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M.A. English

Programme Code: MAENG

Session 2023-24

PROGRAMME BROCHURE



MATA GUJRI COLLEGE, FATEHGARH SAHIB

(An Autonomous College)

M.A. English Revised Syllabus as per UGC guidelines under CBCS (Choice Based Credit System) recommended by Board of Studies on.....approved by Academic Council on.....

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Introduction to CBCS (Choice Based Credit System)

Choice Based Credit System The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill-based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Grading system provides uniformity in the evaluation and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations which enables the student to move across institutions of higher learning. The uniformity in evaluation system also enables the potential employers in assessing the performance of the candidates.

Definitions

1. **'Academic Programme'** means an entire course of study comprising its programme structure, course details, evaluation schemes etc. designed to be taught and evaluated in a teaching Department
2. **'Course'** means a segment of a subject that is part of an Academic Programme.
3. **'Programme Structure'** means a list of courses (Core, Elective, Open Elective) that makes up an Academic Programme, specifying the syllabus, Credits, hours of teaching, evaluation and examination schemes, minimum number of credits required for successful completion of the programme etc.
4. **'Core Course'** means a course that a student admitted to a particular programme must successfully complete to receive the degree and which cannot be substituted by any other course
5. **'Elective Course'** means an optional course to be selected by a student out of such courses offered by the Department
6. **'Interdisciplinary Course'** means a course which is available for students that relate literature to other related disciplines.
7. **'Credit'** means the value assigned to a course which indicates the level of instruction; One-hour lecture per week equals 1 Credit, 2 hours practical class per week equals 1 credit. Credit for a practical could be proposed as part of a course or as a separate practical course

English Programme Details

Programme Objectives:

1. To provide students with a sound foundation in literary concepts necessary to formulate, analyze and articulate narrative expressions.
2. To introduce various literatures in English to the students with a focus on socio-historical and political contexts.
3. To help students to comprehend and critique literature in the light of critical approaches.
4. To equip students to use literary and critical skills learnt during the course for creative production.
5. To create interest in independent literary pursuits for further career in academics, research and industry

Programme Specific Outcomes:

A student with a Master's degree in English will be able to

1. build skills of analytical and interpretive argument.
2. Identify, formulate, review literature and analyze texts to interpret narrative and discursive concerns.
3. Conduct investigations of discursive and narrative problems: Use critical theory and practices to investigate narrative constructs.
4. Support creative writing and narrative skills
5. Apply reasoning informed by the contextual knowledge to assess socio-cultural issues.
6. Articulate, clearly and persuasively, literary concepts and theories learnt during the course.

ORDINANCES FOR MASTER OF ARTS ENGLISH

Applicability of Ordinances for the time being in force

Notwithstanding the integrated nature of a course spread over more than one academic year, the Ordinances in force at the time a student joins a course shall hold good only for the examination held during or at the end of the academic year. Nothing in these ordinances shall be deemed to debar the College from amending the ordinances subsequently and the amended ordinances, if any, shall apply to all the students whether old or new.

I. The examination for the degree of Master of Arts (English) shall be held in four parts to be called M.A. English Semester-I, M.A. English Semester-II, M.A. English Semester-III and M.A. English Semester-IV. The Examination of odd semester shall be held in the months of November/December and the examination of even semesters shall be held in the months of April/ May or such other dates as may be fixed by the College.

II. A (i) The candidates will be required to pay examination fees as prescribed by the College from time to time.

(ii) The examination forms and fees for the external examinations must reach the Controller of Examinations on dates prescribed by the Controller of Examination

B. Candidates shall submit their admission forms and fee for admission to the examination countersigned by the authorities as mentioned in the relevant Ordinances. For improvement of marks/division. the fee will be as prescribed by the college and will be charged for each semester.

III. The medium of examination shall be English.

IV. The syllabus be such as may be prescribed by the College from time to time.

V. Each paper will be of 100 Marks out of which 30% shall be for internal assessment. The Break-up of 30 Marks for Internal Assessment is as below:

1.	Mid Semester Tests	15 Marks
2.	Class Attendance	07 Marks
3.	Assignment/Seminar etc.	08 Marks
	Total Marks	30 Marks

The minimum number of marks required to pass the examination shall be 35% marks in each paper separately in Internal and External and 35% in aggregate of internal and external.

VI. There will be no condition of passing papers for promotion from odd semester to even semester in an Academic Session.

To qualify for admission to 2nd year of the Course, the candidate must have passed 50% of total papers of the two semesters of the 1st year.

A candidate placed under reappear in any paper, will be allowed two chances to clear the reappear, which shall be available within consecutive two years/chances i.e. to pass in a paper the candidate will have a total of three chances, one as regular student and two as reappear candidate.

Provided that he shall have to qualify in all the papers prescribed for M.A. English course within a period of four years from the date he joins the course. In case, he fails to do so within the prescribed period of four years as aforesaid he shall be declared fail.

The examination of reappear papers of odd semester will be held with regular examination of the odd semester and reappear examination of the even semester will be held with regular examination of even semester. But if a candidate is placed under reappear in the last semester of the course, he will be provided a chance to pass the reappear with the examination of the next semester, provided his reappear of lower semester does not go beyond next semester. It is understood that a reappear or failed candidate shall be allowed to take the examination in papers not cleared by him according to the datesheets of the semester examinations in which such papers may be adjusted. After completing two years of studies (i.e. four semester course) he shall not be admitted to any semester of the same course and will not have any privileges of a regular student.

VII. The grace marks shall be allowed according to the general ordinances relating to Award of Grace Marks decided by the Examination Branch.

VIII. Successful candidate who obtains 75% or more of the aggregate marks in Part- 1 and Part-II examination taken together shall be declared to have passed the examination with distinction and who obtains 60% or more marks shall be placed in the first division. Those who obtain 50% or more but less than 60% shall be placed in the second division and all below 50% shall be placed in the third division.

IX. The examination in M.A. English Part- I shall be open to a person who

1. has passed graduation in any Faculty having obtained 50% marks.
2. Candidate belonging to the following categories shall be allowed relaxation of 5% in the aggregate percentage:
3. Scheduled Castes and Scheduled Tribes.
4. Physically Handicapped, provided that they produce a medical certificate that he/she has at least 40% physical disability.

X. Every candidate will be required to attend 75% attendance of the number of periods delivered in each paper from the date of the candidate's admission to the department/college.

Note: The shortage in the attendance of lectures of the candidate will be condoned as per rules made by the College from time to time.

XI. An Elective Course would be offered only if that choice is opted by a minimum of 10 students.

PROGRAMME STRUCTURE

The M.A. English programme is a two-year Course divided into four semesters. A student is required to complete 120 credits for the completion of Course and the award of degree.

		Semester	Semester
Part – I	First Year	Semester I	Semester II
Part – II	Second Year	Semester III	Semester IV

Course Credit Scheme

Semester	Core Courses			Elective Course			Interdisciplinary			Seminar	Total Credits
	No. of papers	Credits (L+T)	Total Credits	No. of papers	Credits (L+T)	Total Credits	No. of papers	Credits (L+T)	Total Credits		
I	3	12+3	15	01	4+1	5	01	4+1	5	2	27
II	3	12+3	15	02	8+2	5	01	4+1	5	2	27
III	3	12+3	15	02	8+2	5	01	4+1	5	2	27
IV	3	12+3	15	02	8+2	5	01	4+1	5	2	27
Total Credits for the Course			60			20			20	8	108

- For each Core, Elective Course and Interdisciplinary Course, there will be 4 lecture hours of teaching per week (worth 4 credits) and 1 hour of tutorial class (worth 1 credit).

PAPER SCHEME

- Duration of examination of each paper shall be 3 hours.
- Each paper shall be of 100 marks, out of which 70 marks, shall be allocated for semester examination and 30 marks for internal assessment.
- There shall be a seminar of maximum of 2 credits in each semester.

DIVISION OF INTERNAL ASSESSMENT:

The internal assessment of a student shall be marked according to the following pattern:

- 15 Marks for Mid Semester Tests
- 8 Marks for Assignments
- 7 Marks for Attendance and Class Performance

FULL COURSE DETAIL**CORE COURSES**

Course Code	Course	Theory	Tutorial	Credits
MAE 1001	The Elizabethan and Jacobean Period in English Literature 1560-1640	04	01	05
MAE 1002	The Restoration Period in English Literature 1640-1700	04	01	05
MAE 1003	The Augustan Period in English Literature 1700-1798	04	01	05
MAE 2001	The Romantic Period in English Literature 1798-1840	04	01	05
MAE 2002	The Victorian Period in English Literature 1840-1900	04	01	05
MAE 2003	The Modern Period in English Literature 1900-1950	04	01	05
MAE 3001	English Prose	04	01	05
MAE 3002	Literary Criticism	04	01	05
MAE 3003	Indian writing in English	04	01	05
MAE 4001	World Fiction in English	04	01	05
MAE 4002	Literary Theory	04	01	05
MAE 4003	World Literature in Translation	04	01	05
Total Credits		48	12	60

ELECTIVE COURSES

Course Code	Course	Theory	Tutorial	Credits
MAE 1004 A	Women's Writing in english	04	01	05
MAE 1004 B	An Introductory Course in Linguistics	04	01	05
MAE2004 A	Indian Literature in English Translation	04	01	05
MAE 2004 B	New Literature in English	04	01	05
MAE 3004 A	American Literature : Novel and Poetry	04	01	05
MAE 3004 B	English Language teaching	04	01	05
MAE 4004 A	American Literature : Drama and Non-fictional Prose	04	01	05
MAE 4004 B	English Language Teaching	04	01	05
Total Credits				20*

* The candidate has to choose one of the two Electives offered in a semester.

INTERDISCIPLINARY COURSES

Course Code	Course	Theory	Tutorial	Credits
MAE 1005	Literature and Psychology	04	01	05
MAE 2005	Literature and History	04	01	05
MAE 3005	Philosophy and Literature	04	01	05

MAE 4005	Literature and History	04	01	05
Total Credits		16	04	20

Total Credits = 60 (Core Courses)+20 (Elective Courses) + 20(Interdisciplinary Courses) + 08(Seminar)08 = 108

M. A. English Programme (Semester Wise)
Syllabus
For the Academic Year (2023-24)
Semester I

CODE	PAPER	TITLE	CREDITS	Internal	External	Total
MAE 1001	CORE PAPER I	The Elizabethan and Jacobean Period in English Literature 1560 – 1640	4+1=5	30	70	100
MAE 1002	CORE PAPER II	The Restoration Period in English Literature 1640 – 1700	4+1=5	30	70	100
MAE 1003	CORE PAPER III	The Augustan Period in English Literature 1700 – 1798	4+1=5	30	70	100
MAE 1004 A	ELECTIVE I	Women's Writing in English	4+1=5	30	70	100
MAE 1004 B	ELECTIVE I	An Introductory Course in Linguistics	4+1=5	30	70	100
MAE 1005	INTER DISCIPLINARY I	Literature and Psychology	4+1=5	30	70	100
MAE 1006		Seminar	02	40	-	40

Semester – II

CODE	PAPER	PAPER	CREDITS	Internal	External	Total
MAE 2001	CORE PAPER IV	The Romantic Period in English Literature 1798 – 1840	4+1=5	30	70	100
MAE 2002	CORE PAPER V	The Victorian Period in English Literature 1840 – 1900	4+1=5	30	70	100
MAE 2003	CORE PAPER VI	The Modern Period in English Literature 1900 – 1950	4+1=5	30	70	100
MAE 2004 A	ELECTIVE II	Indian Literature in English Translation	4+1=5	30	70	100
MAE 2004 B	ELECTIVE II	New Literatures in English	4+1=5	30	70	100
MAE 2005	INTER DISCIPLINARY II	Literature and History	4+1=5	30	70	100
MAE 2006		Seminar	2	40	-	40

M. A. English

Syllabus
For the Academic Year (2023-24)
Semester III

CODE	PAPER	TITLE	CREDITS	Internal	External	Total
MAE 3001	CORE PAPER VII	English Prose	4+1=5	30	70	100
MAE 3002	CORE PAPER VIII	Literary Criticism	4+1=5	30	70	100
MAE 3003	CORE PAPER IX	Indian Writing in English	4+1=5	30	70	100
MAE 3004 A	ELECTIVE III	American Literature : Novel and Poetry	4+1=5	30	70	100
MAE 3004 B	ELECTIVE III	English Language Teaching	4+1=5	30	70	100
MAE 3005	INTER DISCIPLINARY III	Philosophy and Literature	4+1=5	30	70	100
MAE 3006		Seminar	02	40	-	40

Semester – IV

CODE	PAPER	PAPER	CREDITS	Internal	External	Total
MAE 4001	CORE PAPER X	World Fiction in English	4+1=5	30	70	100
MAE 4002	CORE PAPER XI	Literary Theory	4+1=5	30	70	100
MAE 4003	CORE PAPER XII	World Literature in Translation	4+1=5	30	70	100
MAE 4004 A	ELECTIVE IV	American Literature : Drama and Non-fictional Prose	4+1=5	30	70	100
MAE 4004 B	ELECTIVE IV	English Language Teaching	4+1=5	30	70	100
MAE 4005	INTER DISCIPLINARY IV	Literature and History	4+1=5	30	70	100
MAE 4006		Seminar	2	40	-	40

**M. A. English
Syllabus
For the Academic Year (2023-24)
Semester I**

CODE	PAPER	TITLE	CREDITS	Internal	External	Total
MAE 1001	CORE PAPER I	The Elizabethan and Jacobean Period in English Literature 1560 – 1640	4+1=5	30	70	100
MAE 1002	CORE PAPER II	The Restoration Period in English Literature 1640 – 1700	4+1=5	30	70	100
MAE 1003	CORE PAPER III	The Augustan Period in English Literature 1700 – 1798	4+1=5	30	70	100
MAE 1004 A	ELECTIVE I	Women’s Writing in English	4+1=5	30	70	100
MAE 1004 B	ELECTIVE I	An Introductory Course in Linguistics	4+1=5	30	70	100
MAE 1005	INTERDISCIPLINARY I	Literature and Psychology	4+1=5	30	70	100
MAE 1006		Seminar	02	40	-	40

SEM-I**MAE 1001: CORE PAPER 1- The Elizabethan and Jacobean Period in English Literature
(1560 – 1640)****Maximum marks: 100****Theory: 70****Internal Assessment: 30****Pass marks: 35%****Time allowed: 3 hours****Credits: 4+1(tutorial) =5****Course Objectives:**

1. To acquaint students with the social and political background of the Elizabethan and Jacobean period.
2. To familiarize the students with the major literary texts of the period.
3. To train the students in the reading of literary texts in relation to the socio-political context.

Course Learning Outcomes:

1. The students will learn about Renaissance Humanism, University Wits and genres: Poetry, Prose and Drama of the Elizabethan Period.
2. Students will display a comprehensive ability to critically analyze literary texts of the Elizabethan and Jacobean periods.
3. Be exposed to the origin and growth of drama in England.
4. The students would exhibit an understanding of the historical, socio-political and literary features of Elizabethan era.

COURSE CONTENT**UNIT I**

1. Salient features of European Renaissance , Impact of Renaissance on England, Humanism, Reformation and its impact on English Literature, Origin and growth of Elizabethan Drama, Significance of Shakespeare in English Literature, Prose and Poetry during Elizabethan times.

2. Christopher Marlowe: *The Tragical History of the Life and Death of Dr. Faustus*

UNIT II

3. William Shakespeare: *The Tempest*
4. George Herbert: Selected Poems
[Helen Gardner (ed.) *The Metaphysical Poets* (Rupa & Co., 1980)]
 - a. The Agonie
 - b. Affliction
 - c. The Temper
 - d. Virtue
5. John Donne: Selected Poems
 - a. The Flea
 - b. The Sun Rising
 - c. The Good Morrow
6. Andrew Marvell:
 - a. To His Coy Mistress

SUGGESTED READINGS:

1. Abrams, M.H. *A Glossary of Literary Terms* 11th edition. Emeritus: Cornell University, 2015.
2. Alexander, Michael. *A History of English Literature*. 2nd edition. Palgrave Macmillan, 2007.
3. Burrow, Colin. *Metaphysical Poetry*. Penguin Classics, 2006.
4. Clifford, Leech. *Christopher Marlowe: A Collection of Critical Essays*. New Delhi: Prentice Hall India, 1978.
5. Cohen, J.M. *A History of Western literature*. Penguin Books, 1956.
6. Cuddon, J.A. *The Penguin Dictionary of Literary Terms*. Massachusetts: Blackwell publisher ltd., 1998.
7. Evans, Benjamin Ifor. *A Short History of English Literature*. Penguin Books, 1976.
8. Murphy Patrick M., *The Tempest: Critical Essays*. Taylor & Francis, 2013.

SEM-I

9. Nicoll, A. *The Theory of Drama*, New Delhi: Doaba House, 2005.
10. O'Neill, Judith. *Critics on Marlowe*. London: Allen & Unwin, 1969.
11. Sharma, Ghansham. *Reinterpretations of Marlowe's Faustus: A Collection of Critical Essays* (Twentieth Century Views Series). New Delhi: Doaba House, 1984.
12. Vaughan Alden T., Virginia Mason Vaughan. *The Tempest: A Critical Reader*. Bloomsbury Publishing, 2014.
13. Williamsons, George. *Six Metaphysical Poets: A Reader's Guide*. Syracuse University Press, 1967.

SEM-I**TESTING****UNIT-I**

Question I will have three short notes (200 words each) which shall be set from the topics mentioned in point 1, Unit I. The candidate will have to attempt two out of the given three.

(13marks)

Question II will have one long answer type question with internal choice which shall be set from text *-The Tragical History of the Life and Death of Dr. Faustus*, prescribed in Unit I.

(12marks)

UNIT-II

Question III will have one long answer type question with internal choice which shall be set from the text *-The Tempest*, prescribed in Unit II.

(13 marks)

Question IV will have one long answer type question with internal choice which shall be set from the authors/poets mentioned in point no: 4, 5 & 6 (George Herbert/ John Donne/ Andrew Marvell) in Unit II.

(12 marks)

Question V shall cover the **entire syllabus (Unit 1 and Unit II)**. This question will have 10 short answer type questions of about 100 words each - eight on the prescribed texts and the remaining two on history/movement/genre that form the subject of the given course. Each question shall carry 2 marks.

(10x2=20 marks)

SEM I**MAE 1002: CORE PAPER II- The Restoration Period in English Literature (1640-1700)****Maximum marks: 100****Theory: 70****Internal Assessment: 30****Pass marks: 35%****Time allowed: 3 hours****Credits: 4+1(tutorial) =5****Course Objectives:**

1. To familiarize students with the socio-political background of the Restoration Period in English Literature.
2. To acquaint students with the major literary trends of this period.
3. To help students relate literary texts with the socio-political contexts of the Restoration period.

Course Learning Outcomes:

1. The students will have gained knowledge of the political scenario comprising the Civil War, the Restoration and the major movement: Puritanism.
2. Students will be able to critically analyze the major literary texts of the period.
3. The student will have learnt the unique qualities of the authors studied and compare and contrast them.
4. Students will be able to situate the assigned literary text in its historical context and recognize the impact of major events and transitions.

UNIT I

1. The Civil War and Establishment of Commonwealth, Rise of Puritanism, Impact of Puritanism on Literature, Characteristics of Restoration Literature, Comedy of Manners, Significance of Milton in English Literary History.
2. John Milton: *Paradise Lost Book I*

UNIT II

3. John Dryden: *Absalom and Achitophel*
4. William Wycherley: *The Country Wife*

SUGGESTED READINGS:

1. Abrams, M.H. *A Glossary of Literary Terms*. Emeritus: Cornell University. 11th edition 2015.
2. Alexander, Michael. *A History of English Literature*. Palgrave Macmillan. 2nd edition, 2007.
3. Cohen, J.M. *A History of Western literature*. Penguin Books, 1956.
4. Cuddon, J.A. *The Penguin Dictionary of Literary Terms*. Massachusetts: Blackwell publisher ltd., 1998.
5. Evans, Benjamin Ifor. *A Short History of English Literature*. Penguin Books, 1976.
6. Ford, Boris. ed. *From Dryden to Johnson* (The Pelican Guide to English Literature), Penguin Books 1982.
7. Martz, Louis L., ed. *Milton: A Collection of Critical Essays*, Prentice Hall, N.J., 1966.
8. Pattison, Mark. *Milton*, Lyall Book Depot, Chandigarh, 1966.
9. Smith, D. Nichol. *John Dryden*, Cambridge University Press, 1949.
10. Vance, John A. *William Wycherley and the Comedy of Fea.*, University of Delaware Press, 2000.
11. Waldock, A. J., *Paradise Lost and Its Critics*, Cambridge University Press, 1966.
12. Young, K. *John Dryden: A Critical Biography*, Sylvan Press, 1954.

SEM-I**TESTING****UNIT-I**

Question I will have three short notes (200 words each) which shall be set from the topics mentioned in point 1, Unit I. The candidate will have to attempt two out of the given three.

(13 marks)

Question II will have one long answer type question with internal choice which shall be set from text – *Paradise Lost Book I*, prescribed in Unit I.

(12 marks)

UNIT-II

Question III will have one long answer type question with internal choice which shall be set from the text -*Absalom and Achitophel*, prescribed in Unit II.

(13 marks)

Question IV will have one long answer type question with internal choice which shall be set from the text - *The Country Wife* prescribed in Unit II.

(12 marks)

Question V shall cover the **entire syllabus (Unit 1 and Unit II)**. This question will have 10 short answer type questions of about 100 words each - eight on the prescribed texts and the remaining two on history/movement/genre that form the subject of the given course. Each question shall carry 2 marks.

(10x2=20 marks)

SEM-I

**MAE 1003: CORE PAPER III - The Augustan Period in English Literature
(1700 – 1798)**

Maximum marks: 100
Theory: 70
Internal Assessment: 30

Pass marks: 35%
Time allowed: 3 hours
Credits: 4+1(tutorial) =5

Course Objectives:

1. To make students aware of the political and social background of the Augustan period in English Literature.
2. To acquaint students with the major literary trends of this period.
3. To help students read literary texts in the context of socio-political history.

Course Learning Outcomes:

1. An understanding of the rise of the novel and decline of the drama.
 2. An understanding of the Neoclassical period as the Age of Sensibility.
 3. Analyze the representative texts and poetry of the Augustan period in the light of the political and social background.
 4. The students will be able to connect Neoclassical Literature to the Enlightenment and other intellectual and social changes of the era.
-

UNIT I

1. Enlightenment and its relevance to the study of Literature, Neoclassicism in Literature, Rise of the Novel in English, Periodicals and the Rise of English Prose, Realism and its Significance, Satire as a dominant form in Augustan Poetry, Significance of Pope in the History of English Literature.
2. Alexander Pope: *The Rape of the Lock*

UNIT II

3. Richard Sheridan: *The Rivals*
4. Henry Fielding: *Joseph Andrews*

SUGGESTED READINGS:

1. Abrams, M.H. *A Glossary of Literary Terms*. 11th edition. Emeritus: Cornell University, 2015.
2. Alexander, Michael. *A History of English Literature*. 2nd edition. Palgrave Macmillan, 2007.
3. Battsin, M.C. *The Moral Basis of Fielding's Art: A Study of Joseph Andrews*. Middleton : Wesleyan UP, 1959.
4. Brower, R.A. *Alexander Pope: The Poetry of Allusion*. London : OUP, 1968.
5. Campbell, Oscar James. *Chief Plays of Goldsmith and Sheridan*. New York: Harcourt, 1926.
Gabriel, Miriam and Paul Mueschke. *Two Contemporary Sources of Sheridan's The Rivals*. PMLA 43.1 (1928): 237-50.
6. Cohen, J.M. *A History of Western literature*. Penguin Books, 1956.
7. Cuddon, J.A. *The Penguin Dictionary of Literary Terms*. Massachusetts: Blackwell publisher ltd., 1998.
8. Evans, Benjamin Ifor. *A Short History of English Literature*. Penguin Books, 1976.
9. Gibbs, Lewis. *Sheridan: His Life and His Theatre*. New York: William Morrow & Company, 1948.
10. Jenkins, Elizabeth. *Henry Fielding*. London: Home and Van Thal ,1947.
11. Kaul, R.K. ed., *The Rape of the Lock*. Cult Series. Bombay : Oxford Publishers, 1977.
12. Mack, Maynard. "Wit and Poetry and Pope". *Eighteenth Century English Literature*, ed., Clifford. Oxford: Clarendon,1949.
13. Matthews, Brander. *Sheridan's Comedies: The Rivals and The School for Scandal*. Montana: Kessinger Publishing, 2005.
14. Paulson, Ronald. ed., *Fielding: A Collection of Critical Essays*. Englewood Cliffs, NJ : Prentice Hall, 1962.
15. Watt, Ian: *The Rise of the English Novel*. Berkeley: California University Press, 1957.

SEM-I**TESTING****UNIT-I**

Question I :will have three short notes (200 words each) which shall be set from the topics mentioned in point 1, Unit I. The candidate will have to attempt two out of the given three.

(13 marks)

Question II will have one long answer type question with internal choice which shall be set from text -*The Rape of the Lock*, prescribed in Unit I.

(12 marks)

UNIT-II

Question III will have one long answer type question with internal choice which shall be set from the text-*The Rivals*, prescribed in Unit II.

(13 marks)

Question IV will have one long answer type question with internal choice which shall be set from the text -*Joseph Andrew* prescribed in Unit II.

(12 marks)

Question V shall cover the **entire syllabus (Unit 1 and Unit II)**. This question will have 10 short answer type questions of about 100 words each - eight on the prescribed texts and the remaining two on history/movement/genre that form the subject of the given course. Each question shall carry 2 marks.

(10x2=20 marks)

MAE 1004 A: ELECTIVE I - Women's Writing in English**Maximum marks: 100****Pass marks: 35%****Theory: 70****Time allowed: 3 hours****Internal Assessment: 30****Credits: 4+1(tutorial) =5****Course Objectives:**

1. To acquaint the students with the concepts and issues in feminism.
2. To make the students aware of the tradition of women's writing.
3. To help students read women's writing in the context of contemporary literature.

Course Learning Outcomes:

1. The student will be able to display an insight into the history and tradition of women writing and its contribution to modern literature.
2. Basic concepts of feminism will have been understood.
3. The students will display an understanding of women's perspective in literature.
4. The student will learn to interpret a text and read social change through the lens of gender.

UNIT I

1. Feminism, Waves of Feminism, Tenets of Feminism: Liberal, Radical. Socialist, Cyber Feminism, Feminism of Colour, Dalit Feminism.
2. Sojourner Truth- *Ain't I a Woman*
3. Alice Walker- *In Search of Our Mothers' Gardens*

UNIT II

4. Poems:
 - a. Kamala Das- The Old Playhouse
 - b. Maya Angelou: Still I Rise
 - c. Gwendolyn Brooks: A Sunset of the City
 - d. Margaret Atwood: Journey to the Interior
 - e. Sujata Bhatt: Muliebrity
 - f. Adrienne Rich: Living in Sin
5. Chitra Banerjee Divakaruni: *The Palace of Illusions*

SUGGESTED READINGS:

1. Appiah Anthony, Henry L. Gates. *Alice Walker: Critical Perspectives Past And Present*. Harper Collins, 1993.
2. Beauvoir, Simon de. *The Second Sex*. Trans. H.M.Parshley. Plarmondsworth: Penguin Books, 1975.
3. Dinesh, Diwakant. *Feminist Consciousness in the Poetry of Kamala Das: A Critical Study*. Aadi Publications, 2020.
4. Dowson, Jane, and Entwistle, Alice. *A history of twentieth-century British women's poetry*. Kiribati, Cambridge University Press, 2005.
5. Freedman, Jane. *Feminism*. Open University Press, 2001.
6. Hooks Bell, *Ain't I a Woman: Black Women and Feminism*. Taylor & Francis, 2014.
7. Iqbal Zafar , Saima Parveen. *The Poetics of Black Feminist Narrative. A Literary Analysis of Maya Angelou's Poetry*. GRIN Verlag, 2018.
8. Jussawalla, Feroza and Reed Way Dasenbrock, eds. *Interviews with Writers of Postcolonial World*. University Press of Mississippi, 1992
9. Melhem, D.H.. *Gwendolyn Brooks: Poetry and the Heroic Voice*. University Press of Kentucky, 2014.

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10. Nair, Pramod K. *Feminism. Literary Theory Today*. New Delhi: Asia Book Club, 2006.
11. Nischik, Reingard M. *Margaret Atwood: Works and Impact*. Camden House, 2000.
12. Painter, Nell Irvin. *Sojourner Truth: A Life, A Symbol*. W. W. Norton, 1997.
13. Pandey, G. *Remembering Partition: Violence, Nationalism and History in India*. Cambridge: Cambridge University Press, 2001.
14. Rajeshwar, M. *Indian Women Novelists and Psychoanalysis*. Atlantic, 2001.
15. Riley, Jeannette E. *Understanding Adrienne Rich*. United States, University of South Carolina Press, 2016.
16. Tolan, Fiona. *Margaret Atwood: Feminism and Fiction*. Rodopi Amsterdam New York NY, 2007.
17. Wisker, Gina. *Margaret Atwood: An Introduction to Critical Views of Her Fiction*. Palgrave Macmillan, 2011.

TESTING**UNIT-I**

Question I will have three short notes (200 words each) which shall be set from the topics mentioned in point 1, Unit I. The candidate will have to attempt two out of the given three.

(13 marks)

Question II will have one long answer type question with internal choice which shall be set from texts -Ain't I Woman and *In Search of Our Mothers' Gardens*, prescribed in Unit I.

(12 marks)

UNIT-II

Question III will have one long answer type question with internal choice which shall be set from the poets, prescribed in Unit II.

(13 marks)

Question IV will have one long answer type question with internal choice which shall be set from the text - *The Palace of Illusions*, prescribed in Unit II.

(12 marks)

Question V shall cover the **entire syllabus (Unit 1 and Unit II)**. This question will have 10 short answer type questions of about 100 words each - eight on the prescribed texts and the remaining two on history/movement/genre that form the subject of the given course. Each question shall carry 2 marks.

(10x2=20 marks)

MAE 1004 B: ELECTIVE I - An Introductory Course in Linguistics**Maximum marks: 100****Theory: 70****Internal Assessment: 30****Pass marks: 35%****Time allowed: 3 hours****Credits: 4+1(tutorial) =5****Course Objectives:**

1. To enable students to understand the scope of the discipline of Linguistics.
2. To make students aware of the basic concepts in the study of languages.
3. To initiate students into the study of the various concepts of Linguistics.

Course Learning Outcomes:

1. The students will have gained an in depth knowledge of concepts of linguistics and theories of major linguists.
2. The students will exhibit an understanding of the origin of language and the development of writing.
3. The students will comprehend basic grammatical and semantic categories of English.
4. The students will be able to understand the regional and social variations of English.

UNIT I**Theory****1. Linguistic theory**

- a. Ferdinand de Saussure.
- b. Leonard Bloomfield.

2. Linguistic theory

- a. Noam Chomsky
- b. M.A.K. Halliday

UNIT II

3. Semantics

Elements of meaning: conceptual, connotative, stylistic, affective, reflected, collocative and thematic meaning.

Sources of meaning: Lexical meaning, grammatical meaning, intentional or phonological meaning, socio-cultural meaning. Code meaning : Sememe and coder meaning, prgmeme.

4. Semantics

Meaning Relations: Descriptive meaning, Expressive Meaning and Social Meaning, Ambiguity

Meaning and the sentence.

Prescribed Texts:

1. Beaugrande Robert de, *Linguistic Theory* (London : Longman,1991)
2. Verma S. K. and N. Krishnaswamy, *Modern Linguistics : An Introduction* (OUP)
3. Palmer, F. R, *Semantics : A New Outline* (Cambridge University Press)
4. Lyons, J *Linguistic Semantics: An Introduction* (Cambridge, OUP)

SEM- I**SUGGESTED READINGS:**

1. Atzle R, J. Twist in the list: Frame Semantics as a vocabulary teaching and learning tool.2011. 250p.Dissertation (Doctor of Germanic Studies) – The University of Texas at Austin. Austin, TX, 2011.
2. Baker, C.F. FrameNet, *current collaborations and future goals*. *Language Resources & Evaluation*, vol. 46, p. 269–286, 2012.
3. Beaugrande, R.-A. de & W.U. Dressler: *Introduction to Text Linguistics*. London: Longman,1981.
4. Chomsky, N. “*Preface*” to *Syntactic Structures*. The Hague: De Gruyter, 2nd edition, 2002.
5. McNeill, D. *Language and Gesture*. Cambridge University Press: Cambridge, 2000.
6. Pinker, S. *The Language Instinct: How the Mind Creates Language*, 2000.
7. Robins, R. H.: *A Short History of Linguistics*, 4th ed. New York: Longman. 1997.

SEM-I**TESTING****UNIT-I**

Question I: will have one long answer type question with internal choice which shall be set from point 1, Unit I.

(13 marks)

Question II will have one long answer type question with internal choice which shall be set from point 2, Unit I.

(12 marks)

UNIT-II

Question III will have one long answer type question with internal choice which shall be set from point 3, Unit II.

(13 marks)

Question IV will have one long answer type question with internal choice which shall be set from point 4, Unit II.

(12 marks)

Question V shall cover the **entire syllabus (Unit 1 and Unit II)**. This question will have 10 short answer type questions of about 100 words each - eight on the prescribed texts and the remaining two on history/movement/genre that form the subject of the given course. Each question shall carry 2 marks.

(10x2=20 marks)

MAE 1005: INTERDISCIPLINARY PAPER I- Literature and Psychology**Maximum marks: 100****Pass marks: 35%****Theory: 70****Time allowed: 3 hours****Internal Assessment: 30****Credits: 4+1(tutorial) =5****Course Objectives:**

1. To help students relate Literature to other disciplines.
2. To train students to read literary texts in the light of psychological theories.
3. To familiarize students with the discourse of psychology and the relevance of psychological concepts to the study of literature.

Course Learning Outcomes:

1. Students will be able to comprehend psychological terms related to literature.
2. Students will display the ability to implement psychological theories to literary texts.
3. The students will be able to relate Literature to the discipline of Psychology.

UNIT I

1. Stream of Consciousness Technique, Psychoanalysis, Psychological Defense Mechanisms, Obsessive Compulsive Disorders, Freud's Three Psychic Zones, Lacanian Psychoanalysis: the Imaginary, the Symbolic and the Real, Trauma and Phantasy, Psychological Novel.
2. Freud : *Creative Writers and Day Dreaming*
3. Robert Louis Stevenson: *The Strange Case of Dr.Jekyll and Mr.Hyde.*

UNIT II

4. Shakespeare: *Macbeth*
5. Virginia Woolf: *Mrs. Dalloway*

SUGGESTED READINGS:

1. Abrams, M.H. *A Glossary of Literary Terms*. Emeritus: Cornell University. 11th edition .Emeritus: Cornell University, 2015.
2. Aristotle. *Poetics*. Harmondsworth : Penguin Classics, 1996.
3. Blunt, Jerry. *Stage Dialects*. Pennsylvania: Chandler Publishing Company, 1967.
4. Fleishman, Avrom. *Virginia Woolf: A Critical Reading* . Maryland: John Hopkins University Press, 1977.
5. Homans, Margaret. *Virginia Woolf: A Collection of Critical Essays*. London: Longman Publishing Group, 1992 .
6. Knight, G. Wilson. *The Imperial Theme*. London: Methuen, 1965.
7. Knights, L.C. *Shakespeare: The Histories London*. The British Council, 1962. (Writers and Their Work Series). London : Pergamon Press,1962.
8. Morford, Mark P.O. and Robert J. Lenardon. *Classical Mythology*. 6th ed. Oxford: Oxford University Press, 1999.
9. Paccaud-Huguet, Josaine. *Psychoanalysis after Freud*. ed. Patricia Waugh. London: Oxford University Press, 2006.
10. Roth, Corinna. *Analysis of the Double in Stevenson's "The Strange Case of Dr. Jekyll and Mr. Hyde"*. GRIN Verlag, 2007.
11. Starr, Anthony. *Freud- A Very Short Introduction*. Oxford University Press: United States, 1989.

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12. Suprenant, Celine. "Freud and Psychoanalysis." *Literary Theory and Criticism*. ed. Patricia Waugh. London : Oxford University Press, 2006.
13. White, Eugene M. *Shakespeare- The Histories: A Collection of Critical Essays*. Englewood Cliffs, N.J.: Prentice Hall, 1965.

SEM-I**TESTING****UNIT-I**

Question I will have three short notes (200 words each) which shall be set from the topics mentioned in point 1, Unit I. The candidate will have to attempt two out of the given three.

(13 marks)

Question II will have one long answer type question with internal choice which shall be set from the texts *Creative Writers and Day Dreaming* and *The Strange Case of Dr. Jekyll and Mr. Hyde* prescribed in Unit I.

(12 marks)

UNIT-II

Question III will have one long answer type question with internal choice which shall be set from the text- *Macbeth*, prescribed in Unit II.

(13 marks)

Question IV will have one long answer type question with internal choice which shall be set from the text -*Mrs. Dalloway*, prescribed in Unit II.

(12 marks)

Question V shall cover the **entire syllabus (Unit 1 and Unit II)**. This question will have 10 short answer type questions of about 100 words each - eight on the prescribed texts and the remaining two on history/movement/genre that form the subject of the given course. Each question shall carry 2 marks.

(10x2=20 marks)

MAE 1006: SEMINAR**Internal Assessment: 40****Credits: 2****Objectives:**

1. To enhance the presentation skills of the students.
2. To make the students do extensive research on literary topics.
3. To improve research aptitude of the students.

The following are the suggested topics for seminar. Students are free to choose their topics with the help of their teachers as per their prescribed syllabi.

1. Renaissance Humanism
2. Influence of University Wits On Shakespearean Drama
3. Major characteristics of Elizabethan and Jacobean Drama
4. Historical Plays of Shakespeare
5. Portrayal of Women in Dramas of Shakespeare
6. Death and Madness in Shakespeare Drama
7. Supernatural Machinery in Dramas of Shakespeare
8. Features of Jacobean Prose, Drama and Poetry
9. Metaphysical Poets and their thematic concerns
10. Use of conceits and symbols in Metaphysical Poetry
11. Puritanism and literature
12. Political upheaval in England in Restoration Period and its echoes in literature of the age
13. Features of Restoration Comedy
14. Heroic Tragedy

SEM I

- 15.** The Emergence of Sensibility in Augustan literature
- 16.** Contribution of Four Wheels in the rise of English Novel
- 17.** Rise of Feminism
- 18.** Alice Munro and Feminism
- 19.** The Creativity of Linguistic Knowledge
- 20.** Interference of mother tongue in the learning of a second language.
- 21.** Freud and Literature

**MA ENGLISH
SYLLABUS FOR THE SESSIONS 2023-24**

Semester – II

CODE	PAPER	PAPER	CREDITS	Internal	External	Total
MAE 2001	CORE PAPER IV	The Romantic Period in English Literature 1798 – 1840	4+1=5	30	70	100
MAE 2002	CORE PAPER V	The Victorian Period in English Literature 1840 – 1900	4+1=5	30	70	100
MAE 2003	CORE PAPER VI	The Modern Period in English Literature 1900 – 1950	4+1=5	30	70	100
MAE 2004 A	ELECTIVE II	Indian Literature in English Translation	4+1=5	30	70	100
MAE 2004 B	ELECTIVE II	New Literatures in English	4+1=5	30	70	100
MAE 2005	INTER DISCIPLINARY II	Literature and History	4+1=5	30	70	100
MAE 2006		Seminar	2	40	-	40

SEM-II**MAE 2001: CORE PAPER 1V-The Romantic Period in English Literature (1798 – 1840)****Maximum marks: 100****Pass marks: 35%****Theory: 70****Time allowed: 3 hours****Internal Assessment: 30****Credits: 4+1(tutorial) =5****Course Objectives:**

1. To acquaint students with the socio-political background of Romanticism in English literature.
2. To acquaint the students with the major works of the Romantic period.
3. To help students understand the philosophical ideas generated during this period and read literary texts in relation to them.

Course Learning Outcomes:

1. The students will display an in-depth knowledge of the literary trends of the Romantic period.
2. The students will exhibit an understanding of the Imagination and fantasy world as described by the Romantic poets.
3. The students will understand the socio-political background of the Romantic period in English literature.
4. The students will learn about the philosophical ideas generated during this period.

UNIT I

1. French Revolution and its impact on English Literature, Wordsworth's ideas about poetry with reference to *Preface to the Lyrical Ballads*, Romantic concept of Imagination and its importance, Keats's philosophy about poetry, Historical Novel, Romantic Novel, Emergence of autobiography as a literary form, German Romanticism.
2. Emily Bronte: *Wuthering Heights*

SEM II**UNIT II**

3. William Wordsworth [F. L. Lukas et al (ed.) *Eight Poets*. (OUP, 1962)]
 - a. Strange Fits Of Passion Have I Known
 - b. The French Revolution
 - c. It is a Beauteous Evening, Calm and Free
 - d. Intimations of Immortality from Recollections of Early childhood
4. S.T.Coleridge: *The Rime of The Ancient Mariner*
5. John Keats
 - a. Ode on a Grecian Urn
 - b. Ode to a Nightingale
 - c. Ode to Psyche
 - d. Ode on Melancholy
6. Mary Shelley: *Frankenstein; or, The Modern Prometheus*

SUGGESTED READINGS:

1. Abrams, M.H. *A Glossary of Literary Terms*. 11th edition. Emeritus: Cornell University, 2015.
2. Abrams, M.H. *The Mirror and the Lamp: Romantic Theory and the Critical Tradition*. OUP, 1972.
3. Alexander, Michael. *A History of English Literature*. 2nd edition. Palgrave Macmillan, 2007.
4. Bloom, Harold. *Emily Bronte's Wuthering Heights: Modern Critical Interpretation*. Blooms Literary Criticism, 2007.
5. Blunt, Jerry. *Stage Dialects*. Pennsylvania: Chandler Publishing Company, 1967.
6. Botting, Fred. *Making Monstrous: Frankenstein, Criticism, Theory*. Manchester University Press, 1991.
7. Cohen, J.M. *A History of Western literature*. Penguin Books, 1956.

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8. Cuddon, J.A. *The Penguin Dictionary of Literary Terms*. Massachusetts: Blackwell publisher ltd., 1998.
9. Davies, Steve. *Emily Brontë*. U.K: Northcote House Publishers Ltd, 1998.
10. Evans, Benjamin Ifor. *A Short History of English Literature*. Penguin Books, 1976. Everitt, Alstair. *Wuthering Heights: An Anthology of Criticism*. Great Britain L Frank Cass & Co. LTD, 1967.
11. Fleishman, Avrom. *Virginia Woolf: A Critical Reading*. Maryland: John Hopkins University Press, 1977.
12. Homans, Margaret. *Virginia Woolf: A Collection of Critical Essays*. London: Longman Publishing Group, 1992.
13. Marsh, Nicholas. *Emily Brontë - Wuthering Heights*. London: Macmillan, 1999.
14. Mason, Emma. *The Cambridge Introduction to William Wordsworth*. Cambridge Uni. Press, 2010.
15. Maxwell, Richard and Katie Trumpener. *The Cambridge Companion to Fiction in the Romantic Period*. Cambridge University Press, 2008.
16. Richards, I.A. *Coleridge on Imagination*. Rutledge, 2001.
17. Spector, Robert Donald. *The English Gothic: A Bibliographic Guide to Writers from Horace Walpole to Mary Shelley*. Greenwood Press, 1984.
18. Stevenson, Warren. *A Study of Coleridge's Three Great Poems - Christabel, Kubla Khan and the Rime of the Ancient Mariner*. Edwin Mellen Press Limited, 2001.
19. Volger, Thomas A. (ed) *Wuthering Heights: A Collection of Critical Essays*. New Jersey: Prentice Hall Inc, 1968.
20. White, Eugene M. *Shakespeare- The Histories: A Collection of Critical Essays*. Englewood Cliffs, N.J.: Prentice Hall, 1965.
21. Zima, Peter V. *The Philosophy of Modern Literary Theory*. The Athlone Press, 1999.

SEM-II**TESTING****UNIT-I**

Question I: will have three short notes (200 words each) which shall be set from the topics mentioned in point 1, Unit I. The candidate will have to attempt two out of the given three.

(13 marks)

Question II will have one long answer type question with internal choice which shall be set from the text - *Wuthering Heights*, prescribed in Unit I.

(12 marks)

UNIT-**II**

Question III will have one long answer type question with internal choice which shall be set from the poems of Wordsworth, Coleridge and Keats, prescribed in Unit II.

(13 marks)

Question IV will have one long answer type question with internal choice which shall be set from the text -*Frankenstein; or, The Modern Prometheus*, prescribed in Unit II.

(12 marks)

Question V shall cover the **entire syllabus (Unit I and Unit II)**. This question will have 10 short answer type questions of about 100 words each - eight on the prescribed texts and the remaining two on history/movement/genre that form the subject of the given course. Each question shall carry 2 marks.

(10x2=20 marks)

SEM-II**MAE 2002: CORE PAPER V- The Victorian Period in English Literature (1840-1900)****Maximum marks: 100****Pass marks: 35%****Theory: 70****Time allowed: 3 hours****Internal Assessment: 30****Credits: 4+1(tutorial) =5****Course Objectives:**

1. To acquaint students with the intellectual and socio-political background of the Victorian period.
2. To introduce the major literary works of the Victorian period.
3. To train students in relating literary texts to their social contexts.

Learning Outcomes:

1. The students will learn to differentiate between optimism and pessimism through the literature of the Victorian period that focuses on the crisis of faith and doubt.
2. The students will be able to relate literary texts to their social-political contexts.
3. The students will be able to demonstrate knowledge of the style, structure, and content of the assigned literary texts, from the Victorian period. .
1. Better understanding of the major events and transitions and their impact on the literature of the Victorian period.

UNIT I

1. Salient features of the literature written in the Victorian period, crisis of faith and doubt, Victorian compromise, Utilitarian philosophy, Positivism and the idea of progress, Imperialism and colonialism, significance of Matthew Arnold, Tennyson, Browning and Thomas Hardy in English Literature, Decline of Drama, Realistic novel, Pre-Raphaelite Poets and the characteristics of their poetry.
2. Matthew Arnold:
 - a. The Scholar Gypsy
 - b. Thyrsis
3. Lord Tennyson
 - a. Ulysses
 - b. Lotus Eaters
4. Robert Browning:
 - a. Rabbi Ben Ezra
 - b. Andrea Del Sarto

SEM II**UNIT II**

5. Thomas Hardy: *Tess of the d'Urbervilles*
6. John Ruskin: *Unto this Last*

SUGGESTED READINGS:

1. Abrams, M.H. *A Glossary of Literary Terms*. Emeritus: Cornell University. 11th edition, 2015.
2. Alexander, Anne. *Thomas Hardy : The 'Dream – Country' of His Fiction*. London: Vision Press, 1987.
3. Alexander, Michael. *A History of English Literature*. Palgrave Macmillan. 2nd edition, 2007.
4. Bloom, Harold: *Modern Critical Views: Matthew Arnold*. Chelsea House Pub, 1997.
5. Bristow, Joseph. *The Cambridge Companion to Victorian Poetry*. Cambridge University Press, 2000.
6. Casagrande, Peter J. *Tess of the D'Urbervilles Unorthodox Beauty*. New York: Twayne, 1992.
7. Chesterton, G. K. *The Victorian Age in Literature*. London; Oxford University Press, 1961.
8. Cohen, J.M. *A History of Western literature*. Penguin Books, 1956.
9. Cuddon, J.A. *The Penguin Dictionary of Literary Terms*. Massachutes: Blackwell publisher ltd., 1998.
10. Evans, Benjamin Ifor. *A Short History of English Literature*. Penguin Books, 1976.
11. Eliot, T.S. *The Use of Poetry and Use of Criticism*. Harvard University Press, 1986.

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- 12.** Kettle, Arnold. *Tess as a Moral Fable in Tess of the D'Urbervilles*. London: W.W.Norton & Company, 1965.
- 13.** Marx, Karl and Friedrich Engels. *The Communist Manifesto*. Oxford Paperbacks, 2008.
- 14.** Mazzeno, Laurence W. *Twenty-First Century Perspectives on Victorian Literature*, Rowman & Littlefield, 2014
- 15.** Radcliff, Peter. *Limits of Liberty: Studies of Mill's On Liberty*. Wadsworth Pub. Co., 1966

SEM-II**TESTING****UNIT-I**

Question I will have three short notes (200 words each) which shall be set from the topics mentioned in point 1, Unit I. The candidate will have to attempt two out of the given three.

(13 marks)

Question II will have one long answer type question with internal choice which shall be set from the poems of Mathew Arnold/ Lord Tennyson/ Robert Browning prescribed in Unit I.

(12 marks)

UNIT-II

Question III will have one long answer type question with internal choice which shall be set from the text- *Tess*, prescribed in Unit II.

(13 marks)

Question IV will have one long answer type question with internal choice which shall be set from the text –*Unto This Last*, prescribed in Unit II.

(12 marks)

Question V shall cover the **entire syllabus (Unit 1 and Unit II)**. This question will have 10 short answer type questions of about 100 words each - eight on the prescribed texts and the remaining two on history/movement/genre that form the subject of the given course. Each question shall carry 2 marks.

(10x2=20 marks)

SEM-II**MAE 2003: CORE PAPER VI- The Modern Period in English Literature (1900-1950)****Maximum marks: 100****Theory: 70****Internal Assessment: 30****Pass marks: 35%****Time allowed: 3 hours****Credits: 4+1(tutorial) =5****Course Objectives:**

1. To acquaint students with the political and social events that shaped Modern literature.
2. To contextualize the modernist works in literature in relation to the intellectual currents of the period.
3. To encourage students to read the texts closely in relation to the larger trends of the Modern period.

Course Learning Outcomes:

1. The course content widens the horizons of the students through an understanding of the literary movements like Symbolism, Imagism, etc.
2. Better understanding of the political context and its correlation to the literature of the Modernist period.
3. Students will be able to make a comprehensive study of Irish literary Renaissance and its significance to the Modern literature.

UNIT I

1. Literary movements during the Modernist period: symbolism, imagism, expressionism, surrealism; Two World Wars and their impact on Literature; the War Poets; the rise of totalitarian regimes and their impact on Literature; Irish Literary Renaissance; the significance of W. B. Yeats and James Joyce in Modernist Literature
2. Selected poems:
 - A. Ted Hughes:
 - a. The Thought-Fox
 - b. The Jaguar
 - c. Wind
 - d. Hawk Roosting
 - B. W.B Yeats:
 - a. Sailing to Byzantium
 - b. The Lake Isle of Innisfree

SEM II

- C. Dylan Thomas:
- a. Light Breaks Where No Sun Shines
 - b. The Force that Through the Green Fuse Drives the Flower

UNIT II

3. James Joyce: *A Portrait of the Artist as a Young Man*
4. T. S. Eliot: *The Waste Land*

SUGGESTED READINGS:

1. Abrams, M.H. *A Glossary of Literary Term*. Emeritus: Cornell University. 11th edition, 2015.
2. Ackerman, John. *Dylan Thomas: His Life and Work*. Macmillan, 1991.
3. Alexander, Michael. *A History of English Literature*. Palgrave Macmillan. 2nd edition, 2007.
4. Beja, Morris. *Epiphany in the Modern Novel*. Seattle: University of Washington Press, 1971.
5. Bergonzi, Bernard. *T.S. Eliot (Masters of World Literature)*. London: Macmillan, 1978.
6. Bold, Alan. *Dylan Thomas: Craft or Sullen Art*. Palgrave Macmillan, 1990.
7. Cohen, J.M. *A History of Western literature*. Penguin Books, 1956.
8. Cuddon, J.A. *The Penguin Dictionary of Literary Terms*. Massachusetts: Blackwell publisher ltd., 1998.
9. Davies, Walford. *Dylan Thomas*. University of Wales Press, 2014.
10. Ellmann, Richard. *James Joyce*. New York, Oxford: Oxford U.P., 1983.
11. Evans, Benjamin Ifor. *A Short History of English Literature*. Penguin Books, 1976.
12. Gardner, Helen. *The Art of T.S. Eliot*. New Delhi: Penguin, 1988.
13. Gifford, Terry & Neil Roberts. *Ted Hughes: A Critical Study*, London: Faber & Faber, 1981.
14. Levin, Harry T. James Joyce. *A Critical Introduction*. Norfolk Conn.: New Directions, 1941.
15. Lucas, John. *Modern English Poetry from Hardy to Hughes: A Critical Survey*. London: Batsford ltd., 1986.
16. Maline, Edward. *A Preface to Yeats*. London: Longman Group Ltd., 1983.
17. Moody, David A. *The Cambridge Companion to T.S. Eliot*. Cambridge: Cambridge University Press, 2003.
18. Sagar, Keith. *The Art of Ted Hughes*. Cambridge: Cambridge University Press, 1975.
19. Spender, Stephen. *Eliot (Fontana Modern Masters)*, Glasgow: William Collins & Sons Ltd., 1967.
20. Tindall, William Y. *A Reader's Guide to James Joyce*. London: Thames & Hudson, 1959.

SEM-II**TESTING****UNIT-I**

Question I will have three short notes (200 words each) which shall be set from the topics mentioned in point 1, Unit I. The candidate will have to attempt two out of the given three.

(13 marks)

Question II will have one long answer type question with internal choice which shall be set from the poems of Ted Hughes/W B Yeats/Dylan Thomas as prescribed in Unit I.

(12 marks)

UNIT-II

Question III will have one long answer type question with internal choice which shall be set from the text- *A Portrait of the Artist as a Young Man*, prescribed in Unit II.

(13 marks)

Question IV will have one long answer type question with internal choice which shall be set from the text – *The Waste Land*, prescribed in Unit II.

(12 marks)

Question V shall cover the **entire syllabus (Unit 1 and Unit II)**. This question will have 10 short answer type questions of about 100 words each - eight on the prescribed texts and the remaining two on history/movement/genre that form the subject of the given course. Each question shall carry 2 marks.

(10x2=20 marks)

SEM-II**MAE 2004 A: ELECTIVE PAPER II- Indian Literature in English Translation****Maximum marks: 100****Theory: 70****Internal Assessment: 30****Pass marks: 35%****Time allowed: 3 hours****Credits: 4+1(tutorial) =5****Course Objectives:**

1. To familiarize students with Indian Literary Traditions.
2. To help students understand the problems of literary translation.
3. To enable students to relate Indian texts produced in Indian Languages to the larger socio-political contexts of modern literature.

Learning Outcomes:

1. Study of translated literary texts will allow better understanding of the Source culture.
2. The student will have an understanding of various types of translations.
3. The student will be able to understand the refractions in the Target text from the Source text.
4. It empowers the student to concentrate on vernacular literatures in particular.

UNIT I

1. Source Text, Target Text, Source Culture, Target Culture, Challenges in Literary Translation, Invisibility of the translator. GN Devy's essay: Indian Literature in English Translation an Introduction. Types of Translation: Word for word Translation, Literal Translation, Faithful Translation, Semantic Translation, Adaptive Translation, Free translation, Idiomatic Translation, Communicative Translation.
2. Short Stories:
 - a. Sadat Hassan Manto- *Toba Tek Singh*
 - b. Mahasweta Devi- *Draupadi*
 - c. Ismat Chughtai- *Lihaaf*

SEM II**UNIT II**

3. Ajmer Aulakh: *Waters of the Chenab*
(*New Wave Punjabi Drama: Six Punjabi Plays in English*, edited by Atamjit, Punjabi Academy Delhi, 2014)
4. U.R. Ananthamurthy : *Samskara*

SUGGESTED READINGS:

1. Arif Nisar, "Problematic of Cartography: A Critical Study of Select Stories of Manto", *European Academic Research*, Vol. II, Issue 7 / October 2014. Web. 02 July. 2015.
2. Das, B.K. *A Handbook of Translation Studies*. Atlantic Publishers, 2011.
3. Das, Bijay Kumar. *The Horizon of Translation Studies*. New Delhi: Atlantic, 1998.
4. Flemming, Leslie A. *The Life and Works of Saadat Hasan Manto: A Critical Survey*. University of Wisconsin-Madison, 1973.
5. Negi, Manjulaa. *Ismat Chughtai: A Fearless Voice*. Rupa & Company, 2005.
6. Ramanan, Mohan & P. Sailaja. *English and the Indian Short Story*. New Delhi: Orient Longman, 2000.
7. Spivak, Gayatri Chakravorty, "Can The Subaltern Speak?", *Colonial Discourse and Post-Colonial Theory: A Reader*. Patrick Williams and Laura Chrisman. Hertfordshire: Harvester Wheatsheaf, 1994.
8. Sekhon, Sant Singh, and Duggal, Kartar Singh. (1992). *A History of Punjabi Literature*. New Delhi, India: Sahitya Akademi.
9. Rao, D. Venkat, K. C. Baral, Sura Prasad Rath. *U.R. Anantha Murthy's Samskara: A Critical Reader*. India, Pencraft International, 2005.

SEM-II**TESTING****UNIT-I**

Question I will have three short notes (200 words each) which shall be set from the topics mentioned in point 1, Unit I. The candidate will have to attempt two out of the given three.

(13 marks)

Question II will have one long answer type question with internal choice which shall be set from the stories of Sadat Hassan Manto, Ismat Chughtai and Mahasweta Devi, prescribed in Unit I.

(12 marks)

UNIT-II

Question III will have one long answer type question with internal choice which shall be set from the text- *Waters of the Chenab*, prescribed in Unit II.

(13 marks)

Question IV will have one long answer type question with internal choice which shall be set from the text – *Samskara* prescribed in Unit II.

(12 marks)

Question V shall cover the **entire syllabus (Unit 1 and Unit II)**. This question will have 10 short answer type questions of about 100 words each - eight on the prescribed texts and the remaining two on history/movement/genre that form the subject of the given course. Each question shall carry 2 marks.

(10x2=20 marks)

SEM-II**MAE 2004 B: ELECTIVE PAPER II- New Literatures in English****Maximum marks: 100****Pass marks: 35%****Theory: 70****Time allowed: 3 hours****Internal Assessment: 30****Credits: 4+1(tutorial) =5****Course Objectives:**

1. To acquaint students with various literary traditions of non-British English-speaking countries.
2. To introduce the major literary works of countries like Canada, Nigeria, South Africa and Australia in relation to their historical contexts to students.
3. To help students read the literary texts of new literatures in a comparative context.

Course Learning Outcomes:

1. A comparative study of diverse literatures gives a better understanding of socio-political milieu of non-British English-speaking countries.
2. The student is apprised of literatures of various countries.
3. Demonstrate knowledge of the style, structure, and content of seminal literary texts of literatures of various countries.

UNIT I

1. Postcolonialism, Issues of class, race, gender, nation, culture, marginality, hybridity, ambivalence, diasporic consciousness, nature of literary works from decolonised communities.
2. Chinua Achebe: *Things Fall Apart*
3. Wole Soyinka: *The Death and the King's Horseman* (Norton Paperback)

UNIT II

4. Sarah Joseph: *Gift in Green*

SEM II

5. Judith Wright: Poems
 - a. Australia 1970
 - b. Lament for Passenger Pigeons
 - c. Winter (The Shadow of Fire: Ghazal)
 - d. Patterns (The Shadow of Fire: Ghazal)
- Michael Schmidt: *Harvill Book of Twentieth Century Poetry in English* (1999)

SUGGESTED READINGS:

1. Ashcroft, Bill et al,eds.: *The Post Colonial Studies Reader*, London & New York: Routledge,2006.
2. Dasylva, A. O.: *Understanding Wole Soyinka: Death and the King's Horseman*. Sam Bookman, 1996.
3. Gibbs, James: *Critical Perspectives on Wole Soyinka*, Lynne Rienner Publishers, 1980.
4. Killam, G.D.: *The Novels of Chinua Achebe: Studies in African Literature Series*, London: Heinemann,1978.
5. King, Bruce,ed.: *The New National and Post Colonial Literatures: An Introduction*. Oxford: Clarendon,1996.
6. Thomson, Andrew Kilpatrick: *Critical essays on Judith Wright*. Jacaranda, 1968.
7. Sayers, Andrew. *Australian Art. Oxford History of Art*. Oxford: Oxford University Press, 2001.
8. Wilde, William Henry: *Australian Poets & Their Works: A Reader's Guide*. Oxford University Press, 1996.

SEM-II**TESTING****UNIT-I**

Question I will have three short notes (200 words each) which shall be set from the topics mentioned in point 1, Unit I. The candidate will have to attempt two out of the given three.

(13 marks)

Question II will have one long answer type question with internal choice which shall be set from the texts- *Things Fall Apart* & *The Death and the King's Horseman*, prescribed in Unit I.

(12 marks)

UNIT-II

Question III will have one long answer type question with internal choice which shall be set from the text-*Gift in Green*, prescribed in Unit II.

(13 marks)

Question IV will have one long answer type question with internal choice which shall be set from the poems of Judith Wright, prescribed in Unit II.

(12 marks)

Question V shall cover the **entire syllabus (Unit 1 and Unit II)**. This question will have 10 short answer type questions of about 100 words each - eight on the prescribed texts and the remaining two on history/movement/genre that form the subject of the given course. Each question shall carry 2 marks.

(10x2=20 marks)

SEM-II**MAE 2005: INTERDISCIPLINARY PAPER II- Literature and History****Maximum marks: 100****Pass marks: 35%****Theory: 70****Time allowed: 3 hours****Internal Assessment: 30****Credits: 4+1(tutorial) =5****Course Objectives:**

1. To help students relate Literature to History.
2. To train students read literary texts in the light of historical backgrounds.
3. To make students understand how Literature and history are connected.
4. To familiarize students with the discourse of history and the relevance of its concepts to the study of literature.

Course Learning Outcomes:

1. Understand texts in their historical contexts.
2. Comprehend English literature based on the three important aspects namely political, religious and social.
3. Students will be able to relate Literature to History.
4. Students will be able to read texts in the light of historical backgrounds.

UNIT I

1. Literature and History, Biographical and Historical Criticism, New Historicism, Political Ideology of a writer, Cultural Poetics, Subversion-Containment Dialectic, Cultural Materialism.
2. Walter Alva Scott: *Ivanhoe*
3. Roy Harvey Pearce: *Historicism Once More: Problems and Occasions for the American Scholar* (Essay: "Historicism Once More" is prescribed from the book.)

UNIT – II

4. Charles Dickens: *A Tale of Two Cities*
5. M G Vassanji: *A Place Within*

SUGGESTED READINGS:

1. Bhargava, Rajul. *Indian Writing in English: The Last Decade*. Delhi: Rawat Publications, 2003.
2. Eagleton, Terry. "Literature and History", *Marxism and Literary Criticism*. Routledge, 2013.
3. Flanders, Judith. *The Victorian City: Everyday Life in Dickens' London*. St. Martin's Griffin; Reprint edition, 2015.
4. Lodge, David. *Adapting Nice Work for Television. Novel Images: Literature in Performance*. ed. Peter Reynolds. London: Routledge, 1993.
5. Lodge, David. *After Bakhtin: Essays on Fiction and Criticism*. London: Routledge, 1990.
6. Lodge, David. *Changing Places: A Tale of Two Campuses*. Harmonds Worth: Penguin, 1985.
7. Lodge, David. *20th Century Literary Criticism: A Reader*. London: Longman, 1972.
8. Lodge, David. *Language of Fiction: Essays in Criticism and Verbal analysis of the English Novel*. 2nd ed. London: Routledge, 1984.
9. L. Lau, O. Dwivedi. *Indian Writing in English and the Global Literary Market*. U.K: Palgrave Macmillan, 2014.
10. Ray, Gordon N. *Thackeray*. 2 volumes. New York: McGraw-Hill, 1958.
11. John O. Hayden (Ed.) *Walter Scott: The Critical Heritage* Published by Routledge, 2003.

SEM-II**TESTING****UNIT-I**

Question I will have three short notes (200 words each) which shall be set from vv the topics mentioned in point 1, Unit I. The candidate will have to attempt two out of the given three.

(13 marks)

Question II will have one long answer type question with internal choice which shall be set from the texts- *Ivanhoe* and *Historicism Once More: Problems and Occasions for the American Scholar*, prescribed in Unit I.

(12 marks)

UNIT-II

Question III will have one long answer type question with internal choice which shall be set from the text-*A Tale of Two Cities*, prescribed in Unit II.

(13 marks)

Question IV will have one long answer type question with internal choice which shall be set from the text-*A Place Within*, prescribed in Unit II.

(12 marks)

Question V shall cover the **entire syllabus (Unit 1 and Unit II)**. This question will have 10 short answer type questions of about 100 words each - eight on the prescribed texts and the remaining two on history/movement/genre that form the subject of the given course. Each question shall carry 2 marks.

(10x2=20 marks)

SEM II**MAE 2006: SEMINAR****Internal Assessment: 40****Credits: 2****Objectives:**

1. To enhance the presentation skills of the students.
2. To make the students do extensive research on literary topics.
3. To improve the research aptitude of the students.

The following are the suggested topics for seminar. Students are free to choose their topics with the help of their teachers as per their prescribed syllabi.

1. Blake's revolutionary satire and use of mythology
2. The literary relationship of William Wordsworth, Dorothy Wordsworth and S. T. Coleridge
3. Romantic ideology
4. Optimism in Romantic poetry
5. Representation of gender, race and class in Romantic literature(Novel/Poetry)
6. Pre Raphaelite poets and their thematic concerns
7. Reflection of Victorian era in literature
8. Pastoral poetry- Origin, development and major themes
9. Pessimism in Victorian literature
10. Characteristics of Modernism
11. Rise and fall of various -isms in Modern period
12. Major concerns and themes of war poets
13. Contribution of Irish writers in literature
14. Unique style in T. S Eliot's poetry

SEM II

- 15.** Feminist concerns in the stories of Mahasweta Devi
- 16.** Subaltern Literature
- 17.** Major Themes In The Novels Of Chinua Achebe
- 18.** Major thematic concerns in Ismat Chughtai
- 19.** Confessional Writing and the Twentieth-Century Literary Imagination

**M. A. English
Syllabus
For the Academic Year (2023-24)
Semester III**

CODE	PAPER	TITLE	CREDITS	Internal	External	Total
MAE 3001	CORE PAPER VII	English Prose	4+1=5	30	70	100
MAE 3002	CORE PAPER VIII	Literary Criticism	4+1=5	30	70	100
MAE 3003	CORE PAPER IX	Indian Writing in English	4+1=5	30	70	100
MAE 3004 A	ELECTIVE III	American Literature : Novel and Poetry	4+1=5	30	70	100
MAE 3004 B	ELECTIVE III	English Language Teaching	4+1=5	30	70	100
MAE 3005	INTER DISCIPLINARY III	Philosophy and Literature	4+1=5	30	70	100
MAE 3006		Seminar	02	40	-	40

SEM-III**MAE 3001: CORE PAPER VII- English Prose****Maximum marks: 100****Pass marks: 35%****Theory: 70****Time allowed: 3 hours****Internal Assessment: 30****Credits: 4+1(tutorial) =5****Course Objectives:**

1. To acquaint the students with the defining features of English Prose especially essay.
2. To familiarize the students with the development of the essay through different ages of English Literature.
3. To make the students learn comparative analysis of essays from different ages written by different essayists.

Course Learning Outcomes:

1. The students will acquire knowledge of the history of English prose writings.
 2. The students will be able to analyse the different kinds of prose writings with an eye to their form and content.
 3. Understanding the values of life through various styles of reflection.
 4. Understand the nuances of language, structure and composition of ideas in English.
 5. Take cognizance of the historical, social and cultural contexts of each work and thereby make connections between literature and society.
-

UNIT I

1. Francis Bacon:
 - a. Of Studies
 - b. Of Friendship
 - c. Of Parents and Children
 - d. Of Beauty
 - e. Of Travel
2. Joseph Addison:
 - a. Female Orators
 - b. Sir Roger At Church
 - c. Wisdom and Riches
 - d. Good Nature(Part-I)
 - e. Pleasures of Imagination

SEM-III**UNIT II**

3. Charles Lamb:
 - a. The Praise of Chimney Sweepers
 - b. A Bachelor's Complaint of the Behaviour of Married People
 - c. My Relations
 - d. Poor Relations
 - e. Stage Illusion

4. William Hazlitt:
 - a. On the Love of the Country
 - b. On Reading Old Books
 - c. On the Conduct of Life
 - d. On Going on a Journey

SUGGESTED READINGS:

1. Barnett, George Leonard. *Charles Lamb: The Evolution of Elia*. Indiana UP, 1964.
2. Bloom Edward A., Lillian D. Bloom. *Joseph Addison and Richard Steele: The Critical Heritage*. Routledge. 1996.
3. Courthope, W. J. *Addison*. London: Macmillan.1884.
4. Park, Roy, ed. *Lamb as Critic*. London: Routledge & Kegan Paul. 1980.
5. Peppiatt, Michael. *Francis Bacon in your Blood: A Memoir*. London and New York: Bloomsbury Publishing, 2015.
6. Sylvester, David. *Looking Back at Francis Bacon*. London: Thames & Hudson, 2000.

SEM-III**TESTING****UNIT-I**

Question I: will have one long answer type question with internal choice which shall be set from the essays of Francis Bacon prescribed in Unit I.

(13 marks)

Question II will have one long answer type question with internal choice which shall be set from the essays of Joseph Addison prescribed in Unit I.

(12 marks)

UNIT-II

Question III will have one long answer type question with internal choice which shall be set from the essays of Charles Lamb, prescribed in Unit II.

(13 marks)

Question IV will have one long answer type question with internal choice which shall be set from the essays of William Hazlitt prescribed in Unit II.

(12 marks)

Question V shall cover the **entire syllabus (Unit 1 and Unit II)**. This question will have 10 short answer type questions of about 100 words each - eight on the prescribed texts and the remaining two on history/movement/genre that form the subject of the given course. Each question shall carry 2 marks.

(10x2=20 marks)

SEM-III**MAE 3002: CORE PAPER VIII- Literary Criticism****Maximum marks: 100****Pass marks: 35%****Theory: 70****Time allowed: 3 hours****Internal Assessment: 30****Credits: 4+1(tutorial)=5****Course Objectives:**

1. To acquaint the students with the principles and history of criticism.
2. To familiarize the students with the Classical, Neoclassical, Victorian, Modernist, the New Critical, and Marxist orientations with the reading of the critical essays representative of the critical trends.

Course Learning Outcomes:

1. Students will be equipped with a working knowledge of the dominant concepts, terms and trends in literary criticism.
 2. Cultivate an understanding of major critical and interpretive methods and different approaches and will be able to apply them to primary literary works.
 3. Comprehend and effectively apply knowledge of practical criticism to appreciate and evaluate the texts .
 4. Acquaint themselves with the works of principal literary critics and theoreticians.
-

Unit I

1. Aristotle: *Poetics*
2. Samuel Johnson: *Preface to Shakespeare*
3. Matthew Arnold: *The Function of Criticism at the Present Times*

SEM-III

Unit II

4. T.S. Eliot: *Tradition and Individual Talent*
5. Cleanth Brooks: *Irony as a Principle of Structure*
6. Mark Schorer: *Technique as Discovery*

Prescribed Textbooks:

1. Eds. D.J Enright & Ernest deChickera. *English Critical Texts: 16th Century to 20th Century*. London: OUP, 1968.
2. Eds. B. Das & J. M. Mohanty. *Literary Critics: A Reading*. Calcutta: OUP,1985.
3. Ed. David Lodge. *20th Century Literary Criticism: A Reader*. London: Longman,1972.
4. Kumar, Shiv Kumar, and McKean, Keith F. *Critical Approaches to Fiction*. India, Atlantic,2003.

TESTING

UNIT-I

Question I will have one long answer type question with internal choice which shall be set from the text- *Poetics* prescribed in Unit I.

(13 marks)

Question II will have one long answer type question with internal choice which shall be set from the text- *Preface to Shakespeare & The Function of Criticism at the Present Times* prescribed in Unit I.

(12 marks)

UNIT-II

Question III will have one long answer type question with internal choice which shall be set from the text- *Tradition and Individual Talent* prescribed in Unit II.

(13 marks)

Question IV will have one long answer type question with internal choice which shall be set from the texts- *Irony as a Principal of Structure* and *Technique as Discovery* prescribed in Unit II.

(12 marks)

Question V shall cover the **entire syllabus (Unit 1 and Unit II)**. This question will have 10 short answer type questions of about 100 words each. Each question shall carry 2 marks.

(10x2=20 marks)

SEM-III

MAE 3003: CORE PAPER VIII- Indian Writing in English

Maximum marks: 100

Theory: 70

Internal Assessment: 30

Pass marks: 35%

Time allowed: 3 hours

Credits: 4+1(tutorial) =5

Course Objectives:

1. To acquaint the students with Indian literature written in English.
2. To familiarize the students with Indian writing in English in terms of poetry, drama and fiction in historical context.
3. To train the students in the reading of the texts of Indian writing in English with reference to themes and forms in Indian Context.

Course learning Outcomes:

1. Students will be familiar with the major Indian Writers and their works.
 2. Students will get a deeper understanding of the Indian social, cultural milieu through the literary texts.
 3. Identify the significance and relevance of the works of Indian writers and thereby relate to the ideas embedded in their works.
 4. Students will be able to assess the concerns expressed in the literary texts from the colonial and postcolonial period.
 5. Evaluate the literary, cultural, historical, political impact of literary works of Indian writers in English.
-

UNIT I

1. Githa Hariharan: *The Thousand Faces of Night*
2. Amitav Ghosh: *The Shadow Lines*

UNIT II

3. Mahesh Dattani: *Tara*

4. A. Nissim Ezekiel

- 1) Enterprise
- 2) Philosophy
- 3) Background, Casually

B. Agha Shahid Ali

- 1) Postcard from Kashmir
- 2) Cracked Portraits

C. A.K Ramanujan

- 1) A River
- 2) The Striders
- 3) Of Mothers, Among Other Things
- 4) Small Scale Reflections On a Great House

D. Keki. N. Daruwalla

- 1) Chinar
- 2) Fish are Speared by Night

SEM-III**SUGGESTED READINGS:**

1. Ali, Kazim. *Mad Heart Be Brave: Essays on the Poetry of Agha Shahid Ali*. University of Michigan Press, 2017.
2. De Souza, Eunice (ed). "Both Sides of the Sky". *Post-Independence Indian Poetry in English*. New Delhi: National Book Trust, 2008.
3. Dhawan, R.K. *The Plays of Mahesh Dattani*. New Delhi: Prestige. 2005
4. Dhawan, R.K. *The Novels of Amitav Ghosh*. New Delhi: Prestige Books, 1999.
5. Inamdar, F. A. *Critical Spectrum: The Poetry of Keki N. Daruwalla*. Mittal Publications, 1991.
6. K.R. Srinivasa Iyenger. *Indian writing in English*,.Sterling Publishers: New Delhi, 1993.
7. Mishra, Rajnish. *Critical Perspectives on Amitav Ghosh's The Shadow Lines*. Independently Published, 2017.
8. Narasimhaiah, C.D. *Makers of Indian English Literature*, Pencraft International: New Delhi, 2000.
9. Prabhakar, Sarita. *Fiction and Society: Narrativisation of Realities in the Novels of Shashi Deshpande and Githa Hariharan*. India, Rawat Publications, 2011.
10. Rahman, Anisur. *Form and Value in the Poetry of Nissim Ezekiel*. Abhinav Publications, 1981.
11. Sinha, Ravi Nandan. *The Poetry of Keki N. Daruwalla: A Critical Study*. B.R. Publishing Corporation, 2002.
12. Thieme, John. "Amitav Ghosh." Ed. Pier Paolo Piciuccio. *A Companion to Indian Fiction in English*. New Delhi: Atlantic Pub, 2004

SEM-III**TESTING****UNIT-I**

Question I will have one long answer type question with internal choice which shall be set from the text- *The Thousand Faces of Night* prescribed in Unit I.

(13 marks)

Question II will have one long answer type question with internal choice which shall be set from the text- *The Shadow Lines* prescribed in Unit I.

(12 marks)

UNIT-II

Question III will have one long answer type question with internal choice which shall be set from the text- *Tara*, prescribed in Unit II.

(13 marks)

Question IV will have one long answer type question with internal choice which shall be set from the poems/poets prescribed in Unit II.

(12 marks)

Question V shall cover the **entire syllabus (Unit 1 and Unit II)**. This question will have 10 short answer type questions of about 100 words each - eight on the prescribed texts and the remaining two on history/movement/genre that form the subject of the given course. Each question shall carry 2 marks.

(10x2=20 marks)

SEM-III

MAE 3004 A: ELECTIVE PAPER III- American Literature: Novel and Poetry

Maximum marks: 100

Pass marks: 35%

Theory: 70

Time allowed: 3 hours

Internal Assessment: 30

Credits: 4+1(tutorial) =5

Course Objectives:

1. To acquaint the students with the history and development of American literature.
2. To familiarize the students with the important texts of American literature.
3. To train the students in the reading of American literary texts in terms of themes, forms and socio historical context.

Course Learning Outcomes:

1. Students will be able to demonstrate an awareness of the social, historical, literary and cultural elements of American Literature.
 2. Students will be able to learn about the history and development of American Literature.
 3. Analyze and appreciate the representative works of American Literature.
-

UNIT I

1. Edith Wharton: *The Age of Innocence*
2. Theodore Dreiser: *Sister Carrie*

SEM III

UNIT II

3. Walt Whitman's *Leaves of Grass* (New York, Modern Library)
(Only the following poem to be included)
 - a. "I Sing the Body Electric" (from Book IV) (Sections 1 to 9)

4. Robert Frost:
 - a. An Old Man's Winter Night
 - b. My November Guest
 - c. Mending Wall
 - d. Home Burial
 - e. Stopping by Woods on a Snowy Evening

5. Sylvia Plath:
 1. Letter in November
 2. A Birthday Present
 3. Daddy

Suggested Readings:

1. Brower, Reuben A. *The Poetry of Robert Frost: Constellations of Intention*. New York: OUP, 1963.
2. Cook, Reginald L. *The Dimensions of Robert Frost*. New York: Rinehart, 1958.
3. Cowley, Malcolm. "Introduction." *Leaves of Grass; the First (1855) edition*. Penguin Books, 1959.
4. Leech, G. *A linguistic guide to English Poetry*. London: Longman.1969
5. Murayama, "The Hidden Polemics in Sister Carrie," *Dreiser Studies*, 33 (Spring 2002), 61–62.
6. Triggs, Oscar. "Variorum Readings." *Leaves of Grass*. Ed. Emory Holloway. Garden City: Doubleday, 1926.
7. Plath Sylvia. *The Bell Jar*. London: Faber & Faber, 1963.
8. Zibrak, Arielle. *Edith Wharton's The Age of Innocence :New Centenary Essays(edt.)* Bloomsbury Publishing, 2019.

SEM-III**TESTING****UNIT-I**

Question I will have one long answer type question with internal choice which shall be set from the text- *The Age of Innocence* prescribed in Unit I.

(13 marks)

Question II will have one long answer type question with internal choice which shall be set from the text *Sister Carrie* prescribed in Unit I.

(12 marks)

UNIT-II

Question III will have one long answer type question with internal choice which shall be set from the poems of Walt Whitman and Robert Frost prescribed in Unit II.

(13 marks)

Question IV will have one long answer type question with internal choice which shall be set from the poems of Sylvia Plath prescribed in Unit II.

(12 marks)

Question V shall cover the **entire syllabus (Unit 1 and Unit II)**. This question will have 10 short answer type questions of about 100 words each - eight on the prescribed texts and the remaining two on history/movement/genre that form the subject of the given course. Each question shall carry 2 marks.

(10x2=20 marks)

SEM-III**MAE 3004 B: ELECTIVE PAPER III- English Language Teaching****Maximum marks: 100****Pass marks: 35%****Theory: 70****Time allowed: 3 hours****Internal Assessment: 30****Credits: 4+1(tutorial) =5****Course Objectives:**

1. To acquaint the students with the concepts of English Language Teaching.
2. To familiarize the students with English Language Teaching in Indian context and in terms of its methodology, items and skills.
3. To initiate the students into the study of various concepts and applications of English Language Teaching.
4. To familiarize the students with English Language Teaching in terms of syllabus design, material production, ESP (English for Specific purpose), and Teaching aids.

Course Learning Outcomes:

1. This course aims to familiarize the students with the theories, approaches, methods and specific techniques concerning teaching of English Language.
 2. Comprehend different methods of teaching and testing English language.
 3. Students will be familiar with concepts and applications of English Language Teaching.
 4. All the four language skills-LSRW will be developed by having had a range of communicative tasks activities.
-

UNIT I

1. Methodology of Teaching English:
Approaches: Structural, Functional/Notional , and Communicative approaches
Methods: Grammar-Translation Method, Direct Method, Reading Method , Audio-Lingual Method, Audio-Visual Method
2. Teaching of Language Items and Skills:
 - Teaching of Pronunciation / Spoken English,
 - Teaching of Reading
 - Teaching of Writing
 - Teaching of Vocabulary
 - Teaching of Grammar

SEM III

3. English Language Teaching in India
- Language Learning and Language Acquisition,
 - Theories of Language Learning, Behaviorism and Cognitivism (Pavlov, Skinner and Gestalt)
 - Models of Second Language Teaching Analysis:
Campbell's model, Spolsky's model, Mackey's model, Strevens' model

UNIT II

4. Syllabus Design:
- Principles of syllabus design: selection on the basis of language variety, contrastive analysis, error analysis
 - Types of syllabus: structural, notional-functional, communicative, ESP syllabi etc.
 - Factors affecting syllabus design: task-based, procedural syllabi, predetermined and emergent syllabi
5. Materials Production:
- Testing and teaching materials, role and scope of materials -criteria for selection, presentation and construction of materials
 - types of materials: visual, audio-visual, printed, computerized materials; materials for the development of language skills and items
 - materials for evaluating language teaching and learning
6. Teaching English for Specific Purposes:
- Need for teaching ESP in India -General purpose English vs ESP
 - SP syllabus design and methodology
 - Taxonomy of ESP as suggested by Peter Strevens, David Wilkins and others
 - Types of ESP courses

SEM III**Suggested Readings:**

1. Bell R. T. *An Introduction to Linguistics: Approaches and Methods in Language Teaching*. Batsford, 1981.
2. Brown, H. D. *Principles of Language Learning and Teaching*. N. J.: Prentice Hall, 1994.
3. Harmer, J. *The Practice of English language Teaching*. London: Longman, 1991. Heaton J. B. (ed). *Language Teaching*. Modern English Publication, 1982. Hutchinson & Waters. *ESP at the Crossroads: English for Specific Purpose*. No. 36 .Corvallis: Oregon State University, 1980.
4. Johnson, K. *Communication Syllabus Design and Methodology*. Pergamon, 1982. Lado, R. *Language Teaching*. London: Longman, 1961.
5. Mackey, W. F. *Language Teaching Analysis*. London: Longman, 1965. Nunan, D. *Language Teaching Methodology*. New York: Prentice Hall, 1991.
6. Robinson, J. C. *ESP: English for Specific Purpose*. Pergamon, 1980.
7. Stern, H. H. *Fundamental Concepts of Language Teaching*. London: OUP, 1983. Widdowson, H. G. *Teaching Language as Communication*. London: OUP, 1979.
8. Yalden, J. *Communicative Language Teaching*. OISE Press, 1981.
9. Yardi, V. V. *Teaching English in India Today*. Parimal Prakashan, 1977.

SEM-III**TESTING****UNIT-I**

Question I will have one long answer type question with internal choice which shall be set from the topics mentioned in *Methodology of Teaching English* and *Teaching of Language Items and Skills* prescribed in Unit I.

(13 marks)

Question II will have one long answer type question with internal choice which shall be set from the topics mentioned in *English Language Teaching in India* prescribed in Unit I.

(12 marks)

UNIT-II

Question III will have one long answer type question with internal choice which shall be set from the topics mentioned in *Syllabus Design* and *Materials Production Teaching*, prescribed in Unit II.

(13 marks)

Question IV will have one long answer type question with internal choice which shall be set from the topics mentioned in *English for Specific Purposes* prescribed in Unit II.

(12 marks)

Question V shall cover the **entire syllabus (Unit 1 and Unit II)**. This question will have 10 short answer type questions of about 100 words each. Each question shall carry 2 marks.

(10x2=20 marks)

SEM-III**MAE 3005: INTERDISCIPLINARY PAPER III- Philosophy and Literature****Maximum marks: 100****Pass marks: 35%****Theory: 70****Time allowed: 3 hours****Internal Assessment: 30****Credits: 4+1(tutorial) =5****Course Objectives:**

1. To trace the relationship between literature and philosophy, as well as their intersections, tensions and affinities.
2. To use literature and philosophy to explain and interrogate the human condition.
3. To understand how philosophy inhabits and brings meaning to literary works.
4. To familiarize the students with various philosophers and application of their philosophies to the study of literature.

Course Learning Outcomes:

1. Students will exhibit an ability to read literary texts in the light of philosophy.
 2. Students will be able to use literature and philosophy to explain and interrogate the human condition .
 3. Students will learn about the basic principles and theories of Indian and Western philosophy.
-

UNIT-I

1. Relationship of Philosophy and Literature, Existentialism, Absurdism, Advaita (Non-Dualism) and Dvaita (Dualism), Vedantic Thought, Subjectivity, Identity, Ontology and Epistemology
2. Albert Camus: *The Outsider*

UNIT-II

3. Hermann Hesse: *Siddhartha*
4. Milan Kundera: *The Unbearable Lightness of Being*

Suggested Readings:

1. Blackham, H. J. *Six Existentialist Thinkers*. London : Routledge & Kegan Paul Ltd.,1956
2. Bree, Germaine. (ed.), *Camus:Collection of Critical Essays*. Prentice Hall: Englewood. 1962.
3. Camus, Albert. *The Myth of Sisyphus and Other Essays*. New York: Vintage Books, 1991.
4. Ellison, David R. *Understanding Albert Camus*. University of South Carolina Press, 1990.
5. Ziolkowski, Theodore. *The Novels of Hermann Hesse: A Study in Theme & Structure*. Princeton University Press, 1965

SEM-III**TESTING****UNIT-I**

Question I will have three short notes (200 words each) which shall be set from the topics mentioned in point 1, Unit I. The candidate will have to attempt two out of the given three.

(13 marks)

Question II will have one long answer type question with internal choice which shall be set from the text- *The Outsider* prescribed in Unit I.

(12 marks)

UNIT-II

Question III will have one long answer type question with internal choice which shall be set from the text- *Siddhartha*, prescribed in Unit II.

(13 marks)

Question IV will have one long answer type question with internal choice which shall be set from the text- *The Unbearable Lightness of Being* prescribed in Unit II.

(12 marks)

Question V shall cover the **entire syllabus (Unit 1 and Unit II)**. This question will have 10 short answer type questions of about 100 words each - eight on the prescribed texts and the remaining two on history/movement/genre that form the subject of the given course. Each question shall carry 2 marks.

(10x2=20 marks)

SEM-III**MAE 3006: Seminar****Internal Assessment: 40****Credits:2****Objectives:**

1. To enhance the presentation skills of the students.
2. To make the students do extensive research on literary topics.
3. To improve the research aptitude of the students.

The following are the suggested topics for seminar. Students are free to choose their topics with the help of their teachers as per their prescribed syllabi.

1. Contribution of Francis Bacon to English Prose
2. Joseph Addison's essays as representative of Eighteenth Century middle class people
3. Charles Lamb's prose style
4. Aristotle's theory of imitation in *Poetics*
5. Matthew Arnold as representative of Victorian literary criticism
6. Feminist reading in the novels of Mahesh Dattani
7. Anthropocentrism in novels of Amitav Ghosh
8. Indian sensibility in Nissim Ezekiel's poetry
9. Themes and Techniques in the poems of Sylvia Plath
10. Major themes of Robert Frost's Poetry

MA ENGLISH
SYLLABUS FOR THE SESSIONS: 2023-24
Semester – IV

CODE	PAPER	PAPER	CREDITS	Internal	External	Total
MAE 4001	CORE PAPER X	World Fiction in English	4+1=5	30	70	100
MAE 4002	CORE PAPER XI	Literary Theory	4+1=5	30	70	100
MAE 4003	CORE PAPER XII	World Literature in Translation	4+1=5	30	70	100
MAE 4004 A	ELECTIVE IV	American Literature : Drama and Non-fictional Prose	4+1=5	30	70	100
MAE 4004 B	ELECTIVE IV	English Language Teaching	4+1=5	30	70	100
MAE 4005	INTER DISCIPLINARY IV	Literature and History	4+1=5	30	70	100
MAE 4006		Seminar	2	40	-	40

SEM– IV**MAE 4001: CORE PAPER X- World Fiction in English****Maximum marks: 100****Pass marks: 35%****Theory: 70****Time allowed: 3 hours****Internal Assessment: 30****Credits: 4+1(tutorial) =5****Course Objectives:**

1. To acquaint the students with World Fiction.
2. To make the students explore real life complexities of relationships, society or culture in a fictional narrative.
3. To train the students to understand the variations in the fictional works from across the globe in terms of their form and content.
4. To make the students relate fictional texts to their social-historical contexts.

Course Learning Outcomes:

1. The student develops the ability and interest to read literary fiction from different parts of the world.
 2. The students will understand how society and culture played a significant role in the lives of the writers of a particular nation.
 3. The students will be able to comprehend the variations in the form and content of fictional works from across the globe.
-

UNIT I

1. Maxine Hong Kingston : *The Woman Warrior*
2. Sally Morgan: *My Place*

UNIT II

3. J.M Coetzee: *Life & Times of Michael K*
4. Yann Martel: *Life of Pi*

SEM IV**Suggested Readings:**

1. Bradbury, M. *The Twentieth Century Mind: History, Ideas, and Literature in Britain*. London: Oxford University Press, 1972.
2. Daiches, David. *The Novel and the Modern World*. Cambridge: Cambridge University Press, 1960.
3. Kelly, Petra. "Women and Power." *Ecofeminism: Women, Culture, Nature*. Ed. Karen J. Warren. Bloomington and Indianapolis: Indiana University Press, 1984.
4. Kumar, Rajinder Dhawan, Reena Mitra. *Sally Morgan's My Place: A Critical Study*(*ed.*). Prestige Books, 2009.
5. López, María J. et.al. *Acts of Visitation: The Narrative of J.M. Coetzee*. Rodopi, 2011
6. Martel, Yann. "How I Wrote Life of Pi." Powell's Books Original Essays. Powell's Books. Web. 6 Apr. 2013.
7. Mehigan, Tim. *A Companion to the Works of J. M. Coetzee*. Boydell & Brewer, 2014.
8. Raja, T. *Identity, Culture and the Post-Modern World*. Wiltshire Britain: The Cromwell Press, 1996.
9. Wong, Sau-ling Cynthia. *Maxine Hong Kingston's The Woman Warrior: A Casebook*. United Kingdom, Oxford University Press, 1999.

SEM-IV**TESTING****UNIT-I**

Question I will have one long answer type question with internal choice which shall be set from the text- *The Woman Warrior* prescribed in Unit I.

(13 marks)

Question II will have one long answer type question with internal choice which shall be set from the text- *My Place* prescribed in Unit I.

(12 marks)

UNIT-II

Question III will have one long answer type question with internal choice which shall be set from the text- *Life & Times of Michael K*, prescribed in Unit II.

(13 marks)

Question IV will have one long answer type question with internal choice which shall be set from the text- *Life of Pi* prescribed in Unit II.

(12 marks)

Question V shall cover the **entire syllabus (Unit 1 and Unit II)**. This question will have 10 short answer type questions of about 100 words each. Each question shall carry 2 marks

(10x2=20 marks)

SEM– IV**MAE 4002: CORE PAPER XI- Literary Theory****Maximum marks: 100****Theory: 70****Internal Assessment: 30****Pass marks: 35%****Time allowed: 3 hours****Credits: 4+1(tutorial)=5****Course Objectives:**

1. To acquaint the students with the principles and history of literary theories.
2. To familiarize the students with the recent critical trends like structuralism, feminism, post-modernism, post-colonialism, and ecocriticism.
3. To initiate the students into a critical discourse of variety and contestation through various original critical essays.

Course Learning Outcomes:

1. Students will be acquainted with various literary theories and their development.
 2. The course provides a conceptual context for an understanding of the function and practice of modern literary theory.
 3. Students will know how literature can be variously interpreted.
 4. Students will be able to identify the unique qualities of the authors studied, and compare and contrast them.
 5. Understand important trends in literary theory and key essays pertaining to these trends.
-

UNIT I

1. Indian Aesthetics -
The concept of Rasa: Bharata's *Natya Shastra*
Significance and Basic Assumptions of Rasa Theory
Constituents of Rasa
Bhāva, Abhinaya, Sthāyibhāva, Vibhāva, Vyabhichāribhāva, Anubhāva,
Sāttvika-bhāva
2. Celine Surprenant: *Freud and Psychoanalysis*
3. Susana Onega: *Structuralism and Narrative Poetics*

SEM IV

UNIT II

1. Elaine Showalter: *Feminist Criticism in Wilderness*
2. Edward Said: *Introduction to Orientalism*
3. Chris Snipp-Walmsley: *Postmodernism*

Texts Prescribed:

1. Patricia Waugh: *Literary Theory and Criticism*. Oxford University Press, 2016.
2. Edward W. Said: *Orientalism*. Pantheon. Penguin Modern Classics, 2003.
3. Vatsyayan, Kapila . *Bharata, the Nāṭyaśāstra*. Sahitya Akademi, 1996.

Suggested Readings:

1. Abrams, M.H. *A Glossary of Literary Term*. Emeritus: Cornell University. 11th edition, 2015.
2. Barlingay, S.S. *A Modern Introduction to Indian Aesthetic Theory: The Development from Bharata to Jagannaatha*. D.K. Print World Ltd, 2007.
3. Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester University Press, 2009.
4. Chandran, Mini. Sreenath V.S. *An Introduction to Indian Aesthetics History, Theory, and Theoreticians*. Bloomsbury Academic, 2021
5. Culler, Jonathan. *Literary Theory: A Very Short Introduction*. OUP, 2000.
6. Devy, G. N. *Indian Literary Criticism-Theory and Interpretation*. Orient Blackswan Private Limited, 2002.
7. Murfin, Ross and Ray, Supryia M. *The Bedford Glossary of Critical and Literary Terms*. Boston: Bedford/St.Martin's, 2003.
8. Nagarajan M. S. *English Literary Criticism and Theory: An Introductory History*. Hyderabad: Orient Black Swan, 2006.
9. Pollock, Sheldon. *A Rasa Reader Classical Indian Aesthetics*. Columbia University Press, 2016
10. Raghavan V. and Nagendra (Ed.) *An Introduction to Indian Poetics*. Madras: MacMillan, 1970.
11. Ryan, Michael. *Literary Theory: A Practical Introduction*. Blackwell, 1998.
12. Śrīranga. *Natyashastra English Translation with Critical Notes* . Volume 1. IBH Prakashana, 1986.

SEM-IV**TESTING****UNIT-I**

Question I will have one long answer type question with internal choice which shall be set from Indian Aesthetics prescribed in Unit I.

(13 marks)

Question II will have one long answer type question with internal choice which shall be set from the texts- *Freud and Psychoanalysis* and *Structuralism and Narrative Poetics* prescribed in Unit I.

(12 marks)

UNIT-II

Question III will have one long answer type question with internal choice which shall be set from the text- *Feminist Criticism in Wilderness* prescribed in Unit II.

(13 marks)

Question IV will have one long answer type question with internal choice which shall be set from the texts- *Introduction to Orientalism* and *Postmodernism* prescribed in Unit II.

(12 marks)

Question V shall cover the **entire syllabus (Unit 1 and Unit II)**. This question will have 10 short answer type questions of about 100 words each. Each question shall carry 2 marks.

(10x2=20 marks)

SEM– IV

MAE 4003: CORE PAPER XII- World Literature in Translation

Maximum marks: 100

Pass marks: 35%

Theory: 70

Time allowed: 3 hours

Internal Assessment: 30

Credits: 4+1(tutorial)=5

Course Objectives:

1. To acquaint the students with the classics in the World Literature.
2. To familiarize the students with the world classics in various literary forms.
3. To cultivate the sense of comparison and analysis in students.

Course Learning Outcomes:

1. Students will be acquainted with the classics in the World Literature.
 2. Students will exhibit an understanding of various literary forms used in world classics.
 3. Students will be able to demonstrate a sense of comparison and analysis of various classics.
-

UNIT – I

1. Franz Kafka: *The Trial*
2. Gabriel García Márquez: *Chronicle of a Death Foretold*

UNIT II

3. Fyodor Dostoyevsky: *Crime and Punishment*
4. Federico García Lorca: *Blood Wedding*

SEM IV**Suggested Readings:**

1. Bonalodd, Federico (ed.). *A Companion to Frederico Garcia Lorca*. Wood bridge: Boydell & Brewer Ltd., 2007.
2. Kaufmann, Walter. *Existentialism from Dostoevsky to Sartre*. New York: Meridian Books, 1956.
3. Lord, R. *Dostoyevsky: Essays and Perspectives*. Berkley: University of California Press, 1976.
4. Martin, Gerald. *Gabriel Garcia Marquez: A Life*. A&C Black, 2012.
5. McNerney, Kathleen. *Understanding Gabriel García Márquez*. University of South Carolina Press, 1989
6. Roy, G. 1966. *Franz Kafka's The Trial and The Castle: A Critical Commentary*. New York: Monarch Press.
7. Welleck, R. *Dostoyevsky: A Collection of Critical Essays*: Englewood Cliff: N.J. Prentice Hall, 1962.

SEM-IV**TESTING****UNIT-I**

Question I will have one long answer type question with internal choice which shall be set from the texts- *The Trial* prescribed in Unit I.

(13 marks)

Question II will have one long answer type question with internal choice which shall be set from the text- *Chronicle of a Death Foretold* prescribed in Unit I.

(12 marks)

UNIT-II

Question III will have one long answer type question with internal choice which shall be set from the text- *Crime and Punishment* prescribed in Unit II.

(13 marks)

Question IV will have one long answer type question with internal choice which shall be set from the text- *Blood Wedding* prescribed in Unit II.

(12 marks)

Question V shall cover the **entire syllabus (Unit 1 and Unit II)**. This question will have 10 short answer type questions of about 100 words each - eight on the prescribed texts and the remaining two on history/movement/genre that form the subject of the given course. Each question shall carry 2 marks.

(10x2=20 marks)

SEM– IV

MAE 4004 A: ELECTIVE PAPER IV- American Literature: Drama and Non-Fictional Prose**Maximum marks: 100****Pass marks: 35%****Theory: 70****Time allowed: 3 hours****Internal Assessment: 30****Credits: 4+1(tutorial)=5****Course Objectives:**

1. To acquaint the students with the history and development of American literature.
2. To familiarize the students with American literary texts.
3. To train the students in the reading of American literary texts in terms of themes, forms and socio-historical context.

Course Learning Outcomes:

1. Develop a broader knowledge of human ideas, beliefs, and social values through the study of American literary texts.
2. Students will be able to comprehend the unyielding American dream.
3. Students will have an understanding of the American style, form and content of writing.
4. Students will get an exposure to the major authors, texts and contexts.

UNIT I

1. Eugene O'Neill: *The Hairy Ape*
2. Harold Pinter: *The Birthday Party*

UNIT II

3. Henry David Thoreau: *Walden or, Life in the Woods* (London: Everyman's Library, 1992).
The following chapters are to be studied:
 1. Where I lived, and what I lived for
 2. Visitors
 3. Brute Neighbours
4. Ralph Waldo Emerson: Prose writings from *The Selected Writing of Ralph Waldo Emerson*, (ed.) Brooks Akinson (New York: The Modern Library, 1964)
The following chapters are to be studied:
 1. Self-reliance
 2. Circles
 3. Intellect

SEM IV**Suggested Readings:**

1. Bigsby, C.W. E. *A Critical Introduction to Twentieth Century American Drama*. Vol-1, Cambridge University Press, 1985.
2. Martine, James J. *Critical Essays on Eugene O'Neill*. Boston: G.K. Hall & Co., 1984.
3. Naismith,Bill, William Naismith. *Harold Pinter: The Birthday Party, The Caretaker, The Homecoming*.Faber & Faber,2000.
4. Paul, Sherman. *The Shores of America: Thoreau's Inward Exploration*. Illinois Press, 1953.
5. Whelan, Richard. (ed). *The Wisdom of Ralph Waldo Emerson as Inspiration for Daily Living*. Three Rivers Press: New York, 1991.

SEM-IV**TESTING****UNIT-I**

Question I will have one long answer type question with internal choice which shall be set from the texts- *The Hairy Ape* prescribed in Unit I.

(13 marks)

Question II will have one long answer type question with internal choice which shall be set from the text-*The Birthday Party* prescribed in Unit I.

(12 marks)

UNIT-II

Question III will have one long answer type question with internal choice which shall be set from the Prose Writings of H D Thoreau prescribed in Unit II.

(13 marks)

Question IV will have one long answer type question with internal choice which shall be set from the Prose Writings of R W Emerson prescribed in Unit II.

(12 marks)

Question V shall cover the **entire syllabus (Unit 1 and Unit II)**. This question will have 10 short answer type questions of about 100 words each - eight on the prescribed texts and the remaining two on history/movement/genre that form the subject of the given course. Each question shall carry 2 marks.

(10x2=20 marks)

SEM– IV**MAE 4004 B: ELECTIVE PAPER IV- English Language Teaching****Maximum marks: 100****Pass marks: 35%****Theory: 70****Time allowed: 3 hours****Internal Assessment: 30****Credits: 4+1(tutorial)=5****Course Objectives:**

1. To acquaint the students with the concepts of English Language teaching.
2. To familiarise the students with the techniques, and approaches of teaching English.
3. To encourage the students to study pragmatic aspects of English Language Teaching.

Course Learning Outcomes:

1. Students will be able to assess English language learners and teach them all aspects of language: LSRW
 2. Students will be able to create, evaluate and use English language teaching material.
 3. Comprehend new techniques and strategies of teaching.
 4. Gain in- depth knowledge of the structure and different methods of English teaching.
 5. Build a cross-cultural understanding and confidence in using the second language.
-

UNIT-I

1. Techniques of Teaching English:
 - Teaching of Presentation and Repetition,
 - Lecturing, questioning, Interacting and drilling
2. Communicative Approach to Language Teaching:
 - Communicative Language Teaching and Communicative Language testing
 - Views of Dell Hymes, M.A.K. Halliday, H.G. Widdowson, and D.A. Wilkins

SEM IV**3. Testing in English**

- Characteristics of good test, validity, reliability
- Testing of Language elements: Grammar & Vocabulary
- Testing of Language Skills: LSRW.

UNIT-II**4. Teaching English as used in Literature: -- place of literature in language teaching**

- – place of language in literature teaching –objectives of teaching literature in
- English in India –audio and audio-visual aids in teaching literature –tests for Literature classes.

5. Aids to teaching English : --audio- lingual, audio-visual aids

- –types of aids: radio, TV, newspapers, Language laboratory, computer film and other electronic aids
- --traditional, inexpensive aids such as blackboard, maps, wall pictures etc. -- relevance and significance of teaching aids
- –the technical, financial and administrative aspects of using aids

6. Error analysis:

- --changing attitudes to learner's errors
- –the notions of inter-language and transitional competence –Intra-language and interlanguage errors
- --sources of errors and significance of errors for the learner, teacher and researcher
- –errors and remedial teaching
- --competence errors vs. performance errors

SEM IV**Suggested Readings:**

1. Allen, J. P. B. & S. Pit Corder (eds.). *The Edinburgh Course in Applied Linguistics. Vol. 1-4* Oxford University Press, 1974.
2. Bachman, L. F. *Fundamental Considerations in Language Testing*. Oxford: OUP, 1990.
3. Bachman, L. F. & Palmer A. *Language Testing in Practice*. Oxford: OUP, 1996.
4. Brumfit, C. J. and K. Johnson. *Communicative Approach to Language Teaching*. London, OUP, 1979.
5. Heaton J. B. *Writing English Language Tests*. Longman, 1977. Johnson K. *Understanding Communication in Second Language Classrooms*. Cambridge: CUP, 1995.
6. Johnson, R. & K. Morrow. *Communicative Language Teaching: Issues and Application*. Longman, 1984.
7. Littlewood, W. *Communicative Language Teaching*. OUP, 1981. Ellis, R. *Instructed Second Language Acquisition*. Oxford: Blackwell Publications, 1990.
8. Rivers, W. *Testing Foreign Language Skills*. Chicago: Uni. Of Chicago Press, 1969.
9. Strevens, P. *New Orientations in the Teaching of English*. (London: OUP, 1979)
10. Sunderrajan, R. (ed.). *The Lie of the Land*. OUP, 1990.

SEM IV**TESTING****UNIT-I**

Question I: will have one long answer type question with internal choice which shall be set from the topics mentioned in point 1 and 2, Unit I.

(13 marks)

Question II will have one long answer type question with internal choice which shall be set from the topics mentioned in point 3 in Unit I.

(12 marks)

UNIT-II

Question III will have one long answer type question with internal choice which shall be set from the topics mentioned in point 4 and 5 in Unit II.

(13 marks)

Question IV will have one long answer type question with internal choice which shall be set from the topics mentioned in point 6 in Unit II.

(12 marks)

Question V shall cover the **entire syllabus (Unit 1 and Unit II)**. This question will have 10 short answer type questions of about 100 words each. Each question shall carry 2 marks.

(10x2=20 marks)

SEM– IV**MAE 4005: INTERDISCIPLINARY PAPER IV- Literature and History****Maximum marks: 100****Pass marks: 35%****Theory: 70****Time allowed: 3 hours****Internal Assessment: 30****Credits: 4+1(tutorial)=5****Course Objectives:**

1. To help the students relate Literature to other disciplines.
2. To train the students in the reading of literature in terms of history.
3. To familiarize the students with the discourse of history.

Course Learning Outcomes:

1. Understand texts in their historical contexts.
2. Comprehend English literature based on the three important aspects namely political, religious and social.
3. Students will be able to relate Literature to History.
4. Students will be able to read texts in the light of historical backgrounds.

UNIT-I

1. George Orwell: *Animal Farm*
2. Bhisham Sahni : *Tamas*

UNIT-II

3. Khalid Hussain: *The Kite Runner*
4. W.H. Auden:
 1. In Memory of W.B. Yeats
 2. The Unknown Citizen
 3. September 1, 1939
 4. Musée de Beaux Arts
 5. Night Mail

SEM IV**Suggested Readings:**

1. Khaled Hosseini, author of *The Kite Runner*, Razeshta Sethnahís interview, <http://www.newslines.com.pk/newsnov2003/newsbeat4nov.htm>. January 14, 2008.
2. Meyers, Jeffery. "The Honorary Proletarian: Orwell and Poverty", *A Reader's Guide to George Orwell*. London: Thames and Hudson Ltd, 1975.
3. Nihlani, Govind. "Introduction." Sahni, Bhisham. *Tamas - The Darkness*. New Delhi: Penguin India, 2008.
4. Taneja, G. R. "Bhisham Sahni's Tamas: Literature and Cinema." *Comparative Indian Literature*. C.R. Visweswara Rao, R.K. Dhawan (eds.). Prestige Books, 2001.

SEM IV**TESTING****UNIT-I**

Question I will have one long answer type question with internal choice which shall be set from the text- *Animal Farm* prescribed in Unit I.

(13 marks)

Question II will have one long answer type question with internal choice which shall be set from the text- *Tamas* prescribed in Unit I.

(12 marks)

UNIT-II

Question III will have one long answer type question with internal choice which shall be set from the text- *The Kite Runner* prescribed in Unit II.

(13 marks)

Question IV will have one long answer type question with internal choice which shall be set from the poems of W H Auden in Unit II.

(12 marks)

Question V shall cover the **entire syllabus (Unit 1 and Unit II)**. This question will have 10 short answer type questions of about 100 words each. Each question shall carry 2 marks.

(10x2=20 marks)

MAE 4006: SEMINAR**Internal Assessment: 40****Credits: 2****Objectives:**

1. To enhance the presentation skills of the students.
2. To make the students do extensive research on literary topics.
3. To improve the research aptitude of the students.

The following are the suggested topics for seminar. Students are free to choose their topics with the help of their teachers as per their prescribed syllabi.

1. Existentialism
2. Theme of violence in Bhisham Sahni's *Tamas*
3. Absurdism in the Plays of Harold Pinter
4. George Orwell's *Animal Farm* as a political allegory
5. Postcolonial reading of Khalid Hussain's *The Kite Runner*
6. Techniques of Teaching English
7. Aboriginal Literature
8. Natyashastra- Theory of Rasa
9. Postmodernism or The Cultural Logic of Late Capitalism
10. Death of the Author
11. PostStructuralism