

**Department of English**  
**Siddharth University**  
**Kapilvastu, Siddharth Nagar**  
**Pin-272202**



**A Revised Syllabus (PG-M.A in English) as per**  
**Syllabus Development Guidelines,**  
**Department of Higher Education**  
**U.P. Government, Lucknow.**  
**(National Education Policy-2020)**  
**W.E.F. Session- 2022-23**

M.A In English  
(National Education Policy-2020)  
(WEF-2022-23 SESSION)  
Semester-wise Title Papers  
Total Credits:100

Year	Sem	Course Code	Credits	Paper Title	Merge	Type of Course	Total Marks
					Written/Internal		
M.A. I	I	MENC-401	5	I British Poetry: from Chaucer to the Romantic Age	75/25	Core Paper	100
		MENC-402	5	II British Drama (From Renaissance to the Neo-classical Age)	75/25	Core Paper	100
		MENE-403	5	III Non-Fictional Prose: from Renaissance to the Romantic Age	75/25	Core Paper	100
		MENE-404	5	IV. British Novel of the Eighteenth & Nineteenth Centuries	75/25	Core Paper	100
		MENM-405	4	V Literary Forms and Movements	75/25	Minor Project	100
		MENP-406	4	VI Research Project	-	-	-
Total			28				500
M.A. I	II	MENC-411	5	VII. Elementary Linguistics			
		MENC-412	5	VIII. Literary Criticism	75/25	Core Paper	100
		MENC-413	5	IX British Poetry: from the Victorian to the Modern Age	75/25	Core Paper	100
		MENC-414	5	X. Twentieth-Century British Drama	75/25	Core Paper	100
		MENP-415	4	XI Research Project	75/25	Core Paper Project	100
Total			24				500

M A. 2	III	MENC-501	5	XII.	British Non-Fictional Prose: from Victorian to the Modern Age	75/25	Core Paper	100
		MENC-502	5	XIII	Twentieth-Century British Novel.			
		MENE-503	5	XIV	Elective- A. Applied Linguistics & Indian Linguistic Tradition	75/25	Core Paper	100
		MENE-504	5		or B Literature & Environment or C Translation, Theory, and Practice.	75/25	Elective	100
		MENP-505	4	XV.	Elective- A-Post-colonial Theory and Literature. or B -European Literature in Translation or C - Greek and Latin Literature in translation	75/25	Elective	100
				XVI	Research Project			
Total			24					400
M.A. 2	IV	MENC-511	5	XVII	New Literatures in English SAARC, Australian and Canadian	75/25	Core Paper	100
		MENC-512	5					
		MENE-513	5	XVIII.	African and Caribbean Literature	75/25	Core Paper	100
		MENE-514	5	XIX	Elective. A. American Literature or B - American Literature of 19 <sup>th</sup> Century. or C- Gender Studies.	75/25	Elective	100
		MENP-515	4	XX	Elective. Anyone from Group A Indian English Literature. or B- Indian Literature in Translation or C- Disability Literature	75/25	Elective	100
				XXI	Research Project			
Total			24					500

Courses of Studies: The Credit Based Choice System (CBCS) for P.G Programme (M.A.) in English (WEF- 2022-23 Session)

Programme Specific Outcomes of M.A. in English:

The Programme aims to

PSO1 Obtain a comprehensive knowledge of the history, forms, concepts, trends and movements related to literatures in English.

PSO2. Exhibit a high level proficiency to analyze and interpret literary and cultural texts.

PSO3. Acquire linguistic competence and communication skills in English, both spoken and written.

PSO4. Equip students with skills and techniques of English language and literature teaching at various levels.

PSO5. Flourish expertise of translating English texts to other languages and vice-versa.

PSO6. Discover, identify and explore new horizons of research in literary and cultural studies.

PSO7. Develop a creative, aesthetic and critical awareness of the world surrounding them all.

PSO8. Create literary sensibility for appreciation in students to expose them to artistic and innovativeness of language by writers and to various worldviews.

PSO9. Appreciate and analyze gender relations and gender-oriented writings.

PSO10. Evaluate and judge works available in translation with a view to revive Indian culture, thoughts recognizing its relevance in today's perspectives.

Note- Star (\*Asterisk) marked text are prescribed for detailed study.

Internal assessment will comprise of 10 marks assignment, 10 marks Internal test, 5 marks on attendance.

Semester 1

Core Courses

Course Code-MENC-401

Credits-5

Paper I - British Poetry from Chaucer to the Romantic Age

Max Marks: 25+75

Pass Marks:.....

### Objectives:

1. To introduce the students to the nuances of feelings and sensibilities common to all nations and cultures.
2. To make students acquainted with social and political conditions of England.
3. To make students aware of rules of versification and nature of literature.
4. To keep the beauty of poetic genre, rhythm, poetic expression, rhetoric as well as prosody.

Unit	Topic	No. of Lectures
I	*Geoffrey Chaucer: Prologue to <i>The Canterbury Tales</i> Edmund Spenser: <i>The Faerie Queene</i> Book- I	15
II	*John Donne: "The Canonization" *John Milton: <i>Paradise Lost</i> Book-1 *Andrew Marvell: "To His Coy Mistress"	17
III	John Dryden: "Absalom and Achitophel". *Alexander Pope: "The Rape of The Lock" (1-3 Cantos).	13
IV	*William Wordsworth: <i>The Prelude</i> Book-1 *S.T Coleridge: "The Rime of the Ancient Mariner".	17
V	*P.B Shelley: "Adonais" *John Keats: "Ode on a Grecian Urn"	13

Course Outcomes: After completing this course, the students shall:

1. Get an overview of the major poetic trends from Chaucer to The Romantic Age.
2. Be able to understand theme, language, form and style.
3. Be able to comprehend and identify the various subgenres and forms of poetry prevalent in the concern period.

### Recommended Readings:

E. Legouis: Geoffrey Chaucer, Bloud and Company, 1910.

G.L. Kitteredge: Chaucer and His Poetry, Harvard University Press, 1915.

C.S Lewis: A Preface to Paradise Lost, New York: OUP, 1961; New Delhi: Atlantic Publishers 2010.

Helen Gardner: the Metaphysical Poets Penguin Classics, 1960.

Ian Jack: The Augustan Satire Oxford: The Clarendon Press, 1952

C.M. Bowra: The Romantic Imagination OUP, 1961 rpt.

M.H. Abrams: English Romantic Poets USA: OUP, 2<sup>nd</sup> ed., 1975

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Gale: A Study Guide for Edmund Spenser's *The Faere Queen* ( English Paperback, Gale Cengage Learning).

Semester I

Core Courses

Course Code-MENC-402

Credits-5

Paper II - British Drama : The Renaissance to the Neo-classical Age

Max Marks: 25+75

Pass Marks:.....

Objectives:

1. To acquaint the students with the dramatic practices during The Renaissance and The Restoration Age.
2. To discuss the major developments of drama and the taste of the audience of the age.

Unit-I	*Christopher Marlowe: <i>Doctor Faustus</i> Ben Jonson: <i>Everyman in His Humour</i>	16
Unit-II	*William Shakespeare: <i>Hamlet</i>	15
Unit-III	*William Shakespeare: <i>The Tempest</i>	14
Unit-IV	*William Congreve: <i>The Way of The World</i>	14
Unit-V	*John Webster: <i>The Duchess of Malfi</i> R.B, Sheridan: <i>The School for Scandal</i>	16

Course Outcomes:

After completion of the course the students shall

1. Get exposed to the origin and development of English drama.
2. Develop a proper understanding of the nature of Elizabethan audience, genres conventions and experiments in English drama of The Renaissance and The Restoration Age.
3. Have the idea about the condition of the theatres of the times.

Recommended Readings:

Nicoll, A, *British Drama*, Barnes and Noble, 1873; Chambers, 1978 rpt: London: George G.

Harrap, 1962.

Styan, J.L., *The English Stage*, Cambridge: Cambridge University Press, 1996.

Bradley, A.C., *Shakespearean Tragedy*, Palgrave Macmillan, 2002 Ed.

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Thomas, C.T., The Restoration Comedy 1660-1720 Oxford University Press,  
1924

Semester 1

Core Courses

Course Code-MENC-403

Credits-5

Paper III -Non-Fictional Prose : From Renaissance to the Romantic Age

Max Marks: 25+75

Pass Marks:.....

**Objective:**

1. To make the students familiar with the progress of British Non-Fictional Prose from the beginning of The Renaissance to the Romantic Age.
2. To focus mainly on the differences in language used, syntax, themes, and subject matter concerning social and political scenario of the time.

Unit-I	*Francis Bacon: "Of Truth", "Of Friendship"	15
Unit-II	*Joseph Addison: "The Aim of Spectator", "Sir Roger at the Theatre"	15
Unit-III	*Richard Steele: "The Spectator Club", "On Judicious Flattery"	14
Unit-IV	*Dr. Samuel Johnson: "The Effect of Sudden Riches upon Manners" *Oliver Goldsmith: "The Man in Black".	14
Unit-V	*Charles Lamb: "New Year's Eve", "The Superannuated Man" *William Hazlitt: "A Familiar Style", "On Nicknames"	17

**Course Outcomes:**

After completing the course the student shall

1. Get familiar to the origin and development of English Prose especially the Essay
2. Get firsthand knowledge of the major non-fiction prose writers from the Renaissance to the Romantics.
3. Critically analyze the British non-fictional prose writings in terms of language. Theme and style from Bacon to the Romantics.

**Recommended Readings:**

H. Read, English Essays and Style Pantheon, 1981 Ed.

Hugh Walker, English Essays and Essayists London: J.M. Dent and Sons Ltd., 1928.

E. Chambers, The Development of English Prose London: Oxford University Press, 1957.

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J.M. Murry, *The Problem of Style*, London Oxford University Press, 1922.

Semester 1

Core Courses

Course Code-MENC-404

Credits-5

Paper IV - British Novel of the Eighteenth and the Nineteenth Centuries

Max Marks: 25+75

Pass Marks:.....

**Objectives:**

1. TO introduce the Students to the early history of the novel form and the convention of the eighteenth and nineteenth century novel.
2. To draw on relevant cultural and /or historical information to situate texts within their cultural, political and historical contexts.
4. To introduce learners to the theories and forms of the novel to perform critical and formal analysis of literary texts.

Unit-I	Origin and Development of Novel, Four Wheels of English Novel, Picaresque Novel, Panoramic Novel, Social Novel, Realistic Novel, Regional Novel ,Stream of Consciousness Novel,	14
Unit-II	Henry James: "The Art of Fiction" Ian Watt: "The Rise of the Novel"	14
Unit-III	Daniel Defoe: " <i>Robinson Crusoe</i> " Henry Fielding: " <i>Joseph Andrews</i> "	16
Unit-IV	Jane Austen: <i>Emma</i> Charles Dickens: <i>David Copperfield</i>	16
Unit-V	George Eliot: <i>Silas Marner</i> Thomas Hardy: <i>Tess of the D'Urbervilles</i>	15

Note:( Explanatory passages shall not be asked from the novels prescribed)

Course Outcomes:

After the completion of the course the students shall

1. Understand the major factors responsible for the rise of the novel.
2. Identify the major characteristics of the 18<sup>th</sup> and 19<sup>th</sup> century fiction.
3. Discover the various techniques of fiction writing.
4. Develop a proper understanding of the theories of fiction.

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**Recommended Readings:**

Dorothy Van Ghent: *The English Novel form and Function*, Harper Perennial, 1967.

Raymond Williams: *The English Novel from Dickens to Lawrence*, Chatto and Windus 1970. London Oxford University Press, 1970.

Terry Eagleton: *The English Novel and Introduction* Oxford, Blackwell, 2005.

Kettle, Arnold: *Introduction to The English Novel (Vols-1,2)* London: Hutchinson and Company, 1999.

John Richte: *Cambridge Companion to the 18<sup>th</sup>Century Novel*, Cambridge University Press, 1996.

## Semester 1

## Minor Elective Courses

Course Code-MENM-405

Credits-4

Paper V - Literary Forms, Movements and Literary Works

Max Marks: 25+75

Pass Marks:.....

**Course Objective:**

1. To Introduce students to major kinds of literary forms so that they can have at least Common Understanding about literature with its ingredients.
2. To make new learners capable to read literature with interest.

Unit-I	Forms of Poetry : Lyric, Sonnet, Elegy, Ode, Drama, Novel and their various forms	15
Unit-II	Objective Forms of Poetry : The Ballad, the Epic, Dramatic Monologue, Essay and its Kinds, Major Trends in English Literature	15
Unit-III	Shakespeare : "Shall I Compare Thee to A Summer's Day" John Milton : "On His Blindness"	15
Unit-IV	George Bernard Shaw : <i>Arms and The Man</i> Mahatma Gandhi: "Hind Swaraj"	15

**Course Outcomes:**

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1. The learners will be able to have a useful Understanding about English literature.
2. The learners will be able to understand literature with its certain literary terms.

**Recommended Readings:**

1. Abrams, M.H. & Harpham, G.G., "A Glossary of Literary Terms", Cengage Learning, Delhi, 2015.
2. Daiches, D., "A Critical History of English Literature", Supernova Publishers, 2010.
3. Boulton, M., "The Anatomy of Poetry", Kalyani, New Delhi, 1979

Semester 1

Research Project

Course Code-MENP-406

Credits-4

Paper VI -

Max Marks:

Pass Marks:.....

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## Semester-II

## Core Courses

Course Code-MENC-411

Credits-5

Paper VII - Elementary Linguistics

Max Marks: 25+75

Pass Marks:...

**Objectives:**

A History of the English Language aims to:

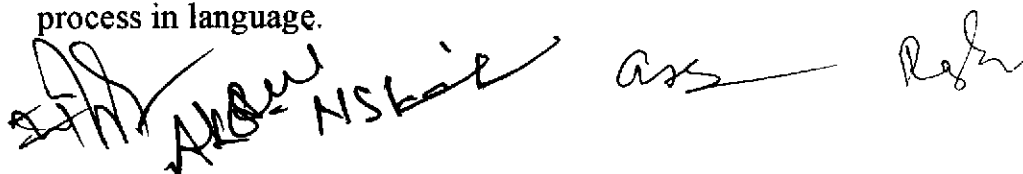
1. Equip students with the skills, insights and appropriate theoretical approaches necessary to analyse and describe changes in the structure of the English Language from the earliest written records to the present day.
2. Understand four language skills (speaking, listening, reading and writing).

Unit-I	English Language : Definition, Nature and Characteristics, History of English Language: Old English, Middle English, Early Modern English	15
Unit-II	Linguistics: Definition and Scope, Branches	14
Unit-III	Phonetics and Phonology: Speech Mechanism, Phoneme, Phonetic Symbols, Phonetic Transcription, English Vowels and Consonants, Stress and Intonation	16
Unit-IV	Morphology : Morphemes, Words Formation, Inflexion, Derivation, Compounding	14
Unit-V	Syntax and Structural Linguistics:- <del>Saussure</del> , Traditional Grammar and Its Limitations, Generative Grammar, Chomsky and Transformational Generative Grammar	16

**Course Outcomes:**

After Completing the course the students will:

1. Have an Understanding of uniqueness and functions of human language in general and English language in particular.
2. Have a vast and in-depth knowledge of the mechanism involved in the production, transmission and reception of speech sounds.
3. Be able to acquire and develop understanding about grammatical relations and their expressions .
4. Understand the structure of morphological system and morphological process in language.


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5. Be benefitted to grasp theoretical bases in field of sociolinguistics

**Recommended Readings:**

A.C. Baugh: A History of English Language, Prentice Hall, 5<sup>th</sup> edition, 2001, Rutledge .

Charles Barber: The English Language: A Historical Introduction, Cambridge University Press 2000.

George Yule: The Study of Language Cambridge University Press 1996.

B.K. Matilal: the Word and the world, OUP 1971.

Semester-II

Core Courses

Course Code-MENC-412

Credits-5

Paper VIII - Literary Criticism

Max Marks: 25+75

Pass Marks:.....

**Objectives:**

1. To introduce the students to the history, nature, function and relevance of literary criticism in the Western world, especially the British tradition.
2. To provide a critical understanding of the significant works of literary criticism from Ancient Greece to mid-twentieth century in the Western tradition.
3. To provide a conceptual framework for developing an understanding of the function and practice of traditional modes of literary criticism.

Unit-I	*Aristotle: <i>Poetics</i> Longinus: <i>On the Sublime</i>	15
Unit-II	*Dryden: "An Essay on Dramatic Poesy" Johnson: Preface to <i>Shakespeare</i>	15
Unit-III	*Wordsworth: Preface to the <i>Lyrical Ballads</i> Coleridge: <i>Biographia Literaria</i> ( Chapter XVII)	15
Unit-IV	*Matthew Arnold: "The Study of Poetry" Eliot: "Tradition and the Individual Talent"	16
Unit-V	I.A. Richards: "The Four Kinds of Meaning" F.R. Lewis : "Literature and Society"	14

**Course Outcomes:**

1. To get students introduced to the major texts of Literary Criticism from Aristotle to Elaine Showalter.

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2. To make students identify the major critical concerns and debates in the history of literary criticism.
3. To develop a critical vocabulary for analysing literary texts in the light of major critical texts.

**Recommended Readings:**

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

Enright and Chickera, English Critical Texts OUP, 1963.

Wimsatt and Brooks, Literary Criticism: A Short History, Random House, 2000.

S.H. Butcher, Aristotle's Theory of Poetry and Fine Art, Dover Publications, 1951.

George Saintsbury, A History of Literary Criticism, New Delhi: Atlantic Publishers, 2004.

William J.Hardy, Twentieth Century Criticism, New York: Free Press (Macmillan), 1974.

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

**Semester-II**

**Core Courses**

Course Code-MENC-413

Credits-5

Paper IX - British Poetry: From Victorian to Modern Age

Max Marks: 25+75

Pass Marks:.....

**Objectives:**

1. To provide a context by imparting adequate knowledge of the history of the 19<sup>th</sup> century Victorian age and 20<sup>th</sup> century
2. To enable the students to understand the process of the development of the poetry from the Victorian period to the more turbulent twentieth century when literature became more thematically complex as well as technically more innovative.
3. To impart textual knowledge to the student by focusing on the representative poem of the significant poets of the 19<sup>th</sup> century Victorian Age and 20<sup>th</sup> century.

Unit-I	*Tennyson: "Morte'd Arthur", "Ulysses", "The Lotos Eaters"	15
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Unit-II	* Robert Browning: "Rabbi Ben Ezra" * Mathew Arnold : "The Scholar Gipsy"	16
Unit-III	* W.B. Yeats : "Sailing to Byzantium", "Byzantium" * T.S. Eliot : "The Waste Land"	15
Unit-IV	* Dylan Thomas : "Refusal to Mourn the Death by Fire of a Child in London", "Poem in October" * Philip Larkin: "Church Going", "The Whitsun Wedding",	15
Unit-V	* Ted Hughes : "Hawk Roosting", "The Thought Fox"	14

### Course Outcomes

After the completion of the course the student shall

1. Understand the contexts that produced poetry in the Victorian, Modern and Post Second World War Periods.
2. Identify the various themes and techniques of Victorian, Modern and Post Second World War Poetry.
3. Acquire the strategy of analysing and interpreting 19<sup>th</sup> and 20<sup>th</sup> century poetry.
4. Identify the various poetic movements in 19<sup>th</sup> and 20<sup>th</sup> century poetry.

### Recommended Readings:

Hugh Walker: The Literature of the Victorian Era. Cambridge University Press, 2011 Ed A.N Jeffares: W.B Yeats: Man and Poet London Routledge and Kegan Paul, 1949.

G. Smith: T.S Eliot's Poetry and play: A study in Source and Meaning, University of Chicago Press, 1975.

F.R. Leavis: New Bearings in English Poetry. London: Faber and Faber, 2011 Ed.

R.P. Draper: An Introduction to Twentieth-Century Poetry in English, Palgrave Macmillan, 1999.

Ian Hamilton: The Oxford Companion to Twentieth-Century Poetry, USA: Oxford University Press, 1994.

G. Bullough: The Trend of Modern Poetry Hesperides Press, 2006.

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Unit-IV	*Dylan Thomas : "Refusal to Mourn the Death by Fire of a Child in London", "Poem in October" *Philip Larkin: "Church Going", "The Whitsun Wedding",	15
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### Recommended Readings:

Hugh Walker: The Literature of the Victorian Era. Cambridge University Press, 2011 Ed A.N Jeffares: W.B Yeats: Man and Poet London Routledge and Kegan Paul, 1949.

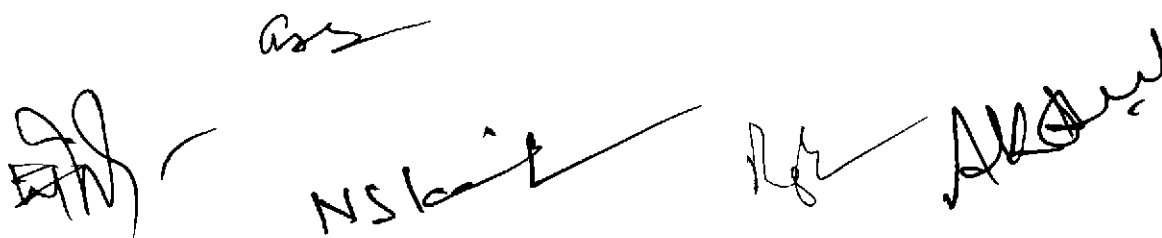
G.Smith: T.S Eliot's Poetry and play: A study in Source and Meaning, University of Chicago Press, 1975.

F.R. Leavis: New Bearings in English Poetry. London: Faber and Faber, 2011 Ed.

R P.Draper: An Introduction to twentieth-Century Poetry in English, Palgrave Macmillan, 1999.

Ian Hamilton: The Oxford Companion to Twentieth-Century Poetry, USA: Oxford University Press, 1994.

G. Bullough: The Trend of Modern Poetry Hesperides Press, 2006.

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Semester-II  
Core Courses

Course Code-MENC-414

Credits-5

Paper X - Twentieth Century British Drama

Max Marks: 25+75

Pass Marks:.....

**Objectives:**

1. To acquaint the student with the major trends in 20<sup>th</sup> century drama by means of detailed consideration of representative texts.

2. To familiarize the students in the course of discussion with the socio-cultural contexts that led to the emergence of major types of drama like poetic drama, drama of Ideas, working-class drama, Kitchen-sink drama and Absurd drama.

3. To engage the students in an in-depth study of the work of major playwrights so as to provide an understanding of the art and technique of drama including the use of dramatic convention and devices like dialogue, stage setting, chorus, aside, soliloquy, dramatic irony.

Unit-I	*G.B. Shaw : <i>Saint Joan</i>	16
Unit-II	*T.S. Eliot : <i>The Cocktail Party</i>	16
Unit-III	*Samuel Beckett: <i>Waiting for Godot</i>	16
Unit-IV	Harold Pinter: <i>The Birthday Party</i>	13
Unit-V	John Osborne : <i>Look Back in Anger</i>	14

**Course Outcomes**

After the completion of the course the students shall

1. Get acquainted with the major trends in 20<sup>th</sup> century drama
2. Understand the contexts within which various dramatic forms emerged.
3. Critically analyse representative dramatic texts and theatrical convention of the 20<sup>th</sup> century

**Recommended Readings:**

D.E Jones: The plays of T.S Eliot London: Routledge and Kegan Paul, 1963

Haugh Kenner: A Reader's Guide to Samuel Beckett London, Thames and Hudson, 1973

M. Esslin: The Theatre of the Absurd New York: Vintage 3th Ed. 2004

Raymond Williams: Drama from Ibsen to Brecht Penguin Books Ltd, 1973.

Ronald Hayman: British Theatre Since 1955: A Reassessment London: Oxford University Press, 1<sup>st</sup> Ed, 1979

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## Semester II

## Research Project

Course Code-MENP-415

Credits-4

Paper- XI

Max Marks:

Pass Marks:.....

## Semester-III

## Core Courses

Course Code-MENC-501

Credits-5

Paper XII - British Non-Fictional Prose from Victorian to Modern Age

Max Marks: 25+75

Pass Marks:.....

Objectives:

1. To make the students familiar with the tradition and growth of the non-fictional prose in Britain.
2. To focus on the representative authors and their texts that contributed in the making of the age.
3. To make the students aware of various types and styles of prose writings in 19<sup>th</sup> and 20<sup>th</sup> century.

Unit-I	*Lord Macaulay: "Macaulay's Minute on Education", February 2, 1835, J.S. Mill: "Subjection of Women"	15
Unit-II	*Thomas Carlyle: "The Hero as a Man of Letters"	15
Unit-III	*John Ruskin: "Work" <i>From The Crown of Wild Olive</i>	15
Unit-IV	*Bertrand Russell: <i>The Future of Mankind</i> & "On Being Modern-Minded Man" <i>From Unpopular Essays</i> E.M. Forster: 'What I Believe' from <i>Two Cheers for Democracy</i>	15
Unit-V	*George Orwell : "England Your England" from <i>England, Your England and Other Essays</i> (Section I-III)	15

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### Course Outcomes

After the completion of the course the student shall

1. Be aware with the tradition and significance of non-fictional writing in Great Britain in the 19<sup>th</sup> and 20<sup>th</sup> century.
2. Identify the major social, political and cultural concerns of major non-fictional prose writers of the concerned period.
3. Identify the various prose styles of major prose writers of the period under study.

### Recommended Readings:

Kermode, Frank & Hollander, John, The Oxford Anthology of English Literature Vol.II, OUP, New York,1973.

Walker, Hugh, The English Essays and Essayists London: J.M.Dent and Sons Ltd., 1928.

Chambers, E, The Development of English Prose London: Oxford University Press, 1957.

Read, H., English Prose Style New York: Pantheon 1981 Ed..

George P. Landow: The Aesthetic and Critical Theories of John Ruskin.

Semester-III

Core Courses

Course Code-MENC-502

Credits-5

Paper XIII - Twentieth Century British Novel

Max Marks: 25+75

Pass Marks:.....

### Objectives:

1. To examine work by some of the key British novelists of the twentieth century and to introduce students to the variety and complexity of twentieth Century writing.
2. To introduce students to the formal techniques and procedures used by the novelists and to create an awareness of the relationship between the novel and its social and cultural contexts.
3. To familiarize the student with some key theoretical concepts relating to the novel form.

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Unit-I	Theories of Novel : Polyphony, Dialogism, Heteroglossia, Carnival, Chronotope (Mikhail Bakhtin) Totality (George Lukacs)	15
Unit-II	D.H. Lawrence: <i>Sons and Lovers</i>	15
Unit-III	James Joyce: <i>A Portrait of the Artist as a Youngman</i>	15
Unit-IV	E.M. Forster: <i>A Passage to India</i> Virginia Woolf: <i>Mrs. Dalloway</i>	15
Unit-V	Graham Greene: <i>The Power and the Glory</i> Muriel Spark: <i>The Prime of Miss Jean Brodie</i>	15

Note- (No Explanatory Passages in this paper)

### Course Outcomes

After the completion of the course the students shall

1. Develop a comprehensive knowledge of the various fictional trends in the 20<sup>th</sup> century British novel.
2. Comprehend the experiments in themes and techniques in 20<sup>th</sup> century British fiction.
3. Learn the strategies of reading a 20<sup>th</sup> century novel.
4. Get introduced to theoretical concepts of some of the important theorists of the novel

### Recommended Reading:

F.R Karl: *A Readers' Guide to the Contemporary English Novel* New York: Farrar, Straus and Cudahy, 1962.

M. Magalare: *A Readers' Guide to Great Twentieth Century English Novel*

David Lodge. *The Art of Fiction*. London: Penguin 1992.

Leon Edel: *The Modern Psychological Novel* Trade Paper Edition, 1959.

Patricia Waugh. *Metafiction: The Theory and Practice of Self-Conscious Fiction*. London: Methuen. 1989.

### Semester-III

Elective Courses (Group A)

Course Code-MENE-503

Credits-5

Paper XIV (A) - Applied Linguistics and Indian Linguistic Tradition

Max Marks: 25+75

Pass Marks:.....

### Objectives:

1. The Primary and of applied Linguistics is to analyze and solve language problem in the real world.

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2. Learn how it expresses the ability to communicate and categorize our languages while attempting to discover how languages evolve

Unit-I	Semantics: semantic features, lexical relation, semantic change, synonymy, hyponymy, homophony, homonymy,	15
Unit-II	Stylistics: origin, definition, techniques; a compulsory passage for stylistic analysis	15
Unit-III	Psycholinguistics-Language Comprehension, Language Production and Language Acquisition,	15
Unit-IV	English Language Teaching: Approaches and Techniques, Factors in Language Learning	15
Unit-V	Indian Linguistic Tradition: Indian Contribution, Phonetics, Semantics, Syntax and Philosophy of Language	15

### Course Outcomes

1. Students will have an understanding of the key concepts in Applied Linguistics.
2. Students will be able to appreciate the interdisciplinary nature of Linguistics
3. Students will be able to identify an area within the field of Applied Linguistics for further research.
4. Develop the four fundamental language skill-LSRW
5. Students will be able to compare the Indian tradition of Linguistics with Modern Linguistics and Phonetics.

### Recommended Readings:

C.K Meinong: Principals of Linguistics (New Delhi: Penguin, 1992)  
Sethi and Dhamij: Course in Phonetics (Prentice Hall, 1999)

### Semester-III

Elective Courses (Group B)

Course Code-MENE-503

Credits-5

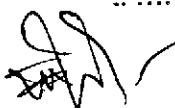
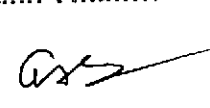
Paper XIV (B) - Literature and Environment

Max Marks: 25+75

Pass Marks:.....

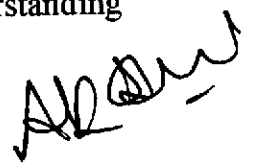
### Objectives:

1. Students are expected to understand ecocriticism.
2. Ecocriticism aims at raising awareness within the literary world about the environmental movement and nature-centred perspectives in understanding human relationships and cultural practices







3. The students will understand the relationship between literature and environment through literary works

Unit-I	*Rachel Carson: "The Obligation to Endure" from <i>Silent Spring</i> Cheryll Glotfelty "Literary Students in an Age of Environmental Crisis" from <i>The Ecocriticism Reader</i>	15
Unit-II	*William Wordsworth: "Tintern Abbey", "The World is too Much with Us" *Judith Wright: "Dust"	15
Unit-III	*Gary Snyder: "Mother Earth: Her Veils" Gieve Patel: "On Killing a Tree"	15
Unit-IV	*Amitav Ghosh: "The Hungry Tide" *Sarah Joseph: "Gift in Green" (Trans. By Valson Thampu)	15
Unit-V	*Henry David Thoreau: "Solitude" from <i>Walden</i> Vandana Shiva: "Preface to <i>Ecofeminism</i> "	15

### Course Outcomes

After the completion of the Course the students shall

1. Get sensitized to the ecological crises that the world faces through literary representation.
2. Understand the role of humanities in general and literature in particular in addressing and comprehend environmental issues.
3. Comprehend the intersection between gender and environment through study of literary texts.

### Recommended Readings:

Bate Jonathan, *Romantic Ecology*, London: Routledge, 1991

Buell, Lawrence, *The Environmental Imagination*, Cambridge: Harvard Univ Press. 1995

Garrard, Greg, *Ecocriticism*, London: Routledge, 2004

Glotfelty, Cheryll and Fromm, Harold (eds) *The Ecocriticism Reader*, Athens: University of Georgia Press. 1996

Shiva, Vandana. And Mies, Maria. *Ecofeminism*. Halifax: Fernwood Publications, 1993

### Semester-III

Elective Courses (Group C)

Course Code-MENE-503.....

Credits-5

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## Paper XIV (C) – Translation : Theory and Practice

Max Marks: 25+75

Pass Marks:.....

**Objectives:**

1. To found the language skills of the learner to refine their thematic and cultural knowledge and to encourage them to think and to react.
2. To make students aware of different cultural views with the help of literature in translation and how to communicate to the others on the basis of translation.

Unit-I	The concept of translation. Famous definitions of translation : Eastern and Western; Social Significance of translations	15
Unit-II	Theories of translation, concept of equivalence	15
Unit-III	Problems of translation, Socio-cultural dimensions of translation	15
Unit-IV	Machine translation-merits and demerits	15
Unit-V	Translation of given passages from Hindi to English and vice-versa	15

**Course Outcomes:**

The students will be able to compare an original text an one of its translation.

To identify differences between the two texts in terms of : lexical, grammatical, semiotic variations.

To understand how translation remains that communication medium which crosses language barriers.

**Recommended Readings:**

Delisle. J: Translation: an interpretive approach tr by Patricia Logan et Monica Creery

Sweet Henry: The Practical Study of Language OUP London.

Peter Newmark: A Textbook of Translation skill.

**Semester-III**

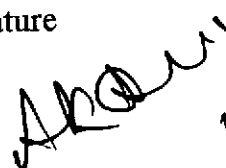
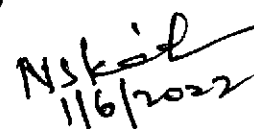
Elective Courses (Group A)

Course Code-MENE-504

Credits-5

Paper XV (A) - Post colonial Theory and Literature



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Max Marks: 25+75

Pass Marks:.....

**Objectives:**

The students will be able to understand that

1. The object of Post Colonialism is accounting for and combating the residual effects of colonialism on culture.
2. It is not simply concerned with salvaging post world, but learning how the world can move the on this period together, towards a place of mutual respect.

Unit-I	Ashcraft, G. Griffith & H. Tiffins : "Cutting the Ground: Critical models of Post- Colonial Literatures" from <i>The Empire Writes Back</i> Edward Said : "Crisis" (in Orientalism)	15
Unit-II	Aijaz Ahmad : "Language of Class", Ideologies of Immigration" from <i>In Theory</i>	15
Unit-III	Ngugi Wa Thiang'O : "Decolonizing the Mind" Chinua Achebe: "Colonialist Criticism"	15
Unit-IV	Shrilal Shukla: <i>Raag Darbari</i> Premchand: <i>Karmbhumi</i>	15
Unit-V	Salman Rushdie: <i>Midnight's Children</i> Rohinton Mistry: <i>A Fine Balance</i>	15

**Course Outcomes:**

The students will be able to understand Post Colonialism as it deals with many concepts like cultural, political, geographical, psychological and post structural etc.

As a major literature it helps in understanding both 'colonizer' and 'colonized' in many concerns like education, politics, geography, culture, and customs

**Recommended Readings:**

Aime Cesaire: Notebook of a Return to the Native Land

Franz Fanon: A Dying Colonialism

Maryse Conde: I, Tituba, Black Witch of Salem

Gayatri Chakravorty Spivak (ed. Rosalind Morris): Can the Subaltern Speak?  
Reflections on the History of an Idea

**Semester-III**

Elective Courses (Group B)

Course Code-MENE-504

Credits-5

Paper XV (B) - European Literature in Translation

Max Marks: 25+75

Pass Marks:.....

**Objectives:**

1. The aim is to widen the transnational circulation and diversity of European literary works by encouraging translation and promotion of books in lesser-used languages.
2. Another objective is to help European literary works to reach new audiences within the Europe and beyond.

Unit-I	Henric Ibsen: <i>A Doll's House</i>	13
Unit-II	*Bertolt Brecht: <i>Mother Courage and Her Children</i>	17
Unit-III	Gustave Flaubert: <i>Madame Bovary</i> Fyodor Dostoyevsky: <i>Notes from Underground</i>	15
Unit-IV	*Charles Baudelaire: "The Flowers of Evil" *R.M. Rilke: 'The Boy' "The Song of the Beggar" "The Blind Man's Song"	15
Unit-V	Alberto Moravia: <i>The Woman of Rome</i>	15

**Course Outcomes:**

After the completion of the course the students shall be able to come across many other literary, cultural and other new things across the world.

It will enrich the mind of the learner.

**Recommended Readings:**

Walter Cohen: A History of European literature ( The West and the World from Antiquity to the present.OUP

**Semester-III**

Elective Courses (Group C)

Course Code-MENE-504

Credits-5

Paper XV (C) - Greek and Latin Literature in Translation

Max Marks: 25+75

Pass Marks:.....

**Objectives:**

The students will:

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1. Become familiar with canonical text of Greek and Latin Literature and read them in the original language with fluency.
2. Understand technical aspects of Greek and Latin Literature such as poetic metres and prosody.
3. Read and understand the relevance of ancient Greek and latin literature.
4. Understand Greek mythology.

Unit-I	Sophocles : Oedipus the King	15
Unit-II	Sappho: <i>Fragments</i> 1, 31, 40, 65, 96, From, Sappho : <i>A New Tranlation</i> . Trans, Mary Barnard (University of California Press, : Berkeley, 1999). Ovid: <i>Apollo and Daphne, Echo and Narcissus, Orpheus and Euriduce</i> , in the 15 <i>Metamorphoses</i> , tr, Mary M, Innes (Harmondsworth: Penguin, 1965), pp,41-44,83-87,225-29.	15
Unit-III	*Virgil : <i>The Aeneid</i> , Book I, tr, Robert Fitzgerald (New York: Vintage, 1984).	15
Unit-IV	*Horace: From <i>Horace: The Complete Odes and Epodes with the Centennial Hymn'</i> tr, with notes, by W.G. Shepherd, with an introduction by Betty Radice (Penguin Bools, 1983): Book 1: Ordes 9,11,25, Book 2: Ode 14:Book 3: Ode 30. From <i>Horace: Satires and Epistles</i> Persius, <i>Satires</i> , tr, Niall Rudd (Penguin Books, 1997): Horace: Book I, Satire 9.	15
Unit-V	Juvenal: From <i>Juvenal: Sixteen Satires</i> , tr, with an introduction and Notes by peter Green (Penguin Books, rev, ed. 1998) Satire 3. Marcus Aurelius: From <i>Meditations</i> , tr, Gregory Hays (London: Weidenfeld & Nicolson, 2003): Book 5, Book 7, Book 9.	15

### Course Outcomes:

Students will

Develop skills of close reading and textual analysis through careful engagement with ancient Greek and Latin literature in the original language or in translation.

Formulate meaningful, evidence-based conclusions and effectively communicate them through essays, discussions, presentations and performances.



Semester III

Research Project

Course Code-MENP-505

Credits-4

Paper-5

Max. Marks:

Pass Marks:



Abdul Aziz Khan

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## Semester-IV

## Core Courses

Course Code-MENC-511

Credits-5

Paper XVII - New Literatures in English : SAARC, Australian and Canadian

Max Marks: 25+75

Pass Marks:.....

**Objectives:**

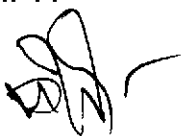
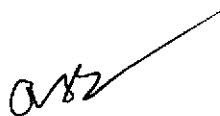
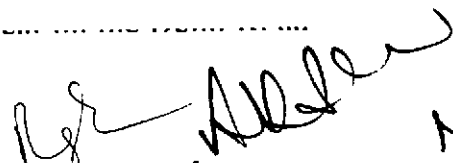
1. To introduction the learners to postcolonial literature from SAARK, Australia and Canada.
2. To introduction some key postcolonial texts from these settler colonies and the ways in which they engage with questions of language, form, colonial histories and contemporary postcolonial developments.
3. To develop a critical vocabulary for thinking about questions of marginal and canonical literatures.
4. To sensitize the learners about the strategies of reading postcolonial texts.

Unit-I (SAARC Literature)	*Agha Shahid Ali: "Postcard from Kashmir" *Kishwar Naheed: "I am not that Woman"	15
Unit-II (SAARC Literature)	Shyam Selvadurai: <i>Funny Boy</i> Kunzang Choden: <i>The Circle of Karma</i>	15
Unit-III (Australian Literature)	*A.D. Hope: "Australia", "Death of the Bird" *Judith Wright: "The Company of Lovers" "Failure of Communication"	15
Unit-IV (Canadian Literature)	*Earle Birney: "The Bear on the Delhi Road" *Susanna Moodie: "Indian Summer"	15
Unit-V (Canadian Literature)	Margaret Atwood: <i>The Blind Assassin</i>	15

**Course Outcome:**

After the completion of the course, the student shall

1. Comprehend the history of colonialism and various resistance to it through the study of literary texts from Australia and Canada
2. Get introduce to some of the key postcolonial texts from the settler colonies of Australia and Canada.
3. Develop a critical vocabulary and strategy for studying postcolonial literatures. ....


4. Identify various new genres and forms emerging out of cultural interaction in postcolonial literature.

**Recommended Readings:**

Bill Ashcroft, Gareth Griffiths, Helen Tiffin. *The Empire Writes Back* London: Routledge. 1991.

C.L. Innes: *The Cambridge Introduction to Postcolonial Literatures*. New Delhi: Cambridge University Press. 2007.

Pramod Nayar: *Postcolonial Literature: An Introduction*. New Delhi: Pearson Longman. 2008.

Elleke Boehmer. *Colonial and Postcolonial*. Oxford: Oxford University Press 1995.

**Semester-IV**

**Core Courses**

Course Code-MENC-512

Credits-5

**Paper XVIII - African and Caribbean Literature**

Max Marks: 25+75

Pass Marks:.....

**Objective:**

1. To introduce the learners to postcolonial literatures from Africa and the Caribbean islands.
2. To introduce some key postcolonial texts from various African and Caribbean nations and the ways in which they engage with questions of language, form, colonial histories. Multiculturalism, indigeneity and contemporary postcolonial developments.
3. To develop a critical vocabulary for problematizing the notions of margin, centre and the literary and cultural canon.
4. To sensitize the learners about the strategies of reading postcolonial texts.

Unit-I	*Gabriel Okara: "The Mystic Drum" *Wole Soyinka: "Night"	15
Unit-II	*Derek Walcott: "A Far Cry from Africa" *Mervyn Morris: "Literary Evening, Jamaica"	15
Unit-III	V.S. Naipaul: <i>A House for Mr. Biswas</i> George Lamming: <i>The Pleasures of Exile</i>	15
Unit-IV	Chinua Achebe: <i>Things Fall Apart</i> J.M. Coetzee: <i>Disgrace</i>	15

Unit-V	*Wole Soyinka: <i>A Dance of the Forests</i> *August Wilson: <i>Fences</i>	15
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### Course Outcome

After the completion of the course

1. The students shall understand the history of colonialism and several resistance to it through the study of literary texts from Africa and the Caribbean islands.
2. The students shall get familiarized with some of the key postcolonial texts and literary movements from the African Continent and the Caribbean islands.
3. The students shall develop a critical vocabulary and strategy for studying African and Caribbean literatures in English.
4. The students shall identify various new genres, literary and linguistic forms, emerging out of cultural interaction in literatures of Africa and the Caribbean.

### Recommended Readings:

Bill Ashcroft, Gareth Griffiths, Helen Tiffin. *Empire Writes Back*: London: Routledge, 1991.

C.L. Innes: *The Cambridge Introduction to Postcolonial Literatures*. New Delhi: Cambridge University Press, 2007

Pramod Nayar: *Postcolonial Literatures: An Introduction*. New Delhi: Pearson Longman, 2008

Rajiv Patke, *Postcolonial Poetry in English*. Oxford: Oxford University Press, 2006.

### Semester-IV

#### Elective Courses

Course Code-MENE-513

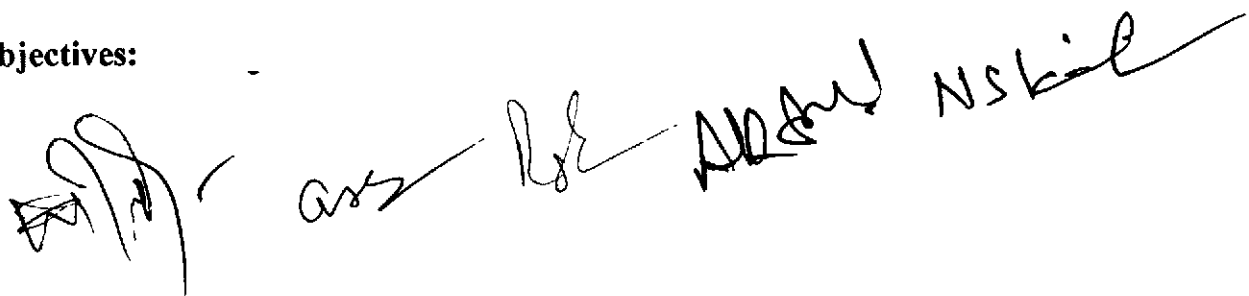
Credits-5

Paper XIX - (A) American Literature

Max Marks: 25+75

Pass Marks:.....

### Objectives:

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1. The Course aims to focus on the uniqueness of American literary imagination forged out of a consciousness of difference from the experience of Europe.
2. To draw attention that this demanded a new kind of writing a new beginning that gave shape and significance to the process of settlement and social development.
3. To showcase that the puritan imagination, brought to the New World the sense of wonder and promise of the 'American Dream' that continues to resonate till the present in its literature.
4. To bring out the paradox between the American concepts of Democracy and the institution of slavery as seen in the literature.

Unit-I	*R.W. Emerson: "The American Scholar", "Self-Reliance", "The Over-soul" H.D Thoreau: "Civil Disobedience", "When I Lived and What I Lived" (from <i>Walden</i> )	15
Unit-II	Nathaniel Hawthorne- <i>The Scarlet Letter</i> *Edgar Alan Poe: "The Fall of the House of Usher", "The Poetic Principle"	15
Unit-III	*Walt Whitman: "Song of Myself", "When Lilacs Last in the Dooryard Bloomed" Mark Twain: <i>Huckleberry Finn</i>	15
Unit-IV	William Faulkner: <i>Light in August</i> Ernest Hemingway: <i>A Farewell to Arms</i>	15
Unit-V	*Emily Dickinson: "After Great Pain A Formal Feeling Comes", "I Heard A Fly Buzz When I Died" "The Soul Selects Her Own Society", "I Felt A Funeral in My Brain" *Wallace Stevens: "The Emperor of Ice-cream", "Sunday Morning"	15

### Course Outcomes:

After the completion of the course the students shall

1. Get acquainted with concepts like Puritanism, Transcendentalism and the American Frontier.
2. Get a comprehensive knowledge of the social, historical, cultural forces that were responsible for the formation of the American tradition of writings in English.
3. Learn the techniques and strategies of reading canonical American literary texts of the 19<sup>th</sup> century.

### Recommended Readings:

*[Handwritten signatures and notes]*

R. Fischer: American Literature of the 19<sup>th</sup> Century New Delhi: S.Chand and Company Ltd., 2005

Egbert S.Oliver (Ed.): American Literature, 1890-1965: An Anthology New Delhi: S. Chand and Company Ltd., rpt. Edition, 2002.

M. Cunliffe: The Literature of the United States Penguin Books, 1970.

### Semester-IV

#### Elective Courses

Course Code-MENE-513

Credits-5

Paper XIX - (B) American Literature of the Nineteenth Century

Max Marks: 25+75

Pass Marks:.....

#### Objectives:

1. The Course aims to focus on the uniqueness of American literary imagination forged out of a consciousness of difference from the experience of Europe.
2. To draw attention that this demanded a new kind of writing a new beginning that gave shape and significance to the process of settlement and social development.
3. To showcase that the puritan imagination, brought to the New World the sense of wonder and promise of the 'American Dream' that continues to resonate till the present in its literature.
4. To bring out the paradox between the American concepts of Democracy and the institution of slavery as seen in the literature.

Unit-I	*Walt Whitman: "Song of Myself" (sections 1,48,49,50 and 51)	15
Unit-II	*Ralph W. Emerson: "Each and All", "Rhodora", "Self Reliance"	15
Unit-III	*Emily Dickinson: "After Great Pain", "Because I could not stop for death" *H.D. Thoreau: "Civil Disobedience"	15
Unit-IV	*Edgar Allan Poe: "The Fall of the Usher", "The Purloined Letter", Henry James: <i>The Turn of the Screw</i>	15
Unit-V	Nathaniel Hawthorne: <i>The Scarlet Letter</i> Mark Twain: <i>Huckleberry Finn</i>	15

*[Handwritten signatures and initials]*

**Course Outcomes:**

After the completion of the course the students shall

1. Get acquainted with concepts like Puritanism, Transcendentalism and the American Frontier.
2. Get a comprehensive knowledge of the social, historical, cultural forces that were responsible for the formation of the American tradition of writings in English.
3. Learn the techniques and strategies of reading canonical American literary texts of the 19<sup>th</sup> century.

**Recommended Readings:**

R. Fischer: American Literature of the 19<sup>th</sup> Century New Delhi: S.Chand and Company Ltd., 2005

Egbert S.Oliver (Ed.): American Literature, 1890-1965: An Anthology New Delhi: S. Chand and Company Ltd., rpt. Edition, 2002.

M. Cunliffe: The Literature of the United States Penguin Books, 1970.

**Semester-IV****Elective Courses**

Course Code-MENE-513

Credits-5

Paper XIX - (C) Gender Studies

Max Marks: 25+75

Pass

Marks:.....

**Objectives:**

1. This paper is designed to acquaint the students with the conceptualization of gender issues particularly as it is portrayed in literature.
2. It aims at familiarising the student with the various concepts and theories of gender literary analysis.
3. The purpose is to equip the student using theories such as feminism, womanism, masculinity and queer theory

Unit-I	Oscar Wilde : <i>The Picture of Dorian Gray</i> HD: (v) "Sea Rose", "Sea Violet", "Wine Bowl" in the Norton Anthology of Poetry, Third ed, (New York: Norton, 1985)	15
Unit-II	Virginia Woolf: <i>Orlando</i> Sigmund Freud: "Dora", In Case Histories I, Pelican Freud Library, Vol.8 15(Harmondsworth: Penguin, 1977.	15
Unit-III	Judith Butler: 'Subject of Sex/Gender /Desire', in <i>Gender Trouble: Feminism and the Subversion of Identity</i> (London Routledge, 1990), PP.1-34.	15

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Unit-IV	Kate Chopin: <i>Tree Awakening</i> Audre Lorde: <i>Zami</i>	15
Unit-V	Rabindranath Tagore: 'The Wife's Letter', tr. Supriya Chaudhuri, in Rabindranath Tagore: Selected Short Stories, ed. Sukanta Chaudhary (New Delhi: Oxford, 2000), PP.205-18. Attia Hosain: <i>Sunlight on a Broken Column</i> Imtiaz Dharker: "Purdah I", "Minority", "Battle Lino", in Nine Indian Women poets, ed. Eunice de Souza (New Delhi: OUP, 1997.)	15

**Course Outcomes:**

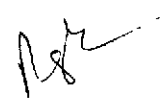
1. After completing the course the students will be able to understand gender biases in the society. New critical terms used in this subject will certainly enhance the intellectual capacity of the learner.

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**Recommended Reading:**

- Brod, H. (1985). *Reply to Bly. AHP Perspective*. New York. Association for Humanistic Psychology.
- Brod, H. (1995). Pornography and the Alienation of Male Sexuality In Kimmel, M. & Messner, M. (Eds.), *Men's Lives* Boston. Allyn and Bacon
- Brod, H. & Kaufman, M. (1994). *Theorizing Masculinities*. London: Sage.
- Butler, J (1990). *Gender Trouble: Feminism and the Subversion of Identity* New York: Routledge.
- Butler, J (1993). *Bodies That Matter: On the Discourse Limits of "Sex"*. London & New York: Routledge
- Dobie, B. A. (2009). *Theory into Practice: An Introduction to Literary Criticism*. Boston: Wadsworth Centage Learning
- Ferber, A L (1998). *White Man Falling: Race, Gender and White Supremacy*. Lanham, M.D: Rowman and Littlefield
- Gaylin, W (1992). *The Male Ego*. New York. Viking.
- Jegade, F (2108). *A Comparative Study of the Male Dilemma in Selected African and African American Plays*. A Ph.D Thesis Submitted to the Department of Languages and Literary Studies Department, Babcock University, Illisan Remo
- Hantover, Jeffrey. (1978) "Boy Scouts and the Validation of Masculinity". *Journal of Social Issues*  
Vol 34, Issue 1
- Hooks, Bell. (1984) *Feminist Theory: From Margin to the Centre*. Boston: South End Press
- Kaufman, M. (1994). Men, Feminism, and Men's Contradictory Experiences of Power. In Brod, H. & Kaufman, M. (Eds ), *Theorizing Masculinities*. London: Sage.
- Kaufman, M. (1995). The Construction of Masculinity and the Triad of Men's Violence In Kimmel, M & Messner, M. (Eds.) *Men's Lives* (3<sup>rd</sup> Edition). London: Allyn and Bacon
- Kaufman, M (2003) *The AIM Framework: Addressing and Involving Men and Boys to Promote Gender Equality and End Gender Discrimination and Violence*. New York UNICEF
- Kimmel, M. (1994). Masculinity as Homophobia: Fear, Shame and Silence in the Construction of Gender Identity. In Brod, H. & Kaufman, M (Eds ), *Theorizing Masculinities* London: Sage.
- Kimmel, M (1995). *Masculinities*. Berkeley. University of California Press.






## Semester-IV

## Elective Courses

Course Code-MENE-514

Credits-5

Paper XX - (A) - (Group-A) Indian English Literature

Max Marks: 25+75

Pass Marks:.....

**Objectives:**

1. To introduce the students to the major trends and distinctive features of English poetry, drama, fiction and nonfictional writings in India.
2. To discuss about the representative and important Indian poets, dramatists, novelists, essay and short story writers.
3. To make students familiar and aware of various types and styles of poetry, prose and other writings in India.
4. To Elaborate Indian tradition and styles of other genres in Indian English literature.

Unit-I	*Aurobindo: <i>Savitri</i> , Book-1 *R.N. Tagore: <i>Gitanjali</i> (Sections I, XL, XXV, XLV,).	15
Unit-II	*Nissim Ezekiel: "Background Casually", "Poet", "Lover and Bird Watcher", "Women Observed" *A.K Ramanujan: "A River", "Obituary, Small Scale Reflections On a Great House"	15
Unit-III	*Kamala Das: "An Introduction", "The Dance of Eunuchs", "The Freaks", *Jayanta Mahapatra: "Dawn at Puri: Indian Summer"	15
Unit-IV	*Girish Karnad: <i>Tughlaq</i> *Mahesh Duttani: <i>Final Solution</i>	15
Unit-V	Raja Rao: <i>The Serpent And The Rope</i> R.K. Narayan: <i>The Guide</i> . Vikas Sharma : <i>Love's not Time's Fool</i>	15

**Course Outcomes:**

After the completion of the course

1. The student shall grasp the social, political and cultural issues reflected in the major poets, dramatists, novelists and other prose writers work.
2. The learners shall identify the thematic, linguistic and formalistic features of Indian writing in English

with NSK as per ARAN

**Recommended Readings:**

K.R.S Iyengar: Indian writing in English New Delhi: Sterling Publishers, 1987.

M.K. Naik: A History of Indian English Literature New Delhi: Sahitya Akademi, 1982.

Indian English Literature: 1980-2000 Delhi: Pencraft International, 2001.

W. Walsh: Indian Literature in English Longmans, 1990.

A.K. Mehrotra(ed): An Illustrated History of Indian English Literature London: Hurst and Company, 2003.

**Semester-IV****Elective Courses**

Course Code-MENE-514

Credits-5

Paper XX - (B) Indian Literature in Translation

Max Marks: 25+75

Pass Marks:.....

**Objectives:**

1. To introduce the student to the great Indian epics so that they can know the value of their culture.
2. To make them aware of great Indian moral values and code of conduct.
3. To introduce the students to the major trends and distinctive features of English poetry, drama, fiction and nonfictional writings in India.
4. To discuss about the representative and important Indian poets, dramatists, novelists, essay and short story writers.
5. To make students familiar and aware of various types and styles of poetry, prose and other writings in India.
6. To Elaborate Indian tradition and styles of other genres in Indian English literature.

Unit-I	General acquaintance with great Indian epics: <i>The Ramayana</i> , <i>The Mahabharata</i> , <i>The Ramcharit manas</i> (with special reference to the Uttarkand)	15
Unit-II	Kalidasa: <i>Shakuntla</i> Jay Shankar Prasad: <i>Shraddha Sarga</i> (from <i>Kamayani</i> )	15
Unit-III	Rabindranath Tagore: <i>The Post Office</i> Mohan Rakesh: <i>Aadhe Adhure</i> ( <i>Halfway House</i> )	15
Unit-IV	Amrita Pritam: <i>Revenue Stamp</i> Mahasweta Devi: <i>Draupadi</i>	15
Unit-V	Qurrat-ul-Ain Haider: <i>River of Fire</i> U.R. Ananthamurthy: <i>Samskara</i>	15

**Course Outcomes:**

After the completion of the course

1. The students shall grasp the social, political and cultural issues reflected in the major poets, dramatists, novelists and other prose writers work.
2. The learners shall identify the thematic, linguistic and formalistic features of Indian writing in English

**Recommended Readings:**

K.R.S Iyengar: Indian writing in English New Delhi: sterling publishers, 1987.

M.K. Naik: A History of Indian English Literature New Delhi: Sahitya Akademi, 1982.

Indian English Literature: 1980-2000 Delhi: Pencraft international, 2001.

W.Walsh: Indian Literature in English Longmans, 1990.

A.K. Mehrotra(ed): An Illustrated History of Indian English Literature London: Hurst and Company, 2003.

**Semester-IV**

## Elective Courses

Course Code-MENE-514

Credits-5

Paper XX - (C) Disability Literature

Max Marks: 25+75

Pass Marks:...

**Objectives:**

1. The aim of disability and literature is to expand the concept of diversity in democratic society and to increase the awareness of how disability influences the life course of human beings, the organisation of societies and the shape of knowledge in the arts, sciences and humanities .
2. The students will be able to understand that disability studies views disability as a political construction and cultural identity, not simply as a medical condition.
3. The students will also know that disability is not only a set of physical or mental differences but the product of interactions between physical, cultural, and political environments shaping the perceptions and experience of different capacities.

Unit-I	Disability Studies: Definition, Nature, Scope and Approaches, Objectives and Different models of disability studies	15
Unit-II	Ved Mehta: <i>Face to Face</i>	15
Unit-III	Lucy Grealy: <i>Autobiography of a Face</i>	15
Unit-IV	Rohinton Mistry: <i>Family Matters</i>	15
Unit-V	Malini Chib: <i>One Little Finger</i> Preeti Monga: <i>The Other Senses</i>	15

### Course Outcomes:

1. The students will know that literature reflects and creates cultural messages about ability and disability, normal and abnormal.
2. They will also know literature can help us understand the experience of the disabled, as well as understand our own responses to disability in our own lives and culture.

### Recommended Readings:

1. Clare Barker (Editor), Stuart Murray: *The Cambridge Companion to Literature and Disability*, 2017.
2. David Bolt(Editor), *Changing Social Attitudes toward Disability* (2014).
3. Simi Linton: *Claiming Disability: Knowledge Identity*
4. Deborah Marks: *Disability*
5. Nirmla Erevelles: *Disability and Difference in Global Context*

### Semester IV

#### Research Project

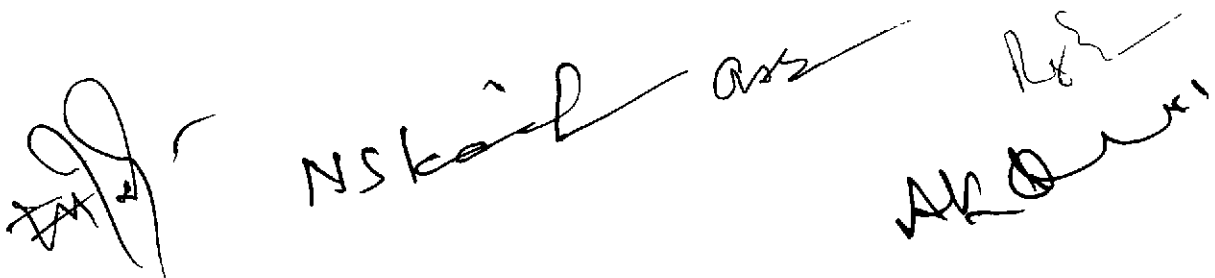
Course Code-MENP-515

Credits-4

Paper XXI-

Max Marks: -

Pass Marks. . . .


 The bottom of the page contains several handwritten signatures and initials. On the left, there is a large, stylized signature. In the center, the name 'NS Kaul' is written in a cursive hand, followed by 'as'. On the right, there are more initials, including 'R.S.' and 'AKD' with a flourish.

## Structure of the question paper

Time: 3 Hrs

Max Marks:75

Pass Marks:.....

A. For the papers in which passages/stanzas are given for explanation with reference and context (text marked with \*), there will be five passages/stanzas out of which any three will have to be attempted. Each passage will carry 9 marks.

9x3=27

Q.1

(a) Passage

(b) Passage

(c) Passage

(d) Passage

(e) Passage

Question. Nos. 2,3,4, and 5 will be long answer type questions with internal choices, each to be answered in about 500 words. Each question will carry 12 marks.

4x12=48

B. (Note)-The Papers having no passages per explanation (no text marks with \*), the Structure of the question papers will be as follows.

Q.1- There shall be five short answer type questions to be answered in about 200 words each. Each question will carry three marks.

5x3=15

a.

b.

c.

d.

e.

Q.No. 2,3,4, and 5 will be Long Answer Type questions each with an internal choice. Each question will carry 15 marks and will be answered in 500 marks.

4x15=60

*Handwritten signatures and marks:*  
 [Signature] ✓ NSK  
 [Signature] [Signature] [Signature]