2000.
2. Ben-Amos, D. (1971). Toward a Definition of Folklore in Context. *The Journal of American Folklore*, 84(331), 3-15.
3. Dundes, Alan. "Fairy Tales from a Folklorist Perspective." *Folk and Fairy Tales*. 4<sup>th</sup> ed. Eds. Martin Hallett and Barbara Karasek, eds. Broadview Press, 2009. 335-342. Print.
4. Handoo, Jawaharlal. *Folklore in Modern India*. Mysore: CIIL Press, 1998.
5. Jan de Vies, 'Theories concerning Nature Myths', in Alan Dundes, *Sacred Narrative: Readings in the Theory of Myth*, University of California Press, 1984.
6. Lieberman, Marcia R. "'Some Day My Prince Will Come": Female Acculturation through the Fairy Tale." *College English* 34.3 (1972): 383-95. Web.
7. Muthukumaraswamy, M. D. 'Finding ecological citizenship inside the archives of pain: Famine Folklore,' *Indian Folklife*, 3, Oct. 2000.
8. Naithani, S. The Colonizer-Folklorist. *Journal of Folklore Research*, 34(1), 1-14. Retrieved from <http://www.jstor.org/stable/3814697>, (1997).
9. Ramanujan, A.K. and Stuart Blackburn (ed). *Another Harmony, New Essays and the Folklore of India*, Berkeley. University of California Press. 1986.
10. Sakthivel, S. *Folklore Literature in India*. Meena Pathippagam, Madurai, 1976
11. William Wilson, 'Herder, Folklore and romantic Nationalism', in Elliott Orring, *Folk Groups and Folklore Genres: a Reader*. Utah State University Press, 1989.

**\*\*Interdisciplinary course offered by Department Faculty (for students of other Departments):**

Students of MA English will have to opt for two interdisciplinary elective courses from other Departments during any of the two semesters out of the total four semesters



**Course Code: ENG.512**

**Course Title: Professional Communication in English - I**

**Total 30 Hours**

L	T	P	Cr
2	0	0	2

**Learning Outcomes:**

By the end of this course, students will be able to:

- Understand The Basics Of Human Communication
- Improve Their Language Skills Required For Effective Communication In English
- Aware Of Common Errors In The Use Of English
- Practice effective written communication

**UNIT I**

**7 Hours**

Nature, process and types of communication; barriers to communication; essential of effective professional communication

**UNIT II**

**8 Hours**

Errors in English usage

**UNIT III**

**7 Hours**

Presentation Skills

**UNIT IV**

**8 Hours**

Professional Letter and Email writing

**Transactional Modes:**

Lecture by the faculty, class discussion, debate, presentations by students, assignments, library research on topics or problems, required term paper, open text-book study, role playing etc.

**Suggested Readings:**

1. Martinet, A V & Thomson A J. *Practical English Grammar* (4<sup>th</sup> Edition). Oxford University Press, 2014.
2. Raman & Sharma. *Technical Communication*. Oxford University Press, 2005.
3. Rizvi, Ahraf. *Effective Technical Communication*. Tata Mc Graw Hill, 2006.
4. Yule, George. *Oxford Practice Grammar*. OUP, 2011.

## SEMESTER-II

**Course Code: ENG.521**

**Course Title: English Literature of the Neo-Classical Period**

**Total Hours: 60**

**Learning Outcomes:**

By the end of this course, students will be able to:

- Define Neoclassicism in terms of literature
- Connect Neoclassical literature to the Enlightenment and other intellectual and social changes of the era
- Analyse a work of Neoclassical literature in terms of content and style

L	T	P	Cr
3	1	0	4

### UNIT I

**15 Hours**

A brief introduction to the historical background of the period

Daniel Defoe            *Robinson Crusoe*  
Aphra Behn            *Oronooko, or the Royal Slave\**

### UNIT II

**15 Hours**

John Dryden            'MacFlecknoe'\*  
Alexander Pope        *The Rape of the Lock*  
Thomas Gray            'Elegy Written in the Country Churchyard\*'

### UNIT III

**15 Hours**

Henry Fielding        *Joseph Andrews*  
Joseph Addison       *Essays: \* 'The Aim of the Spectator'; 'The Scope of Satire'*

### UNIT IV

**15 Hours**

William Wycherley    *The Country Wife\**  
Oliver Goldsmith      *She Stoops to Conquer*

### Transactional Modes:

Lecture by the faculty, class discussion, recitation, presentations by students, assignments, library research on topics or problems, required term paper, open text-book study, drama-role playing etc.

\*= These texts will be taken up in tutorial mode wherein students' presentations and discussion are mandated.

### Suggested Readings:

1. Carter, Ronald & MacRae, John. *The Routledge History of English Literature in English: Britain and Ireland*, New York: Routledge 1997.
2. Sanders, Andrew. *The Short Oxford History of English Literature*, Oxford: Clarendon Press, 1994.
3. Kaul, R.K. ed., *The Rape of the Lock*, Cult Series

4. Mack, Maynard. *"Wit and Poetry and Pope", Eighteenth Century English Literature*, ed., Clifford.
5. *The Rape of the Lock*, Casebook series
6. Brower, R.A. Alexander Pope: *The Poetry of Allusion*
7. Johnson, Samuel: *The Lives of the Poets* (Addison)
8. Lewis, C.S.: "Addison" in *Essays on the Eighteenth Century* presented to David Nicol Smith
9. Smithers, P.: *The Life of Joseph Addison*
10. Paulson, Ronald. ed., *Fielding: A Collection of Critical Essays*.
11. Battersin, M.C.: *The Moral Basis of Fielding's Art: A Study of Joseph Andrews*
12. Jenkins, Elizabeth, *Henry Fielding*
13. Watt, Ian: *The Rise of the English Novel*

**Course Code: ENG.522**

**Course Title: English Literature of the Romantic Period**

**Total Hours: 60**

L	T	P	Cr
3	1	0	4

**Learning Outcomes:**

By the end of this course, students will be able to:

- Get acquainted with the literary trends of the Romantic Period
- Demonstrate knowledge of the style, structure, and content of the seminal texts of the period.
- Identify the unique qualities of the authors studied, and compare and contrast them.
- Situate the assigned literary texts in their historical contexts and recognize the impact of major events and transitions.
- Develop a well-written argument about one or more literary texts or authors, and accurately cite literary and other sources.

**UNIT I**

**15 Hours**

A brief introduction to the historical background of the period

Samuel Taylor Coleridge      Selected Poems#  
 Mary Shelley                      *Frankenstein\**

**UNIT II**

**15 Hours**

William Wordsworth      Selected Poems#  
 William Blake              Selected Poems#\*  
 Lord Byron                    Selected Poems#

**UNIT III**

**15 Hours**

A brief introduction to the development of the literary forms in the period

John Keats                      Selected Poems#  
 P.B. Shelley                    Selected Poems#

**UNIT IV****15 Hours**Jane Austen  
Charles Lamb*Pride and Prejudice*  
Essays\*: 'Dream Children'; 'All Fool's Day'

#= Upto three poems may be selected

**Transactional Modes:**

Lecture by the faculty, class discussion, recitation, presentations by students, assignments, library research on topics or problems, required term paper, open text-book study, drama-role playing etc.

\*= These texts will be taken up in tutorial mode wherein students' presentations and discussion are mandated.

**Suggested Readings:**

1. Carter, Ronald & MacRae, John. *The Routledge History of English Literature in English: Britain and Ireland*, New York: Routledge 1997.
2. Sanders, Andrew. *The Short Oxford History of English Literature*, Oxford: Clarendon Press, 1994.
3. Bate, John. *Keats*
4. Bloom, Harold. *The Visionary Company*
5. Burwick, Fredrick. *Poetic Madness*
6. Butler, Marilyn. *Romantics, Rebels, and Reactionaries*
7. Campbell, Colin. *Romantic Ethic and the Spirit of Consumerism*
8. Copley, Stephern and John Whale, eds. *Beyond Romanticism: New Approaches to Texts and Contexts 1780-1832*
9. Hanley, Keith and Raman Selden, eds. *Revolution and English Romanticism*
10. Homans, Margaret. *Women Writers and Poetic Identity*
11. Liu, Alan. *Wordsworth*
12. McFarland, Thomas. *Coleridge and Pantheism*
13. Mitchell, W.J.B. *Blakel's Composite Art*
14. Poovey, Mary. *The Proper Lady and the Woman Writer*
15. Richardson, Alan. *Literature, Education, and Romanticism*
16. Richardson, Alan & Sonia Hofkosh. *Romanticism, Race, and Imperial Culture, 1780-1843*
17. Roe, Nicholas. *Keats and History*
18. Woodring, Carl. *Politics and English Romantic Poetry*
19. Wu, Duncan, ed. *Romanticism: A Critical Reader*

**Course Code: ENG.523****Course Title: Literary Criticism****Total Hours: 40****Learning Outcomes:**

By the end of this course, students will be able to:

- Understand the field of literary criticism

L	T	P	Cr
3	1	0	4

- Get acquainted with the historical evolution of literary criticism and theory.
- Identify the unique qualities of the key figures and their contributions and some of their seminal texts

**UNIT I** **15 Hours**

Plato	<i>Republic</i> (selections)
Aristotle	<i>Poetics</i>
Philip Sidney	'An Apology for Poetry'*

**UNIT II** **15 Hours**

John Dryden	'An Essay on Dramatic Poesy'*
Dr. Johnson	'Preface' to <i>Shakespeare</i>

**UNIT III** **15 Hours**

William Wordsworth	'Preface' to <i>The Lyrical Ballads</i> (1800)*
Samuel Taylor Coleridge	<i>Biographia Literaria</i> , Chapters XIII, and XIV.

**UNIT IV** **15 Hours**

Matthew Arnold	'The Function of Criticism at the Present Time'
T.S. Eliot	'Tradition and the Individual Talent'
Cleanth Brooks	'Metaphor, Irony, Ambiguity'*

**Transactional Modes:**

Lecture by the faculty, class discussion, presentations by students, assignments, library research on topics or problems, required term paper, open text-book study etc.

\*= These texts will be taken up in tutorial mode wherein students' presentations and discussion are mandated.

**Suggested Readings:**

1. Abrams, M. H. *A Glossary of Literary Terms*. Singapore: Harcourt Asia Pvt. Ltd., 2000.
2. Blamires, Harry. *A History of Literary Criticism*. Delhi: Macmillan, 2001.
3. Daiches, David. *Critical Approaches to Literature*. 2nd ed. Hyderabad: Orient Longman, 2001.
4. David Lodge (ed.). *Modern Criticism and Theory*. London, Longman, 1988.
5. David Lodge (ed.). *Twentieth Century Literary Criticism Reader*. London, Longman, 1972.
6. Ford, Boris (ed.). *The Pelican Guide to English Literature*, Vols. 4 & 5. London: Pelican, 1980.
7. Habib, M.A.R. *A History of Literary Criticism: From Plato to the Present*. Oxford: Blackwell, 2005.

8. House, Humphrey. *Aristotle's Poetics*. Ludhiana: Kalyani Publishers, 1970.
9. Lucas, F. L. *Tragedy in Relation to Aristotle's Poetics*. New Delhi: Allied Publishers, 1970.
10. Nagarajan, M.S. *English Literary Criticism & Theory: An Introductory History*. Hyderabad: Orient Longman, 2006.
11. Robert Con Davis (ed). *Contemporary Literary Criticism: Modernism Through Post Structuralism*. London: Longman, 1986.
12. Sethuraman, V S. (ed) *Contemporary Criticism; An Anthology*. Madras: Macmillan, 1989.
13. Waugh, Patricia. *Literary Theory & Criticism: An Oxford Guide*. Delhi: OUP, 2006.
14. Wellek, Rene. *A History of Modern Criticism: 1750-1950*, Vols. I-IV. London: Jonathan Cape, 1958.
15. Wilbur Scott (ed). *Five Approaches of Literary Criticism*. New York: Macmillan, 1978.

**Course Code: ENG.524**

**Course Title: American Literature**

**Total Hours: 60**

L	T	P	Cr
3	1	0	4

**Learning Outcomes:**

By the end of this course, students will be able to:

- Read closely and understand American literature.
- Develop students' understanding of the history and cultural progress of the United States of America through literature conveying the perceptions and experiences of American authors.
- Understand the multiple, complex and internally antagonistic realities of the American people.
- Situate the assigned literary texts in their historical contexts and recognize the impact of major events and transitions.
- Develop a well-written argument about one or more literary texts or authors, and accurately cite literary and other sources.

**UNIT I**

**15 Hours**

A brief introduction to the historical background

Hector St John de Crevecoeur 'What is an American?' (Letter III).

'The American Declaration of Independence'

Ralph W, Emerson 'The American Scholar.'

H. D. Thoreau 'Civil Disobedience'

**UNIT II**

**15 Hours**

Walt Whitman

*Song of Myself* (select poems)

Emily Dickinson

(selections)

Robert Frost

(selections)\*

Langston Hughes

'The Negro Speaks of Rivers' \*

Wallace Stevens 'Peter Quince at the Clavier'

**UNIT III**

**15 Hours**

Herman Melville 'Bartleby the Scrivener'  
Charlotte Perkins Gilman 'The Yellow Wallpaper'\*  
Nathaniel Hawthorne 'Young Goodman Brown'\*  
Ernest Hemingway *The Old man and the Sea*

**UNIT IV**

**15 Hours**

Toni Morrison *Playing in the Dark: Whiteness and the Literary Imagination* (Chapter 1)  
Paule Marshall 'The Making of a Writer: From the Poets in the Kitchen'\*  
Edward Albee *Who's Afraid of Virginia Woolf?*  
Adrienne Cecile Rich 'Compulsory Heterosexuality and Lesbian Existence'\*

**Transactional Modes:**

Lecture by the faculty, class discussion, recitation, presentations by students, assignments, library research on topics or problems, required term paper, open text-book study, reading assignments in supplementary texts, drama-role playing etc.

\*= These texts will be taken up in tutorial mode wherein students' presentations and discussion are mandated.

**Suggested Readings:**

1. Bercovitch, Sacvan. Gen. Ed. *The Cambridge History of American Literature*. Cambridge Mass.: CUP, 1999.
2. Elliott, Emory. Gen. Ed. *Columbia Literary History of the United States*. Columbia: Columbia UP, 1988.
3. Gray, Richard. *A History of American Literature*. New York: Blackwell, 2004.
4. Lauter, Paul, et al. ed. *The Heath Anthology of American Literature*. Volume 1 &2. New York: Heath, 1990.

**Elective course**

**Course Code: ENG.525**

**Course Title: Applied Linguistics**

**Total Hours: 60**

L	T	P	Cr
3	1	0	4

**Learning Outcomes:**

By the end of this course, students will be able to:

- Familiarise themselves with the broad areas in the field of Applied Linguistics.
- Deepen their knowledge of the role of linguistics in society, culture, communication and technology
- Develop and implement a plan for self-directed language and culture learning.
- Widen their understanding of the potential research areas in Applied Linguistics
- Collect language data, organize it appropriately, and carry out initial linguistic analysis of that data.
- Identify and describe factors that are relevant to language development for language groups in multilingual societies.

### **UNIT I**

**15 Hours**

Applied linguistics: Disciplines, theories, models, descriptions; Interdisciplinary nature of applied linguistics\*; Relation between theoretical linguistics and applied linguistics. Scope of applied Linguistics

### **UNIT II**

**15 Hours**

Theories of behaviourism, competence and cognitivism; First and second language acquisition (SLA); Factors related to SLA\*; Bilingualism; Process of perception, comprehension, assessment and production; Language cognition\*, language disorder and brain research

### **UNIT III**

**15 Hours**

Communication Theory: Philosophy and sociology of communication; Language, culture, socialization and pragmatics; Language planning and policy\*; Language and ideology; immersion, heritage and language minority education\*

### **UNIT IV**

**15 Hours**

Lexicography: Lexical and grammatical meaning; components of lexical meaning; Types of dictionaries; Lexicographic methods; Stylistics; Discourse analysis\*; Translation and interpretation; Information design  
Computational Linguistics: Computer anatomy; Programming languages; Databases; Introduction to natural language processing

### **Transactional Modes:**

Lecture by the faculty, class discussion, presentations by students, assignments, library research on topics or problems, required term paper, open text-book study, use of audio-visual aids etc.

\*= These topics will be taken up in tutorial mode wherein students' presentations and discussion are mandated.



**Suggested Readings:**

1. Berns, M., & Matsuda, P. K. *Applied linguistics: Overview and history*. In K. Brown (Ed.), *The Encyclopedia of language and linguistics* (2nd ed.; pp. 394–405). Elsevier, 2006
2. Cook, G. *Applied Linguistics* (in the series *Oxford Introduction to Language Study*). Oxford University Press, 2003.
3. Davies, A. & Elder, C. (eds.) *Handbook of Applied Linguistics*. Blackwell, 2004.
4. Hall, C. J., Smith, P. H. & Wicaksono, R. *Mapping Applied Linguistics. A Guide for Students and Practitioners*. Routledge, 2011.
5. Johnson, Keith & Johnson, Helen. *Encyclopedic Dictionary of Applied Linguistics*, Oxford/Malden. Blackwell, 1999.
6. McCarthy, Michael. *Issues in Applied Linguistics*, Cambridge University Press, 2001.
7. Pennycook, Alastair. *Critical Applied Linguistics: A Critical Introduction*. Lawrence Erlbaum Associates, 2001.
8. Schmitt, Norbert. *An Introduction to Applied Linguistics*. Arnold, 2002.

**Course Code: ENG.526****Course Title: American Fiction****Total Hours: 60**

L	T	P	Cr
4	1	0	4

**Learning Outcomes:**

By the end of this course, students will be able to:

- Get an introduction to American Fiction.
- Demonstrate knowledge of the style, structure, and content of the assigned literary texts from the early as well as the modern American novelists.
- Identify the unique qualities of the authors studied, and compare and contrast them.
- Situate the assigned literary texts in their historical contexts and recognize the impact of major events and transitions.
- Develop a well-written argument about the seminal texts which depict the regional, cultural, ethnic and racial tensions, diversities and issues in America.

**UNIT I****15 Hours**

Mark Twain                      *The Adventures of Huckleberry Finn*  
 Harriet Beecher Stowe      *Uncle Tom's Cabin\**

**UNIT II****15 Hours**

Nathaniel Hawthorne      *The Scarlet Letter\**  
 Herman Melville            *Moby Dick or the Whale*

**UNIT III** **15 Hours**  
 William Faulkner *The Sound and the Fury*  
 Ralph Ellison *Invisible Man\**

**UNIT IV** **15 Hours**  
 Leslie Marmon Silko *Ceremony*  
 F. Scott Fitzgerald *The Great Gatsby\**

**Transactional Modes:**

Lecture by the faculty, class discussion, presentations by students, assignments, library research on topics or problems, required term paper, open text-book study, etc.

\*= These texts will be taken up in tutorial mode wherein students' presentations and discussion are mandated.

**Suggested Readings:**

1. Bercovitch, Sacvan. Gen. Ed. *The Cambridge History of American Literature*. Cambridge Mass.: CUP, 1999.
2. Elliott, Emory. Gen. Ed. *Columbia Literary History of the United States*. Columbia: Columbia UP, 1988.
3. Gray, Richard. *A History of American Literature*. New York: Blackwell, 2004.
4. Fiedler, Leslie. *Love and Death in the American Novel*. New York: Dalkey Archive, 1998.

**Course Code: ENG.527**

**Course Title: Professional Communication in English – II**

**Total: 30 Hours**

L	T	P	Cr
2	0	0	2

**Learning Outcomes:**

By the end of this course, students will be able to:

- Improve their language skills required for effective professional communication.
- Write down their arguments in a well-defined manner.
- Acquire effective academic and professional writing skills.

**UNIT I** **7 Hours**  
 Punctuation, Substitution of words, Restructuring of sentences

**UNIT II** **8 Hours**  
 Structure and Language of a Research Paper/ Report

**UNIT III** **7 Hours**  
 Resume writing

**UNIT IV****8 Hours**

Interview skills

**Transactional Modes:**

Lecture by the faculty, class discussion, presentations by students, assignments, library research on topics or problems, required term paper, open text-book study, vocabulary drills, writing exercises etc.

**Suggested Readings:**

1. Martinet, A V & Thomson A J. *Practical English Grammar* (4<sup>th</sup> Edition). Oxford University Press, 2014.
2. Raman & Sharma. *Technical Communication*. Oxford University Press, 2005.
3. Rizvi, Ahraf. *Effective Technical Communication*. Tata Mc Graw Hill, 2006.
4. Yule, George. *Oxford Practice Grammar*. OUP, 2011.

**SEMESTER-III****Course Code: ENG.551****Course Title: English Literature of the Victorian Period****Total Hours: 60**

L	T	P	Cr
3	1	0	4

**Learning Outcomes:**

By the end of this course, students will be able to:

- Read closely and understand the Victorian period.
- Demonstrate knowledge of the style, structure, and content of the assigned literary texts, from the Victorian period.
- Identify the unique qualities of the authors studied, and compare and contrast them.
- Situate the assigned literary texts in their historical contexts and recognize the impact of major events and transitions.
- Develop a well-written argument about one or more literary texts or authors, and accurately cite literary and other sources.

**UNIT I****15 Hours**

Alfred Tennyson

'Ulysses'

Charles Dickens

*Hard Times*\*

D.G.Rossetti

'The Blessed Damozel'

**UNIT II****15 Hours**

G.M.Hopkins

'The Windhover'

A. C. Swinburne

'Atlanta in Calydon'

Elizabeth Barret

#select poetry\*

Browning

**UNIT III****15 Hours**

John Ruskin 'Lamp of Memory'  
 Walter Pater 'Essay on Style'  
 Christina Rossetti #select poetry\*

**UNIT IV****15 Hours**

Robert Browning 'My Last Duchess'; 'Porphyria's Lover'; 'The Last Ride Together'  
 Emily Bronte *Wuthering Heights*\*

**Transactional Modes:**

Lecture by the faculty, class discussion, recitation, presentations by students, assignments, library research on topics or problems, required term paper, open text-book study etc.

\*= These texts will be taken up in tutorial mode wherein students' presentations and discussion are mandated.

**Suggested Readings:**

1. Carter, Ronald & MacRae, John. The Routledge History of English Literature in English: Britain and Ireland, New York: Routledge 1997.
2. Sanders, Andrew. The Short Oxford History of English Literature, Oxford: Clarendon Press, 1994.
3. Faverty, F.E.L The Victorian Poets: a Guide to Research/(2nd ed.) Cambridge.
4. Johnson, E.D.H.: The Alien Vision of Victorian Poetry. Princeton: Princeton UP, 1982.
5. Miller, J.H.: The Disappearance of God, Law Press, 1963.
6. Flower, Betty S.: Browning and the Modern Tradition. Macmillan, 1976
7. Robert Browning - a Collection of Critical Essays. Drew, Philip, ed by. Published by Houghton, Mifflin Co 1966 (1966)
8. Tracy, Clarence R. Browning's Mind and Art. New York: 1970.

**Course Code: ENG.552****Course Title: English Literature of the Modern Period****Total Hours: 60**

L	T	P	Cr
3	1	0	4

**Learning Outcomes:**

By the end of this course, students will be able to:

- Develop familiarity with English literature of the modern period.
- Gain an understanding of the literary trends of the Modern Period
- Understand the social and political concerns of writers of the ages

**UNIT I****15 Hours**

A brief introduction to the historical background of the period

Joseph Conrad     *Heart of Darkness*  
 James Joyce        *Portrait of the Artist as a Young Man*

**UNIT II****15 Hours**

D.H. Lawrence     *Sons and Lovers\**  
 Virginia Woolf     *Mrs. Dalloway*

**UNIT III****15 Hours**

T.S. Eliot:            'The Waste Land'  
 W.B. Yeats:          #select poems  
 W.H. Auden          #select poems\*

**UNIT IV****15 Hours**

G.B. Shaw            *Arms and the Man*  
 John Osborne       *Look Back in Anger\**

**Transactional Modes:**

Lecture by the faculty, class discussion, recitation, presentations by students, assignments, library research on topics or problems, required term paper, open text-book study, drama-role playing etc.

\*= These texts will be taken up in tutorial mode wherein students' presentations and discussion are mandated.

**Suggested Readings:**

1. Carter, Ronald & MacRae, John. *The Routledge History of English Literature in English: Britain and Ireland*, New York: Routledge 1997.
2. Daiches, David. *The Novel and the Modern World*, Chicago: University of Chicago Press, 1940.
3. Ellmann, Richard: *James Joyce*, Oxford Toronto. Oxford University Press, 1982
4. George Williamson: *A Reader's Guide to T.S. Eliot*; Hudson and Thames, 1955.
5. Karl, Frederick R. *A Reader's Guide to Joseph Conrad*; Weidenfeld and Nicolson, London, 1960.
6. Katherine Worth: *Revolutions in Modern English Drama*; G. Bell, 1973
7. Lubbock, Percy: *The Craft of Fiction*, J. Cape, New York and London, 1924
8. Malkolm Bradbury: *The Modern British Novel*, Secker and. Warburg, 1994.
9. Marwick, Arthur. *British Society Since 1945*. London: Penguin Books, 2003.
10. Murry, John Middleton. *Son of Woman: the story of D. H. Lawrence*. Cape, 1931

11. Sanders, Andrew. *The Short Oxford History of English Literature*, Oxford: Clarendon Press, 1994.
12. Sanders, Andrew. *The Short Oxford History of English Literature*, Oxford: Clarendon Press, 1994. Lubbock, Percy: *The Craft of Fiction*, New York and London, 1924.

**Course Code: ENG.553**  
**Course Title: Literary Theory**  
**Total Hours: 60**

L	T	P	Cr
4	0	0	4

**Learning Outcomes:**

By the end of this course, students will be able to:

- Read closely and understand the seminal writings of select influential figures in literary theory pertaining to different perspectives on literature.
- Demonstrate knowledge of understand how literature can be variously interpreted
- Identify the unique qualities of the authors studied, and compare and contrast them.
- Understand important trends in literary theory and key essays pertaining to these trends.

**UNIT I**

**15 Hours**

Formalism, Structuralism and Post-Structuralism W.K. Wimsatt and Munroe C. Beardsley 'The Intentional Fallacy'  
 Jacques Derrida 'Structure, Sign and Play in the 'Discourse of the Human Sciences'

**UNIT II**

**15 Hours**

Marxism, Feminisms and Gender Studies  
 Elaine Showlater 'Feminist Criticism in the Wilderness'  
 Louis Althusser 'Ideology and Ideological State Apparatuses'

**UNIT III**

**15 Hours**

Psychoanalysis, Modernism and Post-Modernism  
 Lionel Trilling 'Freud and Literature'  
 Michel Foucault 'What is an Author'

**UNIT IV**

**15 Hours**

Post-Colonialism, New Historicism and Cultural Studies  
 Edward Said 'Crisis' [in *Orientalism*]  
 Stuart Hall 'Cultural Studies and its Theoretical Legacies'

**Transactional Modes:**

Lecture by the faculty, class discussion, presentations by students, assignments, library research on topics or problems, required term paper, open text-book study etc.

### Suggested Readings:

1. Abrams, M. H. *A Glossary of Literary Terms*. Singapore: Harcourt Asia Pvt. Ltd., 2000.
2. Ashcroft, Griffiths and Tiffin(eds, *The Post-colonial Studies Reader*. London Routledge 1995 Blamires, Harry. *A History of Literary Criticism*. Delhi: Macmillan, 2001.
3. Barry, Peter. *Beginning Theory*. Manchester: Manchester UP, 2002.
4. Daiches, David. *Critical Approaches to Literature*. 2nd ed. Hyderabad: Orient Longman, 2001.
5. Eagleton, Terry. *Literary Theory: An Introduction*. 2nd ed. Minneapolis: U of Minnesota, 1999.
6. Ford, Boris. ed. *The Pelican Guide to English Literature*, Vols. 4 & 5. London: Pelican, 1980.
7. Habib, M.A.R. *A History of Literary Criticism: From Plato to the Present*. Oxford: Blackwell, 2005.
8. Homi K. Bhabha: 'How Newness Enters the World: Postmodern space, postcolonial times and the trials of cultural translation', in *The Location of Culture* (London: Routledge, 1994), pp. 212-35.
9. Leitch, V.B. ed. *The Norton Anthology of Theory and Criticism*, New York: W.W.Norton, 2001
10. Lodge, David ed..*Modern Criticism and Theory*, London: Longman, 1988.
11. Mikhail Bakhtin: 'Epic and Novel', trs. Caryl Emerson and Michael Holquist, in M. M. Bakhtin, *The Dialogic Imagination*, ed, Michael Holquist (Austin, Texas: University of Texas Press, 1981), pp. 3-40.
12. Nagarajan, M.S. *English Literary Criticism & Theory: An Introductory History*. Hyderabad: Orient Longman, 2006.
13. Nayar, Pramod K. *Contemporary Literary and Cultural Theory*. New Delhi: Pearson, 2010.
14. Victor Shklovsky: "Art as Technique"
15. Waugh, Patricia. *Literary Theory & Criticism: An Oxford Guide*. Delhi: OUP, 2006.
16. Wellek, Rene. *A History of Modern Criticism: 1750-1950*, Vols. I-IV. London: Jonathan Cape, 1958.
17. Wolfreys, Julian. *Literary Theories: A Reader and Guide*. Edinburgh, Edinburgh UP,1999.
18. Wulfgang Iser: "The Reading Process: a Phenomenological Approach"

**Course Code: ENG.554**

**Course Title: Indian English Literature**

**Total Hours: 60**

L	T	P	Cr
3	1	0	4

### Learning Outcomes:

By the end of this course, students will be able to:

- Read closely and understand Indian English literature.
- Demonstrate knowledge of the style, structure, and content of the assigned literary texts, from Indian English literature.
- Identify the unique qualities of the authors studied, and compare and contrast them.
- Situate the assigned the seminal texts in the Indian writing in English and create literary sensibility and emotional response to the Indian literary texts
- Develop a well-written argument about one or more literary texts or authors, and accurately cite literary and other sources.

### UNIT I

**15 Hours**

An introduction to Indian English Literature

Nissim Ezekiel	Night of the Scorpion' ( <i>The Exact Name</i> ) 'Poet, Lover, Birdwatcher' ( <i>The Exact Name</i> ) 'Background, Casually' ( <i>Hymns in Darkness</i> )
Anita Nair	<i>The Ladies Coupe</i>
Dom Moraes*	'Absences' 'Rendezvous' 'Spree'

### UNIT II

**15 Hours**

Manjula Padmanabhan:	<i>Lights Out</i>
Girish Karnad:	<i>Yayati*</i>

### UNIT III

**15 Hours**

Agha Shahid Ali	'Farewell'; 'Ghazal', ("Where are you now?") 'The Country without a Post Office'
R.K. Narayan	<i>The Guide*</i>

### UNIT IV

**15 Hours**

Jawaharlal Nehru	<i>Discovery of India</i> , Chapter 3
V.S. Naipaul	<i>The World is What It Is</i> (Introduction)*

#### **Transactional Modes:**

Lecture by the faculty, class discussion, recitation, presentations by students, assignments, library research on topics or problems, required term paper, open text-book study etc.

\*= These texts will be taken up in tutorial mode wherein students' presentations and discussion are mandated.

#### **Suggested Readings:**

1. Iyenger, K.R. Srinivasa. Indian Writing in English. Sterling Publishers Pvt. Ltd, 2012.
2. King, Bruce. Modern Indian Poetry in English. OUP India, 2005.



3. Mehrotra, A.K. A Concise History of Indian Literature in English. Palgrave Macmillan, 2009.
4. Naik, M.E. Ed. Aspects of Indian Writing in English. Macmillan Publishers India, 2007.
5. Naik, M.K. Indian English Literature: 1980-2000: A Critical Survey. Pencraft International, 2007.
6. Naik, M.K. A History of Indian English Literature. Sahitya Akademi, 2009.
7. Walsh, William. Indian Literature in English. Longman, 1990.
8. Williams, H.M. Indo-Anglian Literature: 1800-1970: A Survey. Sangam Books Ltd., 1979.

**Course Code: ENG.555**

**Course Title: African American Literature**

**Total Hours: 60**

L	T	P	Cr
3	1	0	4

**Learning Outcomes:**

By the end of this course, students will be able to:

- Read closely and understand African American literature.
- Demonstrate knowledge of the style, structure, and content of the assigned literary texts, from African American literature.
- Identify the unique qualities of the authors studied, and compare and contrast them.
- Situate the assigned literary texts in their historical contexts and recognize the impact of major events and transitions.
- understand the contributions of African Americans to the history and cultural progress of the United States of America
- Develop a well-written argument about one or more literary texts or authors, and accurately cite literary and other sources.

**UNIT I**

**15 Hours**

A brief introduction to the historical background

Phillis Wheatley	'On Being Brought from Africa to America'
Lucy Terry	'Bars Fight' *
Maya Angelou	'I know why the caged bird sings'
Gwendolyn Brooks	'A song in the Front Yard'
Langston Hughes	'The Negro Speaks of Rivers' / 'Dream'*

**UNIT II**

**15 Hours**

Frederick Douglass	<i>Narrative of the Life of Frederick Douglass, an American Slave, Written by Himself</i> *
Frances E.W. Harper	<i>Iola Leroy</i>

**UNIT III**

**15 Hours**

Richard Wright	<i>Native Son</i>
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Zora Neale Hurston

*Their Eyes Were Watching God*\*

**UNIT IV**

**15 Hours**

C.L. Franklin 'The Eagle Stirreth Her Nest'\*  
Martin Luther King Jr. 'I Have a Dream' \*  
Lorraine Hansberry *A Raisin' in the Sun*

**Transactional Modes:**

Lecture by the faculty, class discussion, recitation, presentations by students, assignments, library research on topics or problems, required term paper, open text-book study, drama-role playing, use of audio-visual aids etc.

\*= These texts will be taken up in tutorial mode wherein students' presentations and discussion are mandated.

**Suggested Readings:**

1. Hubbard, Doland. *The Sermon and the African American Literary Imagination*. Missouri: Uni. of Missouri P., 1996.
2. Lawrence Levine, *Black Culture and Black Consciousness*. Oxford: OUP, 1977
3. Houston Baker, Jr. *Blues, Ideology, and Afro-American Literature*. Chicago: Chicago Univ. Press, 1964.
4. Richard Barksdale. Ed. *Black Writers of America: A Comprehensive Anthology*. New York: Macmillan, 1972.
5. Lerone Bennett. *Before Mayflower: A History of the Negro in America, 1619-1964*. Baltimore: Penguin Books. 1966.

**Course Code: ENG.556**

**Course Title: Literature and Allied Arts: Cinema**

**Total Hours: 60**

L	T	P	Cr
3	1	0	4

**Learning Outcomes:**

By the end of this course, students will be able to:

- Read closely and understand major concepts in cinema.
- Study Indian and Western traditions of art and culture with special focus on cinema.
- critically analyse key films from Indian and Western tradition

**UNIT I**

**15 Hours**

Major Concepts in Cinema  
Indian and Western traditions  
Misc-en-scene, Montage, Types of Shot, Film Genres

**UNIT II****15 Hours**

The Formation of Genres like Melodrama, Family and Gender as well as an overview of the Development of Indian Popular Cinema Teachers will be free to choose the texts of films dependent on availability.

**UNIT III****15 Hours**

Indian Films suggested for teaching are: Mehboob Khan's 'Mother India'; Guru Dutt's 'Kaghaz ke Phool', 'Pather Panchali', 'Ankur', 'Jaane Bhi Do Yaaro\*', 'Maqbool\*', 'Gangs of Wasseypur\*' Masaan

**UNIT IV****15 Hours**

World Cinema Suggested: Hitchcock's 'Psycho', Vittoria De Sica's 'Bicycle Thieves', Bergman's 'Autumn Sonata\*', Rashomon (Akira Kurosawa, 1950), Oldboy\*, Amelia

**Transactional Modes:**

Lecture by the faculty, class discussion, presentations by students, assignments, library research on topics or problems, required term paper, open text-book study, use of motion pictures, educational films, video tapes, theatre motion pictures, film strips etc.

\*= These texts/films will be taken up in tutorial mode wherein students' presentations and discussion are mandated.

**Suggested Readings:**

1. Nandy. An Intelligent Critic's Guide to Indian Cinema. Christine Gledhill and Linda Williams, eds., *Reinventing Film Studies* (London: Arnold, 2000) *Contemporary Readings* (Boston and New York: Bedford/St. Martin's, 2011)
2. David Bordwell and Kristin Thompson, *Film Art: An Introduction* (New York: McGraw-Hill, any edition)
3. Geoffrey Nowell-Smith, ed., *The Oxford History of World Cinema* (Oxford and New York: Oxford University)
4. John Hill and Pamela Church Gibson, eds., *The Oxford Guide to Film Studies* (Oxford and New York: Oxford University Press, 1998)
5. M. Madhava Prasad. *Ideology of the Hindi Film: A Historical Construction*. Press, 1996)
6. R. Dwyer and C. Pinney (Ed.). *Pleasure and the Nation: History, Politics and Consumption of Public Culture in India*.
7. R. Mazumdar. *Bombay Cinema*. Orient Blackswan Pvt. Ltd.
8. R. Vasudevan. *A Case Study of Indian Popular Cinema*.
9. R. Vasudevan. *Making Meaning in Indian Cinema*.
10. S. Ray. "What Ails Indian Filmmaking?"
11. S. Ray. *Our Films Their Films*.
12. S. Ray. *Our Films Their Films*. Orient Blackswan Pvt. Ltd.

13. Timothy Corrigan, Patricia White, and Meta Mazaj, eds., *Critical Visions in Film Theory: Classic and*
14. Vinay Lal and Ashis Nandy (Ed.). *Fingerprinting Popular Culture: The Mythic and the Iconic in Indian Cinema.*

**Course Code: ENG.543**

**Course Title: Seminar Presentation**

**Total Hours:**

L	T	P	Cr
0	1	0	1

**Learning Outcomes:**

By the end of this course, students will be able to:

- Write a research proposal on an approved topic
- focus on a particular research question coming under the purview of English literary studies
- deliver an oral presentation.

The student will write a Research proposal on an approved topic focusing on a particular research question coming under the purview of English literary studies and give an oral presentation.

**Transaction Mode: Seminar**

**Evaluation Criteria:**

Seminar will be of 100 marks in which Seminar Report and Seminar Presentation will comprise of 50 marks each. During evaluation adequate weightage will be given to Literature Survey/Background information, Organization of Content, Presentation Skills, and Discussion.

- **Apart from this, Students shall Choose a Course (One Credit) from the Value Added Courses Offered in the University during this semester**

**SEMESTER-IV**

**Course Code: ENG.571**

**Course Title: New Literature**

**Total Hours: 60**

L	T	P	Cr
3	1	0	4

**Learning Outcomes:**

By the end of this course, students will be able to:

- Read closely and understand some of the seminal texts of 20<sup>th</sup> and 21<sup>st</sup> century.
- Demonstrate knowledge of the style, structure, and content of the assigned literary texts.
- Identify the unique qualities of the authors studied, and compare and contrast them.

- Situate the assigned literary texts in their historical contexts and recognize the impact of major events and transitions.
- Develop a well-written argument about one or more literary texts or authors, and accurately cite literary and other sources.

#### **UNIT I**

**15 Hours**

Gabriel Garcia Marquez *One Hundred Years of Solitude*.

'On the Beach', in *Too Soon, Too Late: History in Popular Culture* (Bloomington: Indiana University Press, 1988), pp. 93-119. \*

#### **UNIT II**

**15 Hours**

Michael Ondaatje

'The Cinnamon Peeler'; 'The Time Around Scars'; 'Letters and Other Worlds'; 'Billboards', in *The Cinnamon Peeler: Selected Poems* (London: Picador, 1989). \*

Margaret Atwood

*Surfacing*.

#### **UNIT III**

**15 Hours**

'Nature as Monster', in *Survival* (Concord, Ont.: Anansi, 1972, rpt. 1991), pp. 45-67.\* Naguib Mahfouz *Search*

#### **UNIT IV**

**15 Hours**

Jean Rhys

*Wide Sargasso Sea*.

'The Drover's Wife', in *The Arnold Anthology of Post-Colonial Literatures in English*, ed. John Thieme (London: Arnold, 2000). pp. 162-67. \*

#### **Transactional Modes:**

Lecture by the faculty, class discussion, recitation, presentations by students, assignments, library research on topics or problems, required term paper, open text-book study, drama-role playing etc.

\*= These texts will be taken up in tutorial mode wherein students' presentations and discussion are mandated.

#### **Suggested Readings:**

1. Anderson, B.: *Imagined Communities*.
2. Atwood, M.: *Survival : A Thematic Guide to Canadian Literature*.
3. Ashcroft, Bill, et al eds. : *The Post-Colonial Studies Reader*.
4. Ashcroft, Bill. *Post-Colonial Configurations*.
5. Bourke, Lawrence: *A Vivid Steady State*.
6. Brathwaite, E.K. *History of the Voice*.
7. Mary Lou Emery: *Jean Rhys at "World's End"*.
8. Frickey, Pierrette, M. ed.: *Critical Perspectives on Jean Rhys*.
9. Hodge, B. and Mishra, V. *The Dark Side of the Dream*.
10. James, Louis . *Critical Studies of Carribean Writers*.
11. King, Bruce : *The New Literatures in English*.

12. --- : *New National and Post-Colonial Literatures*.
13. Ramazani, Jahan. *The Hybrid Muse : Postcolonial Poetry in English*.
14. Said, Edward. *Reflections on Exile and Other Essays*.
15. Soyinka, W. *Myth, Literature and the African World*.
16. Strauss, J. and Bennet Bruce, eds. *The Oxford History of Australia*.
17. Staley Thomas, F. *Jean Rhys: A Critical Study*.

**Elective course**

**Course Code: ENG572**

**Course Title: English Language Teaching**

**Total Hours: 60**

L	T	P	Cr
3	1	0	4

**Learning Outcomes:**

By the end of this course, students will be able to:

- Develop an understanding of the history of English language and ELT in India
- Critically examine different factors responsible for successful second language acquisition
- Inculcate knowledge of the different teaching and testing methods in ELT

**UNIT I**

**15 Hours**

English language learning and teaching in India; Second language acquisition (SLA); Theories of SLA; non-linguistics factors in SLA\*

**UNIT II**

**15 Hours**

Approaches and methods of teaching English: grammar translation method, direct method, structural approach, communicative approach\*, recent trends

**UNIT III**

**15 Hours**

Teaching English at primary, secondary and tertiary level; Principles and techniques of Teaching of language skills: listening, speaking, reading, writing, grammar and vocabulary; Teaching of prose and poetry\*

**UNIT IV**

**15 Hours**

Technology, teaching aids and ICT tools for teaching/ learning English;\* Curriculum design, testing and evaluation in ELT

**Transactional Modes:**

Lecture by the faculty, class discussion, presentations by students, assignments, library research on topics or problems, required term paper, open text-book study, use of audio-visual aids etc.

\*= These topics will be taken up in tutorial mode wherein students' presentations and discussion are mandated.

### Suggested Readings:

1. Agnihotri, R. K & Khanna, A.L. *English Language Teaching in India*. New Delhi: Sage Publications, 1995.
2. Baumgardner R.J., Greenbaum S., Kachru B.B. *South Asian English: Structure, Use, and Users*. University of Illinois Press, 1996.
3. Bright, J.A. and G.C. Macgreager. *Teaching English as a Second Language*. ELBS and Longman 1970.
4. Dhavavel, S.P. *English Language Teaching in India*. Tata McGraw Hill, 2014.
5. Kachru, B.B. *The Indianization of English: The English Language in India*. Oxford University Press, 1983.
6. Larsen-Freeman, D. *Techniques and Principles in Language Teaching*. New Delhi: Oxford University Press, 2004.
7. Littlewood W. *Communicative Language Teaching*. Cambridge University Press, 1986.
8. Raman R. *English Language Teaching*. Atlantic Publishers, 2004.
9. Richards, J.C. and T. S. Rogers. *Approaches and Methods in Language Teaching*. Cambridge University Press, 1986.
10. Richards, J.C. and S. Rodgers. *Approaches and Methods in Language Teaching*. Cambridge University: Cambridge University Press, 1985.
11. Saraswathi, V. *English Language Teaching –Principles and Practice*. Orient Longman, 2004.
12. Tickoo, M. L. *Teaching and Learning English –A Sourcebook for Teachers and Teacher Trainers*. Hyderabad: Orient Longman, 2003.
13. Widdowson, W.G. *Stylistics and Teaching of Literature*. Oxford University Press, 1978.

### Elective course

**Course Code: ENG.573**

**Course Title: American Poetry**

**Total Hours: 60**

L	T	P	Cr
3	1	0	4

### Learning Outcomes:

By the end of this course, students will be able to:

- Read closely and understand American Poetry.
- Demonstrate knowledge of the style, structure, and content of the assigned literary texts, from Chaucer to Milton.
- Identify the unique qualities of some of the seminal American poems which depict American perceptions and concerns, and poetic styles

### UNIT I

**15 Hours**

Anne Bradstreet	‘To My Dear and Loving Husband’ *
Walt Whitman	‘A passage to India’
Allan Poe	‘The Raven’
Emily Dickinson	(select poems)*

**UNIT II****15 Hours**

Robert Frost 'Birches'; 'Home Burial'\*  
 Wallace Stevens 'Anecdote of the Jar'/ 'The Emperor of Ice Cream'\*  
 Edwin Arlington Robinson 'Richard Cory'  
 Hart Crane 'Poem: To Brooklyn Bridge'

**UNIT III****15 Hours**

Sylvia Plat 'Lady Lazarus'  
 Audre Lorde 'Martha'\*  
 Robert Lowell 'For the Union Dead'  
 Sonia Sanchez 'Homecoming'\*

**UNIT IV****15 Hours**

Ezra Pound 'Hugh Selwyn Mauberley'  
 Allen Ginsberg 'America'  
 H. D. 'The Garden'\*  
 E.E. Cummings 'Anyone Lived in a Pretty How Town/ Buffalo Bill'\*

**Transactional Modes:**

Lecture by the faculty, class discussion, recitation, presentations by students, assignments, library research on topics or problems, required term paper, open text-book study, etc.

\*= These texts will be taken up in tutorial mode wherein students' presentations and discussion are mandated.

**Suggested Readings:**

1. Alan Nadel. *Containment Culture: American narratives, Postmodernism, and the Atomic Age.*
2. Deborah Nelson. *Pursuing Privacy in Cold War America.*
3. Elaine Tyler May. *Homeward Bound: American Families in the Cold War.*
4. Jeffrey Gray, *Mastery's End: Travel and Postwar American Poetry.*
5. Lary May, ed. *Recasting America: Culture and Politics in the Age of the Cold War.* David Haberstan. *The Fifties.*
6. Michael Davidson. *Guys Like Us: Citing Masculinity in Cold War Poetics.*
7. Thomas Travisano. *Mid-Century Quartet.*

**Elective course****Course Code: ENG.574****Course Title: Colonial Discourse and Postcolonial Studies****Total Hours: 60**

L	T	P	Cr
3	1	0	4

**Learning Outcomes:**

By the end of this course, students will be able to:

- Get an introduction to postcolonial studies.



- Read closely and understand post-colonial literature.
- Understand how literature can be variously interpreted by using post-colonial theories and study key essays pertaining to colonial discourse and postcolonial studies

**UNIT I** **15 Hours**  
Introduction to postcolonial studies: Concepts of Inbetweenness, Mimicry, Identity, Subaltern.

**UNIT II** **15 Hours**  
Gayatri Chakravorty Spivak 'Can the Subaltern Speak'  
Frantz Fanon 'On National Culture' from *The Wretched of the Earth* (Harmondsworth: Penguin, 1967): 166-99.

**UNIT III** **15 Hours**  
Stuart Hall 'Cultural Identity and Diaspora'  
Homi Bhabha 'Of Mimicry and Man'

**UNIT IV** **15 Hours**  
Arundhati Roy *God of Small Things*\*  
Mahasweta Devi 'Draupadi'

**Transactional Modes:**

Lecture by the faculty, class discussion, presentations by students, assignments, library research on topics or problems, required term paper, open text-book study, use of audio-visual aids etc.

\*= These texts will be taken up in tutorial mode wherein students' presentations and discussion are mandated.

**Suggested Readings:**

1. Ania Loomba, Colonialism/Postcolonialism (London and New York: Routledge, 1998).
2. Benedict Anderson, Imagined Communities (London: Verso, 1983).
3. Homi K. Bhabha, The Location of Culture (London and New York: Routledge, 1994).
4. John McLeod, Beginning Postcolonialism (Manchester and New York: Manchester UP, 2000).
5. Kumkum Sangari and Sudesh Vaid (eds.), Recasting Women (New Delhi: Kali, 1989).
6. Leela Gandhi, Postcolonial Theory (Oxford: Oxford UP, 1988).
7. Rajeswari Sunder Rajan (ed.), The Lie of the Land: English Literary Studies in India (Delhi: Oxford UP, 1992).
8. Robert J. C. Young, Postcolonialism: A Very Short Introduction (Oxford: Oxford UP, 2003).

9. Rumina Sethi, *Myths of the Nation: National Identity and Literary Representation* (Oxford: Clarendon, 1999).
10. Rumina Sethi, *The Politics of Postcolonialism* (London: Pluto, 2011).

**Elective course**

**Course Code: ENG.575**

**Course Title: Classics of World Literature**

**Total Hours: 60**

L	T	P	Cr
3	1	0	4

**Learning Outcomes:**

By the end of this course, students will be able to:

- Read closely and the classics of world literature.
- Demonstrate knowledge of the style, structure, and content of the assigned literary texts.
- Identify the unique qualities of the authors studied, and compare and contrast them.
- Situate the assigned literary texts in their historical contexts and recognize the impact of major events and transitions.
- Widen the horizons of their knowledge and show the depth of human experience through literature.

<b>UNIT I</b>		<b>15 Hours</b>
	Sophocles Guy de Maupassant	<i>Oedipus Rex</i> * Selected stories
<b>UNIT II</b>		<b>15 Hours</b>
	Rabindranath Tagore Ghalib	<i>Gitanjali</i> (Selections)* Poems
<b>UNIT III</b>		<b>15 Hours</b>
	Achebe Kafka	<i>Things Fall Apart</i> * <i>Trial</i>
<b>UNIT IV</b>		<b>15 Hours</b>
	Neruda Pirandello	Poems <i>Six Characters in Search of an Author</i> *

**Transactional Modes:**

Lecture by the faculty, class discussion, recitation, presentations by students, assignments, library research on topics or problems, required term paper, open text-book study, use of audio-visual aids etc.

**Suggested Readings:**

The books of the selected author to be communicated during the sessions by the course coordinator.

**Elective course****Course Code: ENG.577****Course Title: Overview of English Language and Literature- I****Total 30 Hours**

L	T	P	Cr
0	2	0	2

**Learning Outcomes:**

By the end of this course, students will be able to:

- Revise and review of the literary and linguistic concepts from the earlier semester
- Prepare for the competitive exams like the UGC-NET, SLET

**UNIT I****15 Hours**

British Literature from Chaucer to the present day  
American and other non – British Literature's

**UNIT II****15 Hours**

Literary Theory and Criticism  
Rhetoric and Prosody

**Transactional Modes:**

Lecture by the faculty, class discussion, presentations by students, assignments, library research on topics or problems, required term paper, open text-book study etc.

**Suggested Readings:**

1. Baker, E. *The History of the English Novel*, 10 vols, Barnes and Noble, 1966-1967.
2. Daiches, D. *A Critical History of English Literature*. 2nd ed. in 4 vols., Secker and Warburg, 1971-1972
3. Elton, O. *A Survey of English Literature*, 1730-1780, 1780-1830, 1830-1880, 6 vols, Edward Arnold Publishers, 1948.
4. Ford, B. ed. *The New Pelican Guide to English Literature*, rev. and enlarged ed. in 9 vols., Penguin Books, 1982-1988.
5. Hogg, Richard M., ed. *The Cambridge History of the English Language*. Cambridge: Cambridge UP, 1992. Print.
6. Legouis, E., Cazamian. L. *A History of English Literature*, Dent and Sons, 1964.
7. *Longman Literature in English*. Gen. Ed. Carroll, D., Walsh, C. An M. Wheeler. (14 volumes in the series), Longman, 1987-2004.
8. Pyles, Thomas, and John Algeo. *The Origins and Development of the English Language*. New York: Harcourt Brace Jovanovich, 1993.
9. *The Cambridge History of English Literature*. Ed. Ward, A.W., Waller, A.R., 15 vols., Cambridge University Press, 1907-1927
10. *The Oxford History of English Literature*. Ed. Wilson, F.P., Dobree, B., 14 vols., Oxford University Press, since 1945 (series not complete)

11. Ward, A.C. *Illustrated History of English Literature*. 3 vols., Longmans, 1953-1955.

**Elective course**

**Course Code: ENG.578**

**Course Title: Overview of English Language and Literature-II**

L	T	P	Cr
0	2	0	2

**Total 30 Hours**

**Learning Outcomes:**

By the end of this course, students will be able to:

- Revise and review of the literary and linguistic concepts from the earlier semester
- Prepare for the competitive exams like the UGC-NET, SLET

**UNIT I**

**15 Hours**

History of English Language, English Language Teaching

**UNIT II**

**15 Hours**

European Literature from Classical Age to the 20th Century  
Indian writing in English and Indian Literature in English translation

**Transactional Modes:**

Lecture by the faculty, class discussion, presentations by students, assignments, library research on topics or problems, required term paper, open text-book study, use of audio-visual aids etc.

**Suggested Readings:**

1. Baker, E. *The History of the English Novel*, 10 vols, Barnes and Noble, 1966-1967.
2. Daiches, D. *A Critical History of English Literature*. 2nd ed. in 4 vols., Secker and Warburg, 1971-1972
3. Elton, O. *A Survey of English Literature*, 1730-1780, 1780-1830, 1830-1880, 6 vols, Edward Arnold Publishers, 1948.
4. Ford, B. ed. *The New Pelican Guide to English Literature*, rev. and enlarged ed. in 9 vols., Penguin Books, 1982-1988.
5. Hogg, Richard M., ed. *The Cambridge History of the English Language*. Cambridge: Cambridge UP, 1992. Print.
6. Legouis, E., Cazamian. L. *A History of English Literature*, Dent and Sons, 1964.
7. *Longman Literature in English*. Gen. Ed. Carroll, D., Walsh, C. An M. Wheeler. (14 volumes in the series), Longman, 1987-2004.
8. Pyles, Thomas, and John Algeo. *The Origins and Development of the English Language*. New York: Harcourt Brace Jovanovich, 1993.

9. *The Cambridge History of English Literature*. Ed. Ward, A.W., Waller, A.R., 15 vols., Cambridge University Press, 1907-1927
10. *The Oxford History of English Literature*. Ed. Wilson, F.P., Dobree, B., 14 vols., Oxford University Press, since 1945 (series not complete)
11. Ward, A.C. *Illustrated History of English Literature*. 3 vols., Longmans, 1953-1955.

**Course Code: ENG.599**

**Course Title: Project**

**Total Hours: 80**

L	T	P	Cr
0	6	0	6

**Learning Outcomes:**

By the end of this course, students will be able to:

- Write a project report on the approved topic
- focusing on a particular research question coming under the purview of English literary studies during a seminar

**Course Contents**

The student will write a project on an approved topic, the proposal of which was presented in the previous semester, focusing on a particular research question coming under the purview of English literary studies during a seminar.

**Transactional Modes:**

Project Method

**Evaluation Criteria:**

As per university guidelines for Master's Programmes.

**Course Code: ENG.544**

**Course Title: Seminar Presentation**

**Total Hours: 80**

L	T	P	Cr
0	6	0	6

**Learning Outcomes:**

- Present a project report using .ppt on the approved topic
- focusing on a particular research question coming under the purview of English literary studies during a seminar

**Course Contents:**

The Project written by the students on an approved topic, the proposal of which was presented in the previous semester, focusing on a particular research question coming under the purview of English literary studies, shall be presented in this Seminar.

**Evaluation Criteria:**

Seminar will be of 100 marks in which Seminar Report and Seminar Presentation will comprise of 50 marks each. During evaluation adequate weightage will be given to Literature Survey/Background information, Organization of Content, Presentation Skills, and Discussion.

**Transactional Modes:**

Seminar presentation

**Apart from this, Students shall Choose a Course (1 Credit) from the Value Added Courses Offered in the University during this semester**

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