



# Indira Gandhi University, Meerpur, Rewari

A State University Established under Haryana Act No. 29 of 2013

Recognised u/s 12-B & 2(f) of UGC Act 1956

## Department of English

Scheme and Syllabus M.A. English

(2024-2025)

Department of English

M.A. English

**Programme, Structure and Scheme of Examination (w.e.f 2024-25)**

**First Semester**

Sr. No	Course Code	Title of the Course	Credits			Core/ Elective / Foundation Course	Max marks		
			L	T	Total		Internal Assessment	End Term Exam	Total
1	24 L 6.0 - ENG- 101	History of English Literature – I	3	1	4	CC1	30	70	100
2	24 L 6.0 - ENG- 102	British Poetry	3	1	4	CC2	30	70	100
3	24 L 6.0 - ENG- 103	British Drama	3	1	4	CC3	30	70	100
4	24 L 6.0 - ENG- 104	British Novel	3	1	4	CC4	30	70	100
5	24 L 6.0 - ENG- 105	British Prose	3	1	4	CC5	30	70	100
6	24 L 6.0 - ENG- 106	i) Reading , Writing and Documentation Skills ii) Literature in Translation: Vedic to Classical Period	3	1	4	DEC1	30	70	100
7	24 L 6.0 - ENG- 107	Seminar*	-	2	2	PC	00	50	50
<b>Total Credits</b>					<b>26</b>				<b>650</b>

\* The workload will be as per university norms and will be examined by internal examiner for 50 marks

**Second Semester**

Sr. No	Course Code	Title of the Course	Credits			Core/ Elective / Foundation Course	Max marks		
			L	T	Total		Internal Assessment	End Term Exam	Total
1	24 L 6.0 - ENG- 201	History of English Literature – II	3	1	4	CC6	30	70	100
2	24 L 6.0 - ENG- 202	Literary Criticism & Theory - I	3	1	4	CC7	30	70	100
3	24 L 6.0 - ENG- 203	Study of Language-I	3	1	4	CC8	30	70	100
4	24 L 6.0 - ENG- 204	Counter Cultural Perspectives on Indian Aesthetics	3	1	4	CC9	30	70	100
5	24 L 6.0 - ENG- 205	Indian Writings in English	3	1	4	CC10	30	70	100
6	24 L 6.0 - ENG- 206	i American Literature-I ii Dialogues, Dilemmas and Epiphanic Deadlocks in Classical Indian Literature	3	1	4	DEC2/SEC1	30	70	100
7	24 L 6.0 - CHM- 201	Constitutional, Human & Moral Values, and IPR (CHM)**	2	-	2	VAC	15	35	50
<b>Total Credits</b>					<b>26</b>				<b>650</b>
8	24 L 6.0 - ENG- INT	Internship Course	-	-	4	Internship	50+50	-	100

\*\* Evaluation as per university guidelines

Notes:\*An internship course of 4 credits of 4-6 weeks duration during summer vacation after 2<sup>nd</sup> semester is to be completed by every student.

Post Graduate Diploma in English will be awarded if candidate wants to exit after II Semester earning 56 credits.

CC: Core Course; PC: Practical Course; CHM: Constitutional, Human and Moral values and IPR

Third Semester									
Sr. No	Course Code	Title of the Course	Credits			Core/ Elective / Foundation Course	Max marks		
			L	T	Total		Internal Assessment	End Term Exam	Total
1	24 L 6.5 - ENG- 301	Literary Criticism & Theory - II	3	1	4	CC11	30	70	100
2	24 L 6.5 - ENG- 302	Study of Language-II	3	1	4	CC12	30	70	100
3	24 L 6.5 - ENG- 303	i) American Literature-II ii) Continental Literature in Translation	3	1	4	DEC3	30	70	100
4	24 L 6.5 - ENG- 304	i) Literature and Gender ii) Research Methodology*	3	1	4	DEC4	30	70	100
5	24 L 6.5 - ENG- 305	i) African Literature ii) Australian Literature	3	1	4	DEC5	30	70	100
6	24 L 6.5 - ENG- 306	i) Canadian Literature ii) South Asian Literature	3	1	4	DEC6	30	70	100
7	Open Elective Course (OEC)	To be chosen out of the pool provided by the University	2	-	2	OEC	15	35	50
Total Credits					26				650

Open Elective Course (OEC) offered by Department of English for the students of other Departments w.e.f. Session 2024-25.

### Semester-III

Sr. No	Course Code	Title of the Course	Nomenclature of the course	Credits			Core/ Elective / Foundation Course	Max marks		
				L	T	Total		Internal Assessment	End Term Exam	Total
01	24L6.5-OEC-ENG-301	OEC	Communication Skills	2	0	2	OEC	15	35	50

\* The students who opt for research Methodology from course code 24-L6.5-ENG-304(ii) will necessarily have to opt for course Dissertation from course code 24L6.5-ENG-405 in 4<sup>th</sup> semester and Vice-versa

### Fourth Semester

Sr. No	Course Code	Title of the Course	Credits			Core/ Elective / Foundation Course	Max marks		
			L	T	Total		Internal	External	Total
1	24 L 6.5 - ENG- 401	Literary Criticism & Theory – III	3	1	4	CC13	30	70	100
2	24 L 6.5 - ENG- 402	Post Colonial Literature	3	1	4	CC14	30	70	100
3	24 L 6.5 - ENG- 403	i) World Literature ii) Dalit Literature	3	1	4	DEC7/SEC 2	30	70	100
4	24 L 6.5 - ENG- 404	i) Literature of Protest ii) Culture and Literature	3	1	4	DEC8	30	70	100
5	24 L 6.5 - ENG- 405	i) Literature from North East ii) Indian Folk Literature	3	1	4	DEC9	30	70	100
6	24 L 6.5 - ENG- 406	i) Media and Film Studies ii) Trauma Literature	3	1	4	DEC10	30	70	100
7	24 L 6.5 - ENG- 407	Academic & Creative Writing	2	-	2	EEC	15	35	50
Total Credits					<b>26</b>				<b>650</b>

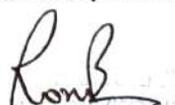
### Fourth Semester\*#

Sr. No	Course Code	Title of the Course	Credits			Core/ Elective / Foundation Course	Max marks		
			L	T	Total		Internal	External	Total
1	24 L 6.5 - ENG- 401	Literary Criticism & Theory – III	3	1	4	CC13	30	70	100
2	24 L 6.5 - ENG- 403	i) World Literature ii) Dalit Literature	3	1	4	DEC7/SEC 2	30	70	100
3	24 L 6.5 - ENG- 404	i) Literature of Protest ii) Culture and Literature	3	1	4	DEC8	30	70	100
4	24 L 6.5 - ENG- 405	i) Literature from North East ii) Folk Literature	3	1	4	DEC9	30	70	100
5	24 L 6.5 - ENG- 408	Dissertation/Project Work ~	-	-	12	PC/DW/P W		300	300
6	24 L 6.5 - ENG- 407	Academic & Creative Writing	2	-	2	EEC	15	35	50
Total Credits					<b>26</b>				<b>650</b>

\*For those students who opt for Dissertation or Project Work

# A student can either opt for three DEC courses or One CC and two DEC.

~ The evaluation of Dissertation is based on only external evaluation and workload will be as per university guidelines

  
 DEPARTMENT OF ENGLISH  
 MIDVA GANJ UNIVERSITY  
 MEERPUR REWARI  
 U.P. INDIA



**Programme, Structure and Scheme of Examination (w.e.f 2024-25)**

**First Semester**

Sr. No	Course Code	Title of the Course	Credits			Core/ Elective / Foundation Course	Max marks		
			L	T	Total		Internal Assessment	End Term Exam	Total
1	24 L 6.0 - ENG- 101	History of English Literature – I	3	1	4	CC1	30	70	100
2	24 L 6.0 - ENG- 102	British Poetry	3	1	4	CC2	30	70	100
3	24 L 6.0 - ENG- 103	British Drama	3	1	4	CC3	30	70	100
4	24 L 6.0 - ENG- 104	British Novel	3	1	4	CC4	30	70	100
5	24 L 6.0 - ENG- 105	British Prose	3	1	4	CC5	30	70	100
6	24 L 6.0 - ENG- 106	i) Reading , Writing and Documentation Skills ii) Literature in Translation: Vedic to Classical Period	3	1	4	DEC1	30	70	100
7	24 L 6.0 - ENG- 107	Seminar*	-	2	2	PC	00	50	50
Total Credits					26				650

\* The workload will be as per university norms and will be examined by internal examiner for 50 marks

DEPARTMENT OF ENGLISH  
INDIRA GANDHI UNIVERSITY  
MEERPUR REWARA  
PH-122502



**Programme, Structure and Scheme of Examination (w.e.f 2024-25)**  
**First Semester**

Sr. No	Course Code	Title of the Course	Credits			Core/ Elective / Foundation Course	Max marks		
			L	T	Total		Internal Assessment	End Term Exam	Total
1	24 L 6.0 - ENG- 101	History of English Literature – I	3	1	4	CC1	30	70	100
2	24 L 6.0 - ENG- 102	British Poetry	3	1	4	CC2	30	70	100
3	24 L 6.0 - ENG- 103	British Drama	3	1	4	CC3	30	70	100
4	24 L 6.0 - ENG- 104	British Novel	3	1	4	CC4	30	70	100
5	24 L 6.0 - ENG- 105	British Prose	3	1	4	CC5	30	70	100
6	24 L 6.0 - ENG- 106	i) Reading , Writing and Documentation Skills ii) Literature in Translation: Vedic to Classical Period	3	1	4	DEC1	30	70	100
7	24 L 6.0 - ENG- 107	Seminar*	-	2	2	PC	00	50	50
Total Credits					26				650

\* The workload will be as per university norms and will be examined by internal examiner for 50 marks

DEPARTMENT OF ENGLISH  
INDIRA GANDHI UNIVERSITY  
MEERPUR REWARA  
11-122502

*RonB*



Dahiya, Bhim S. The New History of English Literature.

Daiches, David. A Critical History of English Literature.

Evans, Blakemore G. Elizabethan-Jacobean Drama.

Ford, Boris. ed. The New Pelican Guide to English Vol. 2 The Age of Shakespeare.

Greenblatt, Stephen. Renaissance Self-Fashioning.

Kerrigan, William and George Braden. The Idea of Renaissance.

Legouis, Emile and Louis Cazamian. History of English Literature.

Myers, A. R. England in the Late Middle Ages, Pelican History of England IV.

Norbrook, David. Poetry and Politics in the English Renaissance.

Poplawski, Paul. English Literature in Context.

Scattergood, V. J. Politics and Poetry in the Fifteenth Century.

Sharpe, A. J. Early Modern England: A Social History 1550-1760.

Stevens, John. Medieval Romance.

Wrightson, Keith. English Society 1580-1680.



DEPARTMENT OF ENGLISH  
INDIRA GANDHI UNIVERSITY  
MEERPUR REWARI  
PIN-122502

**M.A. English (Previous)**  
**Session 2024-25**  
**Semester I**  
**British Poetry**

**Course Code: 24L6.0-ENG-102**  
Time: 3 Hours  
Total: 100

Total Credits: 3+1 = 4  
Theory: 70  
Internal Assessments: 30

**Course Objectives:** The course is designed to give the students a historical overview of the developments in poetry, introduce major poets chronologically and also to give the students an overview of the ways to analyze poetry and understand its nuances.

**Unit I**

1. John Donne: "Valediction: Forbidding Mourning"  
"Canonization"  
"Batter my Heart"
  
2. Andrew Marvell: "To His Coy Mistress"  
John Milton: *Paradise Lost* – Book I (Excerpts) Book IX (Excerpts)

**Unit II**

1. Dryden: "Excerpts from *Absalom and Achitophel*"
2. Alexander Pope: *The Rape of the Lock*
3. Thomas Gray: "Elegy Written in a Country Churchyard"

**Unit III**

1. William Wordsworth: "Tintern Abbey", "Ode to Intimations of Immortality", "Daffodils"
2. P. B. Shelley: "Ode to West Wind", "Hymn to Intellectual Beauty"
3. Byron: "I would I were a Careless Child", "Prometheus"
4. John Keats: "Ode on a Grecian Urn", "Ode to Autumn"

**Unit IV**

1. Alfred Tennyson: "Ulysses",  
"Charge of the Light Brigade"
  
2. Robert Browning: "The Last Ride Together",  
"My Last Duchess",  
"Rabbi Ben Ezra"
  
3. Matthew Arnold: "Dover Beach",  
"The Scholar Gypsy"

**Course Outcomes**

- The students will learn a historical overview of the developments in poetry
- The students will be able to engage themselves in critical reception of poetry
- They will enhance their critical ability to interpret poetry

**Instructions to the paper-setter and students:**

Students will be required to attempt *five* questions in all. Question No 1 will be compulsory.

Question No. 1 will comprise of *eight* short answer-type questions. There will be at least *two* questions from each unit. Students will be required to attempt any *five* (in about 200 words each) selecting at least *one* question from each unit. All questions will carry equal marks.

(2 x 5 = 10)

Question No. 2 to 9 will be essay type questions. Two questions will be set from each unit with internal choice on the prescribed text and the students will be required to attempt any *four* questions selecting one from each unit.

(4 x 15 = 60)

Dr. R. K. Singh  
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MEERPUR REWARI  
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**M.A. English (Previous)**

**Session: 2024-25**

**Semester I**

**British Drama**

**Course Code: 24L6.0-ENG-103**

Time: 3 Hours

Total: 100

Total Credits: 3+1 = 4

Theory: 70

Internal Assessments: 30

**Course Objectives:**

To introduce the students to the major strains of the British Drama and encourage them to interrogate and critically engage with literary and extra-literary aspects of British Drama.

**Unit I**

Christopher Marlowe: *Dr. Faustus*  
*The Jew of Malta*

**Unit II**

William Shakespeare: *Hamlet*  
*The Tempest*

**Unit III**

Ben Jonson: *The Alchemist*

John Webster: *The Duchess of Malfi*

**Unit IV**

William Congreve: *The Way of the World*

G. B. Shaw: *Saint Joan*

**Course Outcomes**

- The students will understand plays both as literary and performative texts
- They will learn the relation between literary texts and social environment.
- They will be able to think critically and rationally.

**Instructions to the paper-setter and students:**

Students will be required to attempt *five* questions in all. Question No 1 will be compulsory.

Question No. 1 will comprises of *eight* short answer-type questions. There will be at least *two* questions from each unit. Students will be required to attempt any *five* (in about 200 words each) selecting at least *one* question from each unit. All questions will carry equal marks. (2 x 5 = 10)

Question No. 2 to 9 will be essay type questions. Two questions will be set from each unit with internal choice on the prescribed text and the students will be required to attempt any *four* questions selecting one from each unit.

(4 x 15 = 60)

**M.A. English (Previous)**  
**Session 2024-25**  
**Semester I**  
**British Novel**

Course Code: **24L6.0-ENG-104**  
Time: 3 Hours  
Total: 100

Total Credits: 3+1 = 4  
Theory: 70  
Internal Assessments: 30

**Course Objective:**

To acquaint the students to the gradual evolution of the English Novel and its emergence as a dominant form documenting the social, cultural, and ideological concerns of the English society.

**Unit I**

Henry Fielding:	<i>Joseph Andrews</i>
Jane Austen	<i>Emma</i>

**Unit II**

Charles Dickens:	<i>Hard Times</i>
George Eliot:	<i>The Mill on the Floss</i>

**Unit III**

Emily Bronte:	<i>Wuthering Heights</i>
Elizabeth Gaskell:	<i>North and South</i>

**Unit IV**

Thomas Hardy:	<i>Tess of the d'Urbervilles</i>
D. H. Lawrence:	<i>Sons and Lovers</i>

**Course Outcomes**

- students will learn the historical development of the novel
- They develop a better understanding of the relationship between history, culture and literature through novels
- They will have an enhanced critical understanding of the novels and their technical aspects

**Instructions to the paper-setter and students:**

Students will be required to attempt *five* questions in all. Question No 1 will be compulsory.

Question No. 1 will comprises of *eight* short answer-type questions. There will be at least *two* questions from each unit. Students will be required to attempt any *five* (in about 200 words each) selecting at least *one* question from each unit. All questions will carry equal marks. (2 x 5 = 10)

Question No. 2 to 9 will be essay type questions. Two questions will be set from each unit with internal choice on the prescribed text and the students will be required to attempt any *four* questions selecting one from each unit. (4 x 15 = 60)

  
R. M. B.  
UNIVERSITY OF  
MADRAS  
15-10-2022

**M.A. English (Previous)**  
**Session 2024-25**  
**Semester I**  
**(British Prose)**

**Course Code: 24L6.0-ENG-105**  
Time: 3 Hours  
Total: 100

Total Credits: 3+1 = 4  
Theory: 70  
Internal Assessments: 30

**Course Objectives**

To acquaint the students to the major developments in the history of prose writing and to discuss the socio-political issues on which the essays were based.

**Unit I**

Sir Francis Bacon: "Of Truth"  
"Of Studies"  
"Of Friendship"  
"Of Adversity"  
  
Charles Lamb: "The Superannuated Man"  
"The Dream Children"

**Unit II**

Bertrand Russell: "The Future of Mankind"  
"Philosophy for Layman"  
"The Functions of a Teacher"  
"Ideas that Have Harmed Mankind"  
  
Addison: "Aim of the Spectator"  
"Scope of Satire"  
"Female Orators"  
"Sir Roger at Church"

**Unit III**

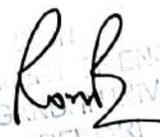
R. L. Stevenson: "Walking Tours"  
"Apology for Idlers"  
"El Dorado"  
  
G. K. Chesterton: "A Piece of Chalk"  
"On Running After One's Hat"  
"The Romantic in the Rain"

**Unit IV**

W. H. Auden: "The Poet and the City"  
Aldous Huxley: "Wordsworth in the Tropics"

**Course Outcomes**

- The Students will be able to differentiate various types and techniques of prose writing.
- They will be able to examine the socio-historical issues discussed in the essays.
- They will be able to develop critical thinking by analyzing the cultural contexts of these texts.

  
MIDRA G. S. M. UNIVERSITY  
RECIPIENT  
12/2022

**Instructions to the paper-setter and students:**

Students will be required to attempt *five* questions in all. Question No 1 will be compulsory.

Question No. 1 will comprises of *eight* short answer-type questions. There will be at least *two* questions from each unit. Students will be required to attempt any *five* (in about 200 words each) selecting at least *one* question from each unit. All questions will carry equal marks. (2 x 5 = 10)

Question No. 2 to 9 will be essay type questions. Two questions will be set from each unit with internal choice on the prescribed text and the students will be required to attempt any *four* questions selecting one from each unit. (4 x 15 = 60)

  
DEPARTMENT OF ENGLISH  
MIDIRA GANDHI UNIVERSITY  
TEERPUR, REWARI  
PIN-122502

**M.A. English (Previous)**  
**Session 2024-25**  
**Semester I**  
**(Reading, Writing & Documentation Skill)**

**Course Code: 24L6.0-ENG-106 (i)**  
Time: 3 Hours  
Total: 100

Total Credits: 3+1 = 4  
Theory: 70  
Internal Assessments: 30

**Course Objectives:** To enable students to appreciate and critically engage with literary forms and to equip them with necessary skills required to articulate their views on literary texts.

**Unit I: Remedial Grammar**

*A Remedial Grammar for Foreign Students* by F. T. Wood

**Unit II: Reading Poetry**

Developing critical appreciation of poetry, prosodic features, figures of speech; comprehend the literal and figurative uses of language

**Unit III: Reading Prose**

Recognize key passages; raise questions; appreciate complexity and ambiguity; comprehend the literal and figurative uses of language

**Unit IV: Writing Skills;** Abstract, Note taking, Paragraph writing, Essay writing, Seminars, Assignments, and Presentations, resume writing, e-mail, MS Office, MS Excel, Preparing PPT

**Course Outcomes**

- Students will be able to learn the basic documentation skills required for effective communication and research.
- They will develop critical ability to appreciate complexity and ambiguity of prose
- They will enhance their grammar skills

**Instructions to the paper-setter and students:**

Students will be required to attempt *four* questions in all. All questions are compulsory.

Question no. 1 will be from Unit I. It will have *four* sections of 4 marks each. Each Section will have 7 questions out of which the students will be required to attempt any *four*. The questions will be evenly spread. These may be based on common errors, complex and compound sentences, clauses, Adverbs (time, place, manner, condition), gerunds, participles, Direct and Indirect speech etc. (4 x 4 = 16)

Question No. 2 will be based on comprehension of unseen stanzas from the poems. The students are required to attempt any two out of the given *four* unseen stanzas of poems. (9 x 2 = 18)

Question No. 3 will be based on comprehension of unseen passages from prose. The students are required to attempt any two out of the given *four* unseen paragraphs of prose. (9 x 2 = 18)

Question No. 4 will be in the form of short notes. The students are required to attempt any *six* out of *ten* Short notes. (6 x 3 = 18)

  
DEPARTMENT OF ENGLISH  
NIPUNA GANESH UNIVERSITY  
TEENPUR, REWARI  
HARYANA  
147122

**M.A. English (Previous)**  
**Session 2024-25**  
**Semester I**  
**Literature in Translation: Vedic to Classical Period**

Course Code: 24L6.0-ENG-106 (ii)  
Time: 3 Hours  
Total: 100

Total Credits: 3+1 = 4  
Theory: 70  
Internal Assessments: 30

**Course Objectives:** To enable students to appreciate and critically engage with literary forms and to equip them with necessary skills required to critically analyse the literary texts.

**Unit I:**

Nasadaiya Sukta  
Hiranaygarbha Sukta

**Unit II:**

Kena Upanishad  
Isha Upanishad

**Unit III:**

Kalidasa: Abhigyan Shakuntalam  
Adishankara Saundaryalahri (Verse 1- 41)

**Unit IV:**

Bhartrihari: Nitisatakam  
Krishna Srimad Bhagwad Gita (Chapter 7 & 11)

**Course Outcomes**

- The Students will get acquainted with the Vedic and Classical literary traditions and texts.
- They will be able to examine the socio-historical issues discussed in the texts.
- They will be able to develop critical thinking by analyzing the cultural contexts of these texts.

**Instructions to the paper-setter and students:**

Students will be required to attempt *five* questions in all. Question No 1 will be compulsory.

Question No. 1 will comprises of *eight* short answer-type questions. There will be at least *two* questions from each unit. Students will be required to attempt any *five* (in about 200 words each) selecting at least *one* question from each unit. All questions will carry equal marks. (2 x 5 = 10)

Question No. 2 to 9 will be essay type questions. Two questions will be set from each unit with internal choice on the prescribed text and the students will be required to attempt any *four* questions selecting one from each unit. (4x15=60)

  
DEPARTMENT OF ENGLISH  
INDIRA GANDHI UNIVERSITY  
TEERPUR REWARI  
11-122502

**M.A. English (Previous)**

**Session 2024-25**

**Semester I**

**Seminar**

**Course Code: 24L6.0-ENG-107**

Credits: 02

Total Marks: 50

**Course Objectives:**

1. To develop in students a flair for reading outside their syllabus
2. To develop in students presentation skills
3. To enhance effective communication in them
4. To build overall confidence in the students

Students are required to prepare a presentation on any topic, not form syllabus, assigned by the teacher concerned in the Department/College/Institute on the theme/topic such as review of research papers/ articles published in National or International Journal or any other research based paper in his/ her area of interest. Every candidate will have to deliver a seminar of 15-20 minutes duration on the assigned topic. The seminar will be delivered in the presence of students and teachers of the department on a date fixed by the Department/College/Institute.

The seminar will be evaluated by an internal committee, constituted by the Chairperson/Principal/Director of the Department/College/Institute. The evaluation (internal evaluation only) will be based on the presentation of the student, depth of subject matter of the topic and answer to questions. There will be a Coordinator to be nominated by the Chairperson/Principal/Director of the Department/College/Institute among the teachers of the Department.

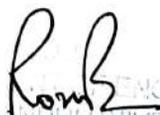
**Distribution of Marks will be as follows:-**

- |  |          |
|--|----------|
| ➤ Presentation                                     | 20 Marks |
| ➤ Relevancy & Depth of subject matter of the topic | 20 Marks |
| ➤ Answers to the question                          | 10 Marks |

**Course Outcomes:-**

1. The students will be inclined towards a habit of reading and widen their horizons of knowledge
2. Their presentation skills,(Vocabulary, tone patterns etc) will be improved
3. It will be a confidence building exercise

Students are required to prepare a presentation on any topic, not form syllabus, assigned by the teacher concerned in the department on the theme/topic such as review of research papers/ articles published in national or internal journal or any other research based paper in his/ her area of interest. Every candidate will have to deliver a seminar of 15-20 minutes duration on the assigned topic. The seminar will be delivered in the presence of students and teachers of the department on any fixed week day of the semester.

  
ROMIT  
MIDRA GANDHI UNIVERSITY  
MEERPUR REWARI  
2025

## Second Semester

Sr. No	Course Code	Title of the Course	Credits			Core/ Elective / Foundation Course	Max marks		
			L	T	Total		Internal Assessment	Theory	Total
1	24 L 6.0 - ENG- 201	History of English Literature – II	3	1	4	CC6	30	70	100
2	24 L 6.0 - ENG- 202	Literary Criticism & Theory-I	3	1	4	CC7	30	70	100
3	24 L 6.0 - ENG- 203	Study of Language-I	3	1	4	CC8	30	70	100
4	24 L 6.0 - ENG- 204	Counter Cultural Perspectives on Indian Aesthetics	3	1	4	CC9	30	70	100
5	24 L 6.0 - ENG- 205	Indian Writings in English	3	1	4	CC10	30	70	100
6	24 L 6.0 - ENG- 206	i) American Literature-I ii) Dialogues, Dilemmas and Mirth in Classical Indian Literature	3	1	4	DEC2	30	70	100
7	24 L 6.0 - ENG- 207	Constitutional, Human & Moral Values, and IPR (CHM)	2	-	2	CHM	15	35	50
8	24 L 6.0 - ENG- 208	Internship Course	-	-	4	CC	50+50	-	100
<b>Total Credits</b>					<b>26</b>				<b>650</b>

  
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**M.A. English (Previous)**  
**Session 2024-25**  
**Semester II**  
**History of English Literature – II**

**Course Code:** 24 L 6.0 -ENG- 201  
**Time:** 3 Hours  
**Total:** 100

**Total Credits:** 3+1=4  
**Theory:** 70  
**Internal Assessments:** 30

**Unit I:**

Literary and Critical Terms/Movements: Methodism, Romantic Sensibility, the Lake School, Mysticism, Chartism, Naturalism, Epiphany, Orientalism, Modernism, Pragmatism, Dadaism, Cubism, Surrealism, Imagism, Existentialism, Impressionism, Expressionism, Feminism, Postmodernism, Absurdism, Structuralism, Post structuralism.

**Unit II:**

Romanticism; French Revolution, American Revolution, Industrial Revolution; Literature and Criticism of the Romantic Age; Gothic Novel; Socio-cultural and Intellectual Movements of the Age.

**Unit III:**

Victorian Age; Political and Social Reforms; Conflict between Science and Religion; Pre Raphaelite Movement; Race and National Identity; Women Novelists and their Contribution; Victorian Compromise; Literature of the Age; Imperialism; Women Novelists. Impact of World War I on Literature and Society; Modernism; Political Unrest; Liberal Reforms and Rise of Working Class; Irish Home Rule; Impact of New Movements in Painting, Psychology and Philosophy on Literature; Society and Literature of the Age.

**Unit IV:**

Impact of World War II on Literature and Society; Welfare State--Social, Political and Economic Changes; Realism; Angry Young Men; Modernism; Post Modernism; Post Imperial and Post-colonial Writings; Experiments with Language; Gender Issues.

**Instructions to the paper-setter and students:**

Students will be required to attempt *five* questions in all. Question No 1 will be compulsory.

Question No. 1 will comprises of *ten* very short answer-type questions. There will be *fifteen* questions evenly spread from all the units. Students will be required to attempt any *ten*. All questions will carry equal marks.

(1 x 10 = 10)

Question No. 2 to 9 will be essay type questions. Two questions will be set from each unit with internal choice on the prescribed syllabus and the students will be required to attempt any *four* questions selecting one from each unit.

(15 x 4 = 60)

**Suggested Reading:**

- Abrams, M. H. A Glossary of Literary Terms.
- Dahiya, Bhim. S. The New History of English Literature.
- Daiches, David. A Critical History of English Literature.
- Hudson, W.H. An Introduction to the Study of Literature.

  
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- Legouis, Emile and Louis Cazamian. History of English Literature.
- Long, William J. English Literature: Its History and Significance
- Poplawski, Paul. English Literature in Context.
- Sampson, George. The Concise Cambridge History of English Literature.
- Sanders, Andrew. The Short Oxford History of English Literature.

  
ASSISTANT PROFESSOR  
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**M.A. English (Previous)**  
**Session 2024-25**  
**Semester II**  
**Literary Criticism & Theory –I**

**Course Code:** 24 L 6.0 -ENG- 202

**Time:** 3 Hours

**Total:** 100

**Total Credits:** 3+1=4

**Theory:** 70

**Internal Assessments:** 30

**Course Objectives**

- Introduce students to major critics and their canonical criticism.
- Provide students with the critical faculties necessary in an academic environment, and in an increasingly complex and interdependent world.
- Help students with research acumen for performing research, analysis, and criticism of literary and cultural texts from different historical periods and genres.
- Assist students in the development of intellectual flexibility, creativity, and cultural literacy so that they may engage in life-long learning.

**Unit I**

Aristotle: *Poetics*

**Unit II**

John Dryden: *An Essay of Dramatic Poesy*

Samuel Johnson: *Preface to Shakespeare*

**Unit III**

William Wordsworth: *Preface to Lyrical Ballads*

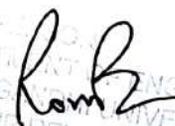
Mathew Arnold: *Function of Criticism at Present Time*

**Unit IV**

T. S. Eliot: *Tradition and Individual Talent*  
*Function of Criticism*

**Course Outcomes**

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

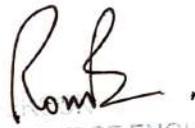
  
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**Directives for students, teachers and paper-setters:**

Students will be required to attempt *five* questions in all. Question No 1 will be compulsory.

Question No. 1 will comprises of *eight* short answer-type questions. There will be at least *two* questions from each unit. Students will be required to attempt any *five* (in about 200 words each) selecting at least *one* question from each unit. All questions will carry equal marks. (2 x 5 = 10)

Question No. 2 to 9 will be essay type questions. Two questions will be set from each unit with internal choice on the prescribed text and the students will be required to attempt any *four* questions selecting one from each unit. (4 x 15 = 60)

  
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**M.A. English (Previous)**

**Session 2024-25**

**Semester II**

**Study of Language - I**

Course Code: 24 L 6.0 -ENG- 203

Time: 3 Hours

Total: 100

Total Credits: 3+1=4

Theory: 70

Internal Assessments: 30

**Course Objective:**

1. To give students an understanding of the linguistic aspects of language that can improve their competence in written and spoken English.
2. To expose students to the practical aspects of English language learning.

**Unit I: Contemporary Theories/Views On Language**

- a) Saussure's Theory of Structuralism
- b) Synchronic and Diachronic Studies.
- c) Langue and Parole
- d) Syntagmatic and Paradigmatic Relations.
- e) Chomsky's Theory of Generative Grammar.
- f) Competence and Performance.
- g) The Concept of Universal Grammar.
- h) Michael Halliday's Concept of Systematic Grammar

**Unit II: Phonetics & Phonology**

- a) Introduction to Speech Sounds - Consonants, Vowels and Diphthongs
- b) Organs of Speech, their role and Speech Mechanism.
- c) Description of Vowels and Consonants, Three term-label Description of Vowels and Consonants.
- d) Phonemes of English: Description & Classification
- e) Syllable: Structure & Types, Syllabic Consonants
- f) Word Stress, Stress & Rhythm in connected Speech.
- g) Intonation Patterns/Uses of Intonation (Rising & Falling); attitudinal Function of Intonation.

**Unit III: Morphology**

- a) Structure of words, concepts of Morpheme and Allomorphs.
- b) Types of Morphemes (free, bound, prefixes, suffixes, class-changing, class-maintaining, Derivational, inflexional)
- c) Morphological analysis of words.
- d) Problems of morphological analysis.

#### Unit IV: ELT

- a) First Language Acquisition
- b) Second Language Learning.
- c) The Direct Method.
- d) The Bilingual Method.
- e) The Oral Approach & Situational Language Teaching.
- f) The Structural Approach.
- g) Communicative Language Teaching.

#### Course Outcomes:

The students will be able to

1. Get an understanding of the contemporary approaches to the study of language.
2. Understand the nuances of English speech, sounds, word-stress, intonation, and rhythm.
3. Gain an understanding of the structure of language.
4. Gain conceptual and practical knowledge of language learning processes.

Directives for students, teachers and paper-setters:

There will be *four* questions based on Unit I, II, III and IV. All questions are compulsory. Each question will have different parts.

Question 1 will comprise *eight* short answer-type questions. Students will be required to attempt any *five* (in about 200 words each). **(4x5=20)**

Question No. 2 will have *three* parts.

(i) Part (a) will deal with three-term label description of consonants and vowel sounds. The students will be required to give a three-term-label description of five sounds from the given words out of eight, each carrying one mark. This part will have five marks. **(05 marks)**

(ii) In Part (b), students will be given eight words out of which they will be required to mark primary accent on any five. This part will have five marks. **(05 marks)**

(iii) In Part (c), students will be given eight words out of which they will be required to mark rising and falling tones on any five, out of the given eight sentences. This section will carry five marks. **(05 marks)**

Question No.3 will have two parts

Part (a) will deal with the morphological analysis of English words. The students will be required to analyze any five words out of nine, each carrying *one* mark. This part will carry *five* marks. **(1x5=5)**

Part (b) will be in the form of short answer type questions from the whole unit. The candidates will be required to attempt five out of the given five questions, each carrying two marks. **(5x2 = 10)**

Question No.4 will be from Unit IV. The students will be required to attempt two detailed answer-type questions out of five. **(10x2 = 20)**

**M.A. English (Previous)**  
**Session 2024-25**  
**Semester II**  
**Counter Cultural Perspectives on Indian Aesthetics**

Course Code: 24 L 6.0 -ENG- 204  
Time: 3 Hours

Total Credits: 3+1=4  
Theory: 70  
Internal Assessments: 30  
Total: 100

**Course Objective:**

1. Analyze the power dynamics and social contexts that shape Indian aesthetics.
2. Identify and critique dominant ideologies and their impact on marginalized communities.
3. Explore counter-cultural movements and their contributions to Indian aesthetics.

**Unit I**

M. Hiriyanna                      The Main Aspects of Indian Aesthetics  
T N Sreekantaiya                Imagination in Indian poetics

**Unit II**

Aurbindo Ghosh                 The Future Poetry (1917-1918)/ The Word and the Spirit  
A K Coomarswamy                The Aims of Indian Art (Studies in Comparative Religion, Vol.9, No. 1. Winter 1975)

**Unit III**

Tharu, Susie & Lalitha, K.      "Introduction". Women's Writing in India  
Ashish Nandy                      The Uncolonized Mind: A Post-Colonial View of India And The West

**Unit IV**

Walter Benjamin                 "The Storyteller: Reflections on the Work of Nikolai Leskov"  
A K Ramanujan                    "Introduction" From *Folktales from India*

**Course Outcomes**

- Critically evaluate traditional Indian aesthetics and their underlying power structures.
- Recognize and appreciate counter-cultural perspectives and their significance.

**Directives for students, teachers and paper-setters:**

Students will be required to attempt *five* questions in all. Question No 1 will be compulsory.

Question No. 1 will comprises of *eight* short answer-type questions. There will be at least *two* questions from each unit. Students will be required to attempt any *five* (in about 200 words each) selecting at least *one*

  
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question from each unit. All questions will carry equal marks.

(2 x 5 = 10)

Question No. 2 to 9 will be essay type questions. Two questions will be set from each unit with internal choice on the prescribed text and the students will be required to attempt any *four* questions selecting one from each unit.

(4 x 15 = 60)

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**English (Previous)**  
**Session 2024-25**  
**Semester II**  
**Indian Writing in English**

Course Code: 24 L 6.0 -ENG- 205  
Time: 3 Hours  
Total: 100

Total Credits: 3+1=4  
Theory: 70  
Internal Assessments: 30

**Course Objectives:-**

- Acquaint students with the Indian Writing in English; its growth, movement, genres etc.
- Assist students in locating Indian Writing in English in global literature.
- Help students understand the Indian problems through literature.
- Introduce to writers and their works in genres.

**Unit I**

Mulk Raj Anand: *Untouchable*

Raja Rao: *Kanthapura*

**Unit II**

Nissim Ezekiel:

“A Time to Change”

“Enterprise”

“Night of the Scorpion”

“Poet, Lover, Birdwatcher”

A. K. Ramanujan:

“Of Mother, Among Other Things”

“A River”

“Love Poem for a Wife”

“Obituary”

Kamala Das:

“A Hot Noon in Malabar”

“The Looking Glass”

“The Old Playhouse”

“The Wild Bougainvilleae”

**Unit III**

Girish Karnad : *Tuglaq (O.U.P.)*

Mahesh Dattani: *Final Solutions*

**Unit IV**

Authors and Works:

(a) Authors:

Toru Dutt

Nirad C Chaudhary  
Nayantara Sahgal  
Jayant Mahapatra  
Kamala Das  
Anita Desai,  
Salman Rushdie  
Vikram Seth

(b) Works:

Hind Swaraj – M.K. Gandhi  
Geetanjali – Tagore  
“Minute on Education” – Macaulay  
Kanthapura – Raja Rao  
Savitri – Aurobindo Ghosh  
So Many Hungers – B. Bhattacharya  
A Train to Pakistan – Khushwant Singh  
The Guide – R. K. Narayan  
A Bend in the Ganges – M. Malgaonkar

**Course Outcomes:-**

- Students will be able to know the growth and development of Indian literature in English.
- Students will have an insight to locate Indian Writings in English in literature of different countries.
- Students will be able to have knowledge of the problems of issues of Indian through Indian Writings in English.
- Students will have knowledge of Indian authors and their writings in English.

**Directives for students, teachers and paper-setters:**

Students will be required to attempt *five* questions in all. Question No 1 will be compulsory.

Question No. 1 will comprises of *eight* short answer-type questions. There will be at least *two* questions from each unit. Students will be required to attempt any *five* (in about 200 words each) selecting at least *one* question from each unit. All questions will carry equal marks. (2 x 5 = 10)

Question No. 2 to 9 will be essay type questions. Two questions will be set from each unit with internal choice on the prescribed text and the students will be required to attempt any *four* questions selecting one from each unit. (4 x 15 = 60)

  
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M.A. English (Previous)  
Session 2024-25  
Semester II  
American Literature –I

Course Code: 24 L 6.0 -ENG- 206(i)  
Time: 3 Hours  
Total: 100

Total Credits: 3+1=4  
Theory: 70  
Internal Assessments: 30

**Course Objectives**

- Introduce students to different genres in American Literature.
- Acquaint students with the problems prevailing in America in backdrop of historical and cultural perspective.
- Provide students with the literary movement in America.
- Help students understand American culture, people and geography.

**Unit I**

H.D. Thoreau: Walden            “Economy”  
   “Where I lived and What I lived For”

R. W. Emerson:                    “The American Scholar” “Self-Reliance”

**Unit II**

Walt Whitman                    “Crossing Brooklyn Ferry”  
   “For You O Democracy”  
   “One's-Self I Sing”

Robert Frost                    “Mending Wall”  
   “The Road Not Taken”  
   “Two Tramps in Mud Time”  
   “Birches”  
   “Design”

**Unit III**

O'Neill                            *The Hairy Ape*

Arthur Miller                    *Death of a Salesman*

**Unit IV**

Henry James                    *A Portrait of a Lady*

Ernest Hemingway              *A Farewell to Arms*

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## Course Outcomes

- Students will be able to read critically and appreciate the genres of American Literature.
- Students will be able to understand the nature of problems in American society.
- Students will be able to understand and compare the literary movements of American with other movement in same time period across world.
- Students will be able to understand American culture and people etc.

### Directives for students, teachers and paper-setters:

Students will be required to attempt *five* questions in all. Question No 1 will be compulsory.

Question No. 1 will comprises of *eight* short answer-type questions. There will be at least *two* questions from each unit. Students will be required to attempt any *five* (in about 200 words each) selecting at least *one* question from each unit. All questions will carry equal marks. (2 x 5 = 10)

Question No. 2 to 9 will be essay type questions. Two questions will be set from each unit with internal choice on the prescribed text and the students will be required to attempt any *four* questions selecting one from each unit. (4 x 15 = 60)

  
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English (Previous)  
Session 2024-25  
Semester II

Dialogues, Dilemmas and Epiphanic Deadlocks in Classical Indian Literature

Course Code: 24 L 6.0 -ENG- 206 (ii)  
Time: 3 Hours  
Total: 100

Total Credits: 3+1=4  
Theory: 70  
Internal Assessments: 30

**Course Objectives:-**

1. Analyze the role of dialogue in revealing character, themes, and social commentary.
2. Examine the dilemmas faced by characters and their implications for moral and ethical understanding.
3. Investigate the use of irony, and satire in Classical Indian Literature.

**Unit I**

Shiv and Shakti Samvad from  
Yogini Sulbha at Janak's Court

**Unit II**

Sita- Ram Samvad (*Uttarkaanad*)  
Shakuntala- Dushyant Samvad

**Unit III**

Gargi- Yajnavalkya Samvaad (From *Brihadaranyak Upanishad*)  
Kisa Gotami – Gautam Buddha (*Sutta*)

**Unit IV**

Draupadi's Defiant mien in front of Oligarchs (*Mahabhart*)  
Amba- Bhishma Samvad (*Mahabharata*)

**Course Outcomes:**

- Recognize the significance of dialogue in Classical Indian Literature.
- Identify and analyze the dilemmas presented in literary texts and their relevance to contemporary society.
- Appreciate the role of humor and satire in social commentary and critique.

**Directives for students, teachers and paper-setters:**

Students will be required to attempt *five* questions in all. Question No 1 will be compulsory.

Question No. 1 will comprises of *eight* short answer-type questions. There will be at least *two* questions from each unit. Students will be required to attempt any *five* (in about 200 words each) selecting at least *one* question from each unit. All questions will carry equal marks. (2 x 5 = 10)

  
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Question No. 2 to 9 will be essay type questions. Two questions will be set from each unit with internal choice on the prescribed text and the students will be required to attempt any *four* questions selecting one from each unit.  
(4 x 15 = 60)

  
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**M.A. English (Previous)**  
**Semester-II**  
**Constitutional, Human and Moral Values, and IPR**

**Session:2024-25**

**Part-A-Introduction**

Name of the Programme	Common to all PG Programmes		
Semester	Second		
Name of the Course	Constitutional, Human and Moral Values, and IPR		
Course Code	24L6.0-CHM-201		
Course Type	CHM		
Level of the course	400-499		
Pre-requisite for the course (if any)	-		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<p>CLO-1: Learn the different Constitutional Values, Fundamental rights and duties enshrined in the India Constitution.</p> <p>CLO-2: Understand humanism, human virtues and values, and idea of international peace.</p> <p>CLO-3: Grasp the basic concepts of Moral Values and Professional Conduct which are required to become a part of the civil society and for developing professionalism.</p> <p>CLO-4: Understand concepts of Intellectual Property Rights, Copyright, Patent, Trademark etc., and about threats of Plagiarism.</p>		
Credits	Theory	Practical	Total
	2	0	2
Teaching Hours per week	2	0	2
Internal Assessment Marks	15	0	15
End Term Exam Marks	35	0	35
Max. Marks	50	0	50
Examination Time	3 hours		

**Part B- Contents of the Course**

**Instructions for Paper- Setter:** The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 9) will consist of eight questions (1 mark each) covering entire syllabus and the examinee will be required to attempt any seven questions out of eight questions. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry seven marks each.

Unit	Topics	Contact Hours
I	<b>Constitutional Values:</b> Historical Perspective of Indian Constitution; Basic Values enshrined in the Preamble of the Indian Constitution; Concept of Constitutional Morality; Patriotic Values and Ingredients Nation Building; Fundamental Rights and Duties; Directive Principles of the State Policy.	8
II	<b>Humanistic Values:</b> Humanism, Human Virtues and Civic Sense; Social Responsibilities of Human Beings; Ethical ways to deal with human aspirations; Harmony with society and nature; Idea of International Peace and Brotherhood (Vasudhaiv Kutumbkam).	7
III	<b>Moral Values and Professional Conduct</b> Understanding Morality and Moral Values; Moral Education and Character Building; Ethics of Relations: Personal, Social and Professional; Introduction to Gender Sensitization; Affirmative approach towards Weaker Sections (SCs, STs, OBCs, EWS & DAs); Ethical Conduct in Higher Education Institutions; Professional Ethics.	8
IV	<b>Intellectual Property Rights:</b> Meaning, Origins and Nature of Intellectual Property Rights (IPRs); Different Kinds of IPRs – Copyright, Patent, Trademark, Trade Secret/Dress, Design, Traditional Knowledge; Infringement and Offences of IPRs–Remedies and Penalties; Basics of Plagiarism Policy of UGC.	7
<b>Note: Scope of the syllabus shall be restricted to generic and Introductory level of mentioned topics.</b>		
<b>Total Contact Hours</b>		30
<b>Suggested Evaluation Methods</b>		
<b>Internal Assessment:15</b>		<b>End Term Examination: 35</b>
➤ Theory	15	➤ Theory
• Class Participation:	5	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	5	
• Mid-Term Exam:	5	
<b>Part C- Learning Resources</b>		
<b>Recommended Books/e-resources/LMS:</b>		
Ahuja, V K. (2017). <i>Law relating to Intellectual Property Rights</i> , India, IN: Lexis Nexis.		
Bajpai, B.L., <i>Indian Ethos and Modern Management</i> , New Royal Book Co., Lucknow, 2004.		
Basu, D.D., <i>Introduction to the Constitution of India</i> (Students Edition) Prentice Hall of India Pvt. Ltd., New Delhi, 20th ed., 2008.		
Dhar, P.L. & R.R. Gaur, <i>Science and Humanism</i> , Commonwealth Publishers, New Delhi, 1990.		
George, Sussan, <i>How the Other Half Dies</i> , Penguin Press, 1976.		



Govindarajan, M., S. Natarajan, V. S. Sendil Kumar (eds.), *Engineering Ethics (Including Human Values)*, Prentice Hall of India Private Ltd, New Delhi, 2004.

Harries, Charles E., Michael S. Pritchard & Michael J. Robins, *Engineering Ethics*, Thompson Asia, New Delhi, 2003.

Illich, Ivan, *Energy & Equity*, Trinity Press, Worcester, 1974.

Meadows, Donella H., Dennis L. Meadows, Jorgen Randers & William W. Behrens, *Limits to Growth: Club of Rome's Report*, Universe Books, 1972.

Myneni, S.R., *Law of Intellectual Property*, Asian Law House.

Narayanan, P., *IPRs*.

Neeraj, P., & Khusdeep, D. (2014). *Intellectual Property Rights*, India, IN: PHI learning Private Limited.

Nithyananda, KV. (2019). *Intellectual Property Rights: Protection and Management*. India, IN: Cengage Learning India Private Limited.

Palekar, Subhas, *How to practice Natural Farming*, Pracheen (Vaidik) Krishi Tantra Shodh, Amravati, 2000.

Phaneesh, K.R., *Constitution of India and Professional Ethics*, New Delhi.

Pylee, M.V., *An Introduction to Constitution of India*, Vikas Publishing, New Delhi, 2002.

Raman, B.S., *Constitution of India*, New Delhi, 2002.

Reddy, B., *Intellectual Property Rights and the Law*, Gogia Law Agency.

Reddy, N.H., Santosh Ajmera, *Ethics, Integrity and Aptitude*, Mc Graw Hill, New Delhi.

Sharma, Brij Kishore, *Introduction to the Constitution of India*, New Delhi.

Schumacher, E.F., *Small is Beautiful: A Study of Economics as if People Mattered*, Blond & Briggs, Britain, 1973.

Singles, Shubham et al., *Constitution of India and Professional Ethics*, Cengage Learning India Pvt. Ltd., Latest Edition, New Delhi, 2018.

Tripathy, A.N., *Human Values*, New Age International Publishers, New Delhi, 2003.

Wadehra, B.L., *Law relating to Intellectual Property*, Universal Law Publishing Co.

**Relevant Websites, Movies and Documentaries:**

*Value Education Websites*, <http://uhv.ac.in>, <http://www.uptu.ac.in>.

*Story of Stuff*, <http://www.storyofstuff.com>

Cell for IPR Promotion and Management: <http://cipam.gov.in/>

World Intellectual Property Organization: <https://www.wipo.int/about-ip/en/>

Office of the Controller General of Patents, Designs & Trademarks: <http://www.ipindia.nic.in/>

Al Gore, *An Inconvenient Truth*, Paramount Classics, USA.

Charlie Chaplin, *Modern Times*, United Artists, USA.

*Modern Technology – The Untold Story*, IIT, Delhi.

A. Gandhi, *Right Here Right Now*, Cyclewala Productio

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**Third Semester**

Sr. No	Course Code	Title of the Course	Credits			Core/ Elective / Foundation Course	Max marks		
			L	T	Total		Internal Assessment	End Term Exam	Total
1	24 L 6.5 - ENG- 301	Literary Criticism & Theory - II	3	1	4	CC11	30	70	100
2	24 L 6.5 - ENG- 302	Study of Language-II	3	1	4	CC12	30	70	100
3	24 L 6.5 - ENG- 303	i) American Literature-II ii) Continental Literature in Translation	3	1	4	DEC3	30	70	100
4	24 L 6.5 - ENG- 304	i) Literature and Gender ii) Research Methodology <sup>^</sup>	3	1	4	DEC4	30	70	100
5	24 L 6.5 - ENG- 305	i) African Literature ii) Australian Literature	3	1	4	DEC5	30	70	100
6	24 L 6.5 - ENG- 306	i) Canadian Literature ii) South Asian Literature	3	1	4	DEC6	30	70	100
7		Open Elective Course to be opted from the pool offered by other department	2	-	2	OEC	15	35	50
<b>Total Credits</b>					<b>26</b>				<b>650</b>

**Open Elective Course is offered from the common pool of courses**

<sup>^</sup> The students who opt for research Methodology from course code 24-L6.5-ENG-304(ii) will necessarily have to opt for course Dissertation from course code 24L6.5-ENG-405 in 4<sup>th</sup> semester and Vice-versa

**Open Elective Course (OEC) offered to the students of other PG Programmes**

Sr. No	Course Code	Title of the Course	Nomenclature of the course	Credits			Core/ Elective / Foundation Course	Max marks		
				L	T	Total		Internal Assessment	End Term Exam	Total
01	24 L 6.5 -ENG- 307	OEC	Communication Skills	2	0	2	OEC	15	35	50



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INDIRA GANDHI UNIVERSITY  
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PIN-122502

**M.A. English (Final)**  
**Session 2024-25**  
**Semester III**  
**Literary Criticism & Theory –II (Core Course)**

**Course Code: 24 L6.5-ENG-301**  
**Time: 3 Hours**  
**Total: 100**

**Total Credits: 3+1 = 4**  
**End Term Exam: 70**  
**Internal Assessments: 30**

**Course Objectives:**

To help students critically engage with critical concepts central to the study of literature and how these have evolved over the ages.

**Course Outcomes:**

The students will be able to

1. Comprehend a range of theoretical aspects and their progress in literary studies.
2. Recognize and understand literary premises and the philosophical background of a particular theoretical approach.
3. Recognize, understand and apply the different critical approaches to their own critical analysis of a text.
4. Acquire advanced skills in tracing and presenting theoretical issues in their study of literature
5. Analyze literary works for their structure and meaning.

**Unit I**

Viktor Shklovsky: "Art as Technique"

Cleanth Brooks: "Language of Paradox"

**Unit II**

Sigmund Freud: "The Dream-Work"

Harold Bloom: "Poetic Origins and Final Phases"

**Unit III**

Raymond Williams: "Base and Superstructure in Marxist Cultural End Term Exam"

Jauss, Hans Robert. "Literary History as a Challenge to Literary End Term Exam.

**Unit IV**

Elaine Showalter: "Towards a Feminist Poetics"

Gayatri Chakravorty Spivak: "Feminism and Critical End Term Exam"

### Directives for students, teachers and paper-setters:

Students will be required to attempt *five* questions in all. Question No 1 will be compulsory.

Question No. 1 will comprises of *eight* short answer-type questions. There will be at least *two* questions from each unit. Students will be required to attempt any *five* (in about 200 words each) selecting at least *one* question from each unit. All questions will carry equal marks. (2 x 5 = 10)

Question No. 2 to 9 will be essay type questions. Two questions will be set from each unit with internal choice on the prescribed text and the students will be required to attempt any *four* questions selecting one from each unit.

(4 x 15 = 60)

### Suggested Readings:

- Adams, Hazard. Critical Theory Since Plato. New York, Harcourt Brace Jovanovich, 1971.  
Abrams, M. H. A Glossary of Literary Terms. (8th Edition) New Delhi: Akash Press, 2007.  
Baldick, Chris. The Oxford Dictionary of Literary Terms. Oxford: Oxford University Press, 2001.  
Barry, Peter. Beginning Theory: An Introduction to Literary and Cultural Theory. New Delhi: Viva Books, 2008.  
Drabble, Margaret and Stringer, Jenny. The Concise Oxford Companion to English Literature. Oxford: Oxford University Press, 2007.  
Fowler, Roger. Ed. A Dictionary of Modern Critical Terms. Rev. ed. London: Routledge & Kegan Paul, 1987.  
Habib, M. A. R. A History of Literary Criticism: From Plato to the Present. London: Blackwell, 2005.  
Harmon, William; Holman, C. Hugh. A Handbook to Literature. 7th ed. Upper Saddle River, N.J. : Prentice-Hall, 1996.  
Hall, Donald E. Literary and Cultural Theory: From Basic Principles to Advanced Application. Boston: Houghton, 2001.  
Hudson, William Henry. An Introduction to the Study of Literature. New Delhi: Atlantic, 2007.  
Jefferson, Anne. and D. Robey, eds. Modern Literary Theory: A Comparative Introduction. London: Batsford, 1986.  
Keeseey, Donald. Contexts for Criticism. 4th Ed. Boston: McGraw Hill, 2003.  
Latimer, Dan. Contemporary Critical Theory. San Diego: Harcourt, 1989.  
Lentriccia, Frank. After the New Criticism. Chicago: Chicago UP, 1980.  
Lodge, David (Ed.) Twentieth Century Literary Criticism. London: Longman, 1972.  
Murfin, Ross and Ray, Supryia M. The Bedford Glossary of Critical and Literary Terms. Boston: Bedford/St.Martin's, 2003.  
Nagarajan M. S. English Literary Criticism and Theory: An Introductory History. Hyderabad: Orient Black Swan, 2006.  
Natoli, Joseph, ed. Tracing Literary Theory. Chicago: U of Illinois P, 1987.  
Ramamurthi, Lalitha. An Introduction to Literary Theory. Chennai: University of Madras, 2006.  
Selden, Raman and Peter Widdowson. A Reader's Guide to Contemporary Literary Theory. 3rd Ed. Lexington: U of Kentucky P, 1993.  
Tyson, Lois. Critical Theory Today: A User-Friendly Guide. New York: Garland Publishing, 1999.  
Wolfreys, Julian. ed. Introducing Literary Theories: A Guide and Glossary. Edinburgh: Edinburgh University Press, 2003.

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DEPARTMENT OF ENGLISH  
MADRAS GANESHA UNIVERSITY  
TIRUPUR, TAMIL NADU  
INDIA

**M.A. English (Final)**  
**Session 2024-25**  
**Semester III**  
**Study of Language-II (Core Course)**

**Course Code:** 24 L 6.5 -ENG- 302  
**Time:** 3 Hours  
**Total:** 100

**Total Credits:** 3+1 = 4  
**End Term Exam:** 70  
**Internal Assessments:** 30

**Course objectives:**

To create a fundamental understanding of the basic nature, branches and history of linguistic inquiry and to understand and use method of logical analysis in analyzing the data from a wide variety of languages and dialects.

**Course Outcomes:**

- To introduce the students to various types of communication and its regional variation.
- To Make the students familiar to historicity of language, socio-linguistics and psycho-linguistics
- To enhance the ability of students in language use and language structures

**UNIT-1 Introduction to Linguistics**

Origins of language: Glossogenetics:  
Psychological adaptation  
Interaction and transaction

**(A) Language and communication**

Human and Non Human communication, verbal and non verbal Communication,  
Varieties of Language – Idiolect, Dialect, Standard Language, Register,  
Isoglosses, Bilingualism, Pidgins and creoles prescriptive and Descriptive  
Approaches to Language.  
Characteristic Features of Language

**UNIT-2 Branches of Linguistics:**

- A. Introduction to Historical Linguistics, Socio-linguistics, psycho-linguistics and Neuro-linguistics.
- B. Introduction to pragmatics:  
Invisible Meaning Deixis, Reference  
Presupposition  
Direct and indirect speech Acts  
Anaphora
- C. Introduction to Stylistics: stylistic Study of literature and its Uses

**Unit- III : Semantics: Some Basic Concepts.**

Meaning, Sense and Reference: Denotation and Connotation  
Lexical Relations: paradigmatic Relations in Lexical Semantics; Hyponymy; Synonymy;  
Antonymy; prototypes; Metonymy; Collocation  
Homopony, Homonymy, Polysemy.

**Unit- IV : Transformational Grammar:**

- A. Notion of Deep Structure, Surface structure and Transformation. Basic Abilities of Language.
- B. Basic transformations: (i) Negation (II) Contraction. (iii) Passivization (iv) Interrogation
- C. (i) Determining the Constituents of a Sente 16  
(ii) Derivation of PS rules for Noun phrase  
(iii) Derivatiuon of Ps rules for Verb phrase

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**Directions for students, teachers and paper setters:-**

There will be four questions based on Unit I,II,III.&IV. All questions are compulsory. All questions carry equal marks. Each question will have different parts.

**Questions-1** Will comprise of eight short answer type questions. Students will be required to attempt any five ( in about 200-300 words each) (3x5=15)

**Questions-2** will have three parts.

i) In part (A) students will be required to attempt one detailed answer type question out of three. (8)

ii) In part (B) students will be required to attempt Short answer type questions on any four out of the given seven questions. This part will be from unit II, part (B) '**Introduction to Pragmatics**' (2x4=8)

(iii) Part (c) will be based on Unit II, part (c) '**Introduction to Stylistics.**' In this part, students will be required to attempt stylistic analysis of any one out of the given two paragraphs/stanza from prose/poem. (4)

**Question -3** will be from Unit III . This will be in the form of short answer type questions from the entire unit. The students will be required to attempt any five out of the given nine short answer type questions. (3x5=15)

**Question -4** will be based on Unit IV. It will have three parts.

Part (A) will be based on part (A) of unit IV. It will comprise of four short answer type questions. Students will be required to attempt any two (3x2=6)

Part (B) will be based on part b unit IV. Students will be required to attempt two transformations out of the given four (4x2=8)

Part (c) will be in the form of detailed answer type questions. Students will be required to attempt one out of the given three (6)

**Suggested Reading:**

Atkinson, M., D. Kilby and I. Roca 1982. Foundations of General Linguistics. London: George Allen & Unwin.

Bloomfield, L. 1933. Language. New York: Holt, Rinehart and Winston.

Carrol. J. B. 1953. The Study of Language. Cambridge, Mass.: MIT Press.

Chomsky, Noam. The Architecture of Language, (ed). Nirmalangshu Mukherji et.al., Oxford University Press, New Delhi, 2000.

Chomsky, Noam. 2000. New Horizons in the Study of Language and Mind. Cambridge, CUP.

Dinneen, F.P. 1967. An Introduction to General Linguistics. New York etc: Holt, Rinehart and Winston.

Diringer, D. 1962. Writing: Its Origin and Early History. New York: Praeger.

Diringer, D. 1968. The Alphabet. (2 Volumes). (3rd edition). London etc: Hutchinson.

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DEPARTMENT OF ENGLISH  
MIDIRI CAMPUS  
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Fromkin, V. and R. Rodman 1983. An Introduction to Language. 3rd edition. New York: Holt, Rinehart and Winston.

Gelb, I.J. 1952. A Study of Writing. Chicago: University of Chicago Press.

Gleason, H.A. 1970. An Introduction to Descriptive Linguistics. Rev-edn. New York: Holt, Page 2

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Rinehart & Winston.

Greenberg, J. 1966. Universals of Language. Cambridge, Mass.: MIT Press.

Hockett, C.F. 1958. A Course in Modern Linguistics. New York: Macmillan. (Indian edition New Delhi, Calcutta: Oxford and IBH).

Hudson, G. 2000. Essential Introductory Linguistics. Oxford: Blackwell.

Hughes, J.P. 1962. The Science of Language. New York: Random House-Alfred A. Knopf.

Jespersen, O. 1921. Language. London: George Allen & Unwin.

Joos, M. (ed.) 1958. Readings in Linguistics: Development of Descriptive Linguistics in America since 1925. 3rd edn. New York: American Council of Learned Societies.

Kurath, H. 1972. Studies in Areal linguistics. Bloomington: Indiana University Press.

Lyons, J. 1968. Introduction to Theoretical Linguistics. Cambridge: Cambridge University Press.

Martinet, A. 1964. Elements of General Linguistics. London: Faber & Faber.

Palmer, F.R. 1971. Grammar. Harmondsworth: Penguin.

Pinker, Steven. 1994. The Language Instinct. London: Penguin

Robins, R.H. 1969. General Linguistics: An Introductory Survey. London: Longman.

Sapir, E. 1921. Language: An Introduction to the Study of Speech. New York: Harcourt Brace & World.

Saussure, Ferdinand de. Course in General Linguistics, (tr). Wade Baskin, McGraw-Hill, New York, 1959.

Shaw, R. 1999. Sādhāraṇ Bhāṣābijñān O Bāmlābhāṣā (General Linguistics and the Bengali Language). Kolkata: Pustak Bipani.

Sturtevant, E.H. 1947. An Introduction to Linguistic Science. New Haven, Connecticut: Yale University Press.

Valdman, A. (ed.) 1977. Pidgin and Creole Linguistics. Bloomington: Indiana University Press.

Wardhaugh, R. 1977. Introduction to Linguistics. Bloomington: Indiana University Press

Yule, G. 1987. The Study of Language. Cambridge: Cambridge University Press.

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DEPARTMENT OF ENGLISH  
INDIRA GANDHI UNIVERSITY  
MERPUR RAJAHMUNDRAM  
AP-162502

**M.A. English (Final)**  
**Session 2024-25**  
**Semester III**  
**American Literature –II (DEC-3)**

**Course Code: 24 L 6.5 -ENG- 303 (i)**  
**Time: 3 Hours**  
**Total: 100**

**Total Credits: 3+1 = 4**  
**End Term Exam: 70**  
**Internal Assessments: 30**

**Course Objectives:**

1. To familiarize the students with the major literary movements in America, writers, and literary works.
2. To strengthen the students' knowledge of the historical, political, and cultural contexts of American literature.

**Course Outcomes:**

The students will be able to

1. Get a good grasp of the historical, political, and cultural contexts of American literature.
2. Recognize and explain distinct characteristics of American literature of a particular era and tradition.
3. Recognize and explain the various contexts of American multicultural literature..
4. Learn how literature can contribute to social justice by giving voice to the marginalized.

**Unit I**

**Poetry**

William Carlos Williams:

“The Revelation”  
“Sea-Trout and Butterfish”  
“Tract”  
“The Widows Lament in Spring Time”  
“The Orchestra”  
“Negro Woman”

Langston Hughes:

“I, too, Sing America”  
“Dream Variations”  
“The Weary Blues”  
“Mother to Son”  
“The Negro Speaks of Rivers”  
“Merry Go-Round”

**Unit II**

**Novel**

Steinbeck:  
Saul Bellow:

*The Grapes of Wrath*  
*Herzog*

**Unit III**

**Drama**

Tennessee William:  
Edward Elbe:

*The Glass Menagerie*  
*Who's Afraid of Virginia Woolf*

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## Unit IV

American Dream, Beginning of American Colonization, Civil Rights Movement, Declaration of Independence, Frontier Consciousness, Jazz Age, Lost Generation, Melting Pot End Term Exam, Naturalism, Harlem Renaissance, Puritanism, Realism, The War of Independence, The American Civil War, The Depression, The New Deal, Transcendentalism, Women's Liberation Movement

### Directives for students, teachers and paper-setters:

Students will be required to attempt *five* questions in all. Question No 1 will be compulsory.

Question No. 1 will comprises of *eight* short answer-type questions. There will be at least *two* questions from each unit. Students will be required to attempt any *five* (in about 200 words each) selecting at least *one* question from each unit. All questions will carry equal marks. (2 x 5 = 10)

Question No. 2 to 9 will be essay type questions. Two questions will be set from each unit with internal choice on the prescribed text and the students will be required to attempt any *four* questions selecting one from each unit. (4 x 15 = 60)

### Suggested Reading:

1. Emerson, Ralph Waldo. 'Self-Reliance', The Selected Writings of Ralph Waldo Emerson. ed. Brooks Atkinson, New York: The Modern library, 1964.
2. Martin Luther King Jr, 'I have a dream', African American Literature. ed. Kieth Gilyard, Anissa Wardi, New York: Penguin, 2014. pp 1007-1011
3. Douglass, Frederick. Chaps. 1-7, A Narrative of the life of Frederick Douglass. Harmondsworth: Penguin, 1982. pp 47-87 2
4. Rich, Adrienne. 'When We Dead Awaken: Writing as Re-Vision', College English. Vol. 34, No. 1, Women, Writing and Teaching (Oct., 1972), pp. 18-30
5. Crevecoeur, Hector St John. Letter III: 'What is an American', Letters from an American Farmer. Harmondsworth: Penguin, 1982. pp 66-105

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DEPARTMENT OF ENGLISH  
MIDIRA GANDHI UNIVERSITY  
JEEHPUR, RAIPUR  
14-12-2002

**M.A. English (Final)**  
**Session 2024-25**  
**Semester III**  
**Continental Literature (DEC-3)**

**Course Code: 24 L 6.5 -ENG- 303 (ii)**  
**Time: 3 Hours**  
**Total: 100**

**Total Credits: 3+1 = 4**  
**End Term Exam: 70**  
**Internal Exam: 30**

**Course Objectives:**

To introduce the students to the forms, techniques, and genres used in Continental Literature.

1. To familiarise the students with the socio-cultural framework and ideologies reflected in Continental Literature.
2. To encourage the students to engage in comparative and cross-cultural literary analysis.

**Course Outcomes:**

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

1. Able to demonstrate an understanding of key texts and themes in Continental Literature.
2. Equipped to interpret literary texts within relevant socio-cultural and philosophical contexts.
3. Skilled in comparing literary forms, genres, and techniques across Continental traditions.

**Unit 1: Key Literary Terms and Movements**

Absurdism, Avant-garde, Dialogism, Decadence, Enlightenment, Existentialism, Ideology and Hegemony, Impressionism, Marxism, Metafiction, Modernism, Narrative and Discourse, Nihilism, Realism and Naturalism, Renaissance Humanism, Romanticism, Structuralism, Surrealism, Symbolism

**Unit 2: Novel**

Gustave Flaubert *Madame Bovary*

Fyodor Dostoevsky *Notes from Underground*

**Unit 3: Drama**

Henrik Ibsen *A Doll's House*

Bertolt Brecht *Mother Courage and Her Children*

**Unit 4: Short Story**

Honoré de Balzac "The Unknown Masterpiece"

Nikolai Gogol "The Overcoat"

"The Nose"

Anton Chekhov "Ward No. 6"

"The Bet"

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MIDIPRA BANDH UNIVERSITY  
THERPUR (MARI)  
11-122502

## Directives for students, teachers and paper-setters:

Students will be required to attempt five questions in all. Question No 1 will be compulsory.

Question No. 1 will comprise of eight short answer-type questions. There will be at least two questions from each unit. Students will be required to attempt any five (in about 200 words each) selecting at least one question from each unit. All questions will carry equal marks. (2 x 5 = 10)

Question No. 2 to 9 will be essay type questions. Two questions will be set from each unit with internal choice on the prescribed text and the students will be required to attempt any four questions selecting one from each unit. (4 x 15 = 60)

### Suggested Readings:

Bakhtin, Mikhail. *Problems of Dostoevsky's Poetics*.

Baudelaire, Charles. *The Painter of Modern Life and Other Essays*.

Bradbury, Malcolm and James McFarlane, editors. *Modernism: A Guide to European Literature 1890-1930*.

Brecht, Bertolt. *Brecht on Theatre: The Development of an Aesthetic*.

Camus, Albert. *The Myth of Sisyphus*.

Esslin, Martin. *The Theatre of the Absurd*.

Lukács, György. *The End Term Exam of the Novel*.

Nabokov, Vladimir. *Lectures on Russian Literature*.

Nietzsche, Friedrich. *Thus Spoke Zarathustra*.

Sartre, Jean-Paul. *What is Literature?*

The Cambridge Companion to European Novelists. Edited by Michael Bell.

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**M.A. English (Final)**  
**Session 2024-25**  
**Semester III**  
**Literature and Gender (DEC-4)**

**Course Code: 24 L 6.5 -ENG- 304 (i)**  
**Time: 3 Hours**  
**Total: 100**

**Total Credits: 3+1 = 4**  
**End Term Exam: 70**  
**-- Internal Assessments: 30**

**Course Objectives:**

To help students critically engage with concepts central to gender studies and how these have evolved over the ages.

**Course Outcomes:**

The students will be able to

1. Theorize about gender in literary texts
2. Evolve their knowledge of Gender Theory and its evolution.
3. Analyze a literary text from the perspective of gender.
4. Learn about the contribution of various thinkers in the field of gender studies.

**UNIT-I**

John Stuart Mill	:	“The Question Can be Raised” from <i>The Subjection of Women</i>
Simone de Beauvoir	:	“Myth and Reality” from <i>The Second Sex</i>
Mary Wollstonecraft	:	“Modesty: Comprehensively Considered, and Not as a Sexual Virtue” from <i>A Vindication of the Rights of Women</i>

**UNIT-II**

Adrienne Rich	:	“Snapshots of a Daughter-in-Law”
Gwendolyn Brooks	:	“A Sunset of the City”
Sylvia Plath	:	“Lady Lazarus”
Margaret Atwood	:	“Siren Song”
U A Fanthorpe	:	“Not My Best Side”
Vijay Tendulkar	:	<i>Kanyadaan</i>

**UNIT-III**

Githa Hariharan	:	<i>The Thousand Faces of Nights</i>
Monica Ali	:	<i>Brick Lane</i>

**UNIT-IV**

Rabindranath Tagore	:	‘The Wife’s Letter’ from <i>Rabindranath Tagore: Selected Short Stories</i>
Adichie	:	‘The American Embassy’ from <i>The Things Around Your Neck</i>



  
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- Ismat Chughtai : *The Veil; Kallu; Who Was He?; Bichu Phupi; A Morsel from Vintage Chughtai: A Selection of Her Best Stories Delhi: Women Unlimited, 2013*
- Urmila Pawar : 'Kavach' (Armor) from *Mother's Wit*: Zuban, 2013  
Chimamanda Ngozi
- Adichie : "The American Embassy" Charlotte Perkins Gilman: "If I were a Man"

**Directives for students, teachers and paper-setters:**

Students will be required to attempt *five* questions in all. Question No 1 will be compulsory.

Question No. 1 will comprises of *eight* short answer-type questions. There will be at least *two* questions from each unit. Students will be required to attempt any *five* (in about 200 words each) selecting at least *one* question from each unit. All questions will carry equal marks. (2 x 5 = 10)

Question No. 2 to 9 will be essay type questions. Two questions will be set from each unit with internal choice on the prescribed text and the students will be required to attempt any *four* questions selecting one from each unit.

(4 x 15 = 60)

**Suggested Reading:**

Crenshaw, K. *Mapping the Margins: Intersectionality, Identity Politics and Violence against Women of Color*. Stanford Law Review, 43, 1991, pp. 1241-1301.

hooks, bell. "Eating the Other: Desire and Resistance", *Black Looks: Race and Representation*. Cambridge, Massachusetts: South End Press, 1992.

Chatterjee, Indrani. "Alienation, Intimacy, and Gender: Problems for a History of Love in South Asia," *Queering India: Same-Sex Love and Eroticism in Indian Culture and Society*, ed. Ruth Vanita, Routledge, 2002.

Showalter, Elaine. *The Female Malady: Women, Madness, and English Culture, 1830-1980*, 1st ed., New York: Pantheon Books, 1985

Butler, Judith. *Gender Trouble*, 1990.

de Beauvoir, Simone. *The Second Sex*, Vintage, 1953/1997.

BRYSON, V. *Feminist Political Theory: An Introduction*, Palgrave Macmillan, 2003.

FRIEDAN, B. *The Feminine Mystique*, Penguin, 1971/1992.

hooks, bell. *Ain't I a Woman: Black Women and Feminism*, London, Pluto Press, 1983.

Wollstonecraft, Mary. *A Vindication of the Rights of Women*, Dover Publications, 1792/1996.

Ansari, Mohammad Shaukat. "Depiction of Women's Dilemmas in Selected poems of

Kamala Das: a Review." *Language in India* 12 (2 Feb. 2012): 677-86.

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DEPARTMENT OF ENGLISH  
UNIVERSITY OF CALIFORNIA, BERKELEY  
BERKELEY, CA 94720-1200  
415-495-1200

**M.A. English (Final)**  
**Session 2024-25,**  
**Semester III**  
**Research Methodology (DEC-4)**

Course Code: 24 L 6.5 -ENG- 304 (ii)  
Time: 3 Hours  
Total: 100

Total Credits: = 3+1= 4  
End Term Exam: 70  
Internal Assessments: 30

**Course Objectives:**

1. To help students develop an orientation for research.
2. Help students understand types, tools and methods of research.
3. Assist students to conduct research.
4. Provide students with research style sheet to cite other researches useful to conduct their research.

**UNIT-I**

Definition of Research –Types of Research-. Preliminary Study.  
Choosing a Viable Topic. Primary and Secondary Sources,  
Research Sources: Printed and Electronic Including Web Sources.  
Digital Library Sources. Compiling Working Bibliography.

**UNIT- II**

Taking Notes and Collecting Materials  
Thesis Statement, Working Outline, Preparing Samples.  
Writing Drafts - Revising the Outline and Drafts  
The Introduction and the Conclusion - the Main Chapters: Clarity, Unity,  
Coherence, Emphasis, Interest, Point of view

**UNIT- III**

The Format of the Thesis. Preparing the Final Outline and Final  
Draft--Organizing Principles and Methods of Development,  
Plagiarism.

Converting the Working Bibliography to List of Works-Cited, Abbreviation,  
Proofreading

**UNIT--IV**

Language and Style of Thesis Writing: General principles - Kinds and  
Suitability of Style, Style Sheet Conventions, Documentation: Parenthetical  
Documentation, Foot Notes, End Notes

The Mechanics of Writing: Spelling, Punctuation, Quotations etc.

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**Books for Reference:**

Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 9<sup>th</sup> Edition. 2009.

Moore, Robert H. *Effective Writing*. New York: Holt, Rinehart and Winston. 1965.

**Directives for students, teachers and paper-setters:**

Students will be required to attempt *five* questions in all. Question No 1 will be compulsory.

Question No. 1 will comprises of *eight* short answer-type questions. There will be at least *two* questions from each unit. Students will be required to attempt any *five* (in about 200 words each) selecting at least *one* question from each unit. All questions will carry equal marks. (2 x 5 = 10)

Question No. 2 to 9 will be essay type questions. Two questions will be set from each unit with internal choice on the prescribed text and the students will be required to attempt any *four* questions selecting one from each unit.

(4 x 15 = 60)

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DEPARTMENT OF ENGLISH  
INDIRA GANDHI UNIVERSITY  
RAIPUR (JHARHANDA)  
JH-826002

**M.A. English (Final)**  
**Session 2024-25**  
**Semester III**  
**African Literature (DEC-5)**

**Course Code: 24 L 6.5 -ENG- 305 (i)**  
**Time: 3 Hours**  
**Total: 100**

**Total Credits: 3+1 = 4**  
**End Term Exam: 70**  
**Internal Assessments: 30**

**Course Objectives:**

To familiarize to students with African Literature in English, Africa's past and present, literary concerns of Africa, the concepts like Colonialism, Liberation, Tradition, Modernity, Socialism and Capitalism.

**Course Outcomes:**

1. The students will be able to develop an appreciation for the diversity of literature produced by African authors, gain an understanding of the diverse social, historical and political contexts through the selected literary works of African authors.
2. Learn about the impact of colonization on the African cultures and literature
3. Gain knowledge about diverse African thoughts and literary forms.

**UNIT 1:**

Chinua Achebe: "Novelist as a Teacher"  
A.S. Gerard: "Sub-Saharan Africa's Literary History in a Nutshell", (21-42) in *Comparative Literature and African Literatures*.  
Lewis Nkosi: "History as the 'Hero' of the African Novel", 30-53 in *Tasks and Marks: Themes and Styles*

**UNIT II: POETRY**

Okot P'Bitek: 'My Husband's Tongue is Bitter' (From *Song of Lawino*)  
Kofi Awanoor: "America; Songs of Sorrow"; "Lament of the Silent Sisters"; "The Weaver Bird";  
"On the Gallows Once"  
Leopold Sedar Senghor: "Black Mask", "Luxembourg 1939", "To New York", "In Memoriam" Gerald kithinji:  
"Children of the Valleys"; "Double Standards"

**UNIT III: DRAMA**

Toni Morrison: *Beloved*  
Ola Rotimi: *Hope for the Living Dead*

**UNIT IV: FICTION**

Ngugi Wa Thiongo: *Petals of Blood*  
Chinua Achebe: *Things Fall Apart*

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**Instruction to the Paper-Setter and students:**

Students will be required to attempt five questions in all. Question No 1 will be compulsory.

Question No. 1 will comprises of eight short answer-type questions. There will be at least two questions from each unit. Students will be required to attempt any five (in about 200 words each) selecting at least one question from each unit. All questions will carry equal marks. (2 x 5 = 10)

Question No. 2 to 9 will be essay type questions. Two questions will be set from each unit with internal choice on the prescribed text and the students will be required to attempt any four questions selecting one from each unit. (4 x 15 = 60)

**Suggested Readings:**

Emmanuel N. Obiechina: Culture, Tradition and Society in the West African Novel (CPU, 1975).

Dathrone, O. R. African Literature in the Twentieth Century London: Heinemann, 1979.

Moore, Gerald. Twelve African Writers, London: Hutchinson & Co. Ltd. 1980.

Chinweizu et al. Towards the Decolonisation of African Literature. Enugu Fourth Dimension Publishers, 1980.

Benham, Martui. African Theatre Today. London Pitman Publishing, 1976.

Larson, Charles. The Emergence of African Fiction.

Bloomington: Indiana Univ. Press, 1971.

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MEERPUR REWARI  
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M.A. English (Final)  
Session 2024-25  
Semester III  
Australian Literature (DEC-5)

Course Code: 24 L 6.5 -ENG- 305 (ii)  
Time: 3 Hours  
Total: 100

Total Credits: 3+1 = 4  
End Term Exam: 70  
Internal Assessments: 30

**Course Objectives:**

1. To familiarize students with the main issues and styles in Australian literature and its historical and cultural background.
2. To sensitize students to Australia's indigenous and colonial history.

**Course Outcomes:**

The students will be able to

1. Gain familiarity with the main issues in Australian literature and the historical and cultural contexts of Australian literature.
2. Analyze the selected texts in the context of Australia's indigenous and colonial history.
3. Enhance their multicultural knowledge.

**UNIT I:**

H. M. Greens: "Introduction" (From *Outline of Australian Literature*)  
G. B. Barton: "Introduction" (From *Literature in the New South Wales*)

**UNIT II:**

Charles Harpur: "A Midnight Noon in the Australian Forest"  
Henry Kendall: "The last of His Tribe"  
Kenneth Slessor: "South Country"  
A. D. Hope: "Australia"  
Banjo Paterson: "The Man from Snowy River".  
Kath Walker: "We are Going"  
Chris Wallace Crabbe: "Melbourne"

**UNIT III:**

David Williamson: *The Removalists*  
Peter Kenna: *A Hard God*

**UNIT IV:**

Short Stories:

Barbara Baynton: "The Chosen Vessel"  
Henry Lawson: "The Drover's Wife"  
Marcus Clarke: "The Seizure of the Cyprus"  
Christina Steed: "The Old School"

Novel:

Patrick White: *Voss*  
David Malouf: *Remembering Babylon* 30

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**Instructions to the Paper-Setter and students:**

Students will be required to attempt *five* questions in all. Question No 1 will be compulsory.

Question No. 1 will comprises of *eight* short answer-type questions. There will be at least *two* questions from each unit. Students will be required to attempt any *five* (in about 200 words each) selecting at least *one* question from each unit. All questions will carry equal marks. (2 x 5 = 10)

Question No. 2 to 9 will be essay type questions. Two questions will be set from each unit with internal choice on the prescribed text and the students will be required to attempt any *four* questions selecting one from each unit.

(4 x 15 = 60)

**Suggested Reading:**

<https://iamnotasilentpoet.wordpress.com/tag/patricia-walsh/>

<https://poetryarchive.org/poet/c-k-stead/>

<https://kategrenville.com.au/books/one-life/>

Jack Davis. *The Dreamers*. Currency Press, 2014.

Nick Enright. *Daylight Saving*. Currency Press, 2015.

Patrick White. *Riders in the Chariot*. NYRB Classics, 2002.

Doris Pilkington. *Follow the Ribbit Proof Fence*. University of Queensland Press, 2002.

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**M.A. English (Final)**  
**Session 2024-25**  
**Semester III**  
**Canadian Literature (DEC-6)**

Course Code: 24 L 6.5 -ENG- 306 (i)  
Time: 3 Hours  
Total: 100

Total Credits: 3+1 = 4  
End Term Exam: 70  
Internal Assessments: 30

**Course Objectives:** To introduce students to the principal themes and writing styles in Canadian literature and to sensitize students to the complexities of Canada's indigenous and colonial history.

**Course Outcomes:**

The students will be able to

1. Learn about principal themes and interests in Canadian writing.
2. Analyze the selected texts in the context of Canada's indigenous and colonial history.
3. Gain an understanding of the Canadian literary canon.

**UNIT I:**

1. Northrop Frye: "Conclusion" to *Literary History of Canada* (From *Literary History of Canada: Toronto Press*)
2. Margaret Atwood: "Survival" (From *Survival: A Thematic Guide to Canadian Literature*)

**UNIT II: POETRY**

1. Al Purdy: "Elegy for a Grandfather"
2. Thomas King: "Coyote Sees the Prime Minister"
3. Michael Ondaatje: "Letters and other Worlds"
4. Dorothy Livesay: "The Green Rain"
5. Earle Birney: "Bushed"
6. A. J. M. Smith: "The Lonely Land"

**UNIT III: NOVEL**

1. Margaret Atwood: *Surfacing*
2. Philip Michael Ondaatje: *The English Patient/The Tin Flute.*

**UNIT IV: Drama and short stories**

**Drama:-**

1. George Ryga: *The Ecstasy of Rita Joe.*

**Short Stories:**

1. Alice Munro : "The Love of a Good Woman"  
"Save the Reaper"  
"The Children Stay"  
"Before the change"  
"My Mother's Dream"

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### Instructions to the Paper-Setter and students:

Students will be required to attempt *five* questions in all. Question No 1 will be compulsory.

Question No. 1 will comprises of *eight* short answer-type questions. There will be at least *two* questions from each unit. Students will be required to attempt any *five* (in about 200 words each) selecting at least *one* question from each unit. All questions will carry equal marks. (2 x 5 = 10)

Question No. 2 to 9 will be essay type questions. Two questions will be set from each unit with internal choice on the prescribed text and the students will be required to attempt any *four* questions selecting one from each unit. (4 x 15 = 60)

### Suggested Reading:

Bennett, Donna and Russell M Brown (ed.) An Anthology of Canadian Literature 2 Vols. New York: OUP, 1982

New, WH, A History of Canadian Literature. McGill: Queens Press, 2003.

Israel, Milton (ed.) The South Asian Diaspora in Canada. Ontario: Multi Cultural History Society, 1987.

Harrison, Dick. Unnamed Country: The Struggle for a Canadian Prairie Fiction. Edmonton: University of Alberta Press, 1977.

Moses, Daniel David and Terry Goldie. Ed. An Anthology of Canadian Native Literature in English. Toronto: OUP, 1998.

Howells, Coral Ann and Eva Marie Kroeller. Eds. Cambridge History of Canadian Literature. London: CUP, 2009.

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**M.A. English (Final)**  
**Session 2024-25**  
**Semester III**  
**South Asian Literature (DEC-6)**

**Course Code: 24 L 6.5 -ENG- 306 (ii)**  
**Time: 3 Hours**  
**Total: 100**

**Total Credits: 3+1 = 4**  
**End Term Exam: 70**  
**Internal Assessments: 30**

**Course Objectives:**

To get basic understanding of cultures and traditions of South Asia such as caste system, arranged marriage, dowry system and exploration of some geopolitical history of South Asian such as British colonization, partition, creation of Bangladesh and globalization etc.

**Course Outcomes:** The students will be able to

1. Demonstrate a deep understanding of the cultural, historical geopolitical contexts of South Asian literature.
2. Gain an understanding of the principal thematic concerns of South Asian literature.
3. Gain an appreciation for the diversity of forms and themes prevalent in South Asian literature.
4. Critically engage with literary forms and meanings.

**UNIT-I**

Salman Rushdie : *Midnight's Children*  
Bapsi Sidhwa : *Ice Candy Man*

**UNIT-II**

Shyam Selvadurai : *Funny Boy*  
Mohsin Hamid : *The Reluctant Fundamentalist*

**UNIT-III**

Shashi Tharoor : *India from Midnight to the Millennium and Beyond*  
(1-22 and the Preface)  
Nayantara Sahgal : "With Pride and Prejudice" from *Prison and Cake*

**UNIT-IV**

Manto : 'Toba Tek Singh' from *Mottled Dawn: Fifty Sketches and Stories of Partition*. Trans.Khalid Hasan  
Mulraj Anand : 'The Liar' from *Selected Short Stories of Mulraj Anand*  
A. K. Ramanujan : "A Flowering Tree" from *A Flowering Tree and Other Oral Tales from India 1997*  
R. K. Narayan : "An Astrologer's Day" from *An Astrologer's Day and Other Stories*

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**M.A. English (Final)**  
**Session 2024-25**  
**Semester III**  
**Communication Skills (Open Elective Course)**

**Course Code:** 24 L 6.5 -ENG- 307  
**Time:** 3 Hours  
**Total:** 50

**Total Credits:** 2  
**End Term Exam:** 35  
**Internal Assessments:** 15

**Course Objectives:**

1. To improve the basic skills of reading, writing, listening and speaking among students of any subject.
2. To prepare students to face interviews and group discussions.
3. To acquaint students with the contemporary, colloquial and idiomatic expressions in language.
4. To train them in practical letter writing and forms of business communication

**Course Outcomes:**

The students will be able to

1. Develop competence in oral and written communication.
2. Gain an understanding of communication theories.
3. Develop and show critical and analytical thinking

**Unit I: Understanding Communication Skills**

- i. What is communication, types of communication?
- ii. Media of communication, channels of communication
- iii. Barriers to effective communication.
- iv. Role of communication skills in society

**Unit II: Understanding figurative language**

- i. Idioms and phrases, making sentences with at least 50 contemporary idioms and phrases should be taught
- ii. Agreement of subject and verb, correct usage of prepositions.
- iii. Conditional sentences.
- iv. New terms from Management, Information Technology and social media should be taught..

**Unit III: Letter writing**

- i. Resume writing and job application
- ii. Business letters (Orders, Inquiries, Sales letters, Complaints)
- iii. Memos and replies to memos.
- iv. Emails

**Unit IV: Presentation Skills**

- i. How to effectively organize thoughts, research and data collection for speech/presentation, the use of logic and sequence, central idea.
- ii. Oral presentation, diction, tone, clarity and body language.
- iii. Power point presentation
- iv. Time management and preparation, adaptation skills if changes occur.

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Directives for students, teachers and paper-setters:

Evaluation Scheme:

Internal Assessment:15		End Term Examination: 35	
➤ End Term Exam	15	➤ End Term Exam	35
• Class Participation:	5	Written Examination	
• Seminar/presentation/assignment/quiz/class test etc.:	5		
• Mid-Term Exam:	5		

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### Fourth Semester

Sr. No	Course Code	Title of the Course	Credits			Core/ Elective / Foundation Course	Max marks		
			L	T	Total		Internal	External	Total
1	24 L 6.5 - ENG- 401	Literary Criticism & Theory – III	3	1	4	CC13	30	70	100
2	24 L 6.5 - ENG- 402	Post Colonial Literature	3	1	4	CC14	30	70	100
3	24 L 6.5 - ENG- 403	i) World Literature ii) Dalit Literature	3	1	4	DEC7	30	70	100
4	24 L 6.5 - ENG- 404	i) Literature of Protest ii) Culture and Literature	3	1	4	DEC8	30	70	100
5	24 L 6.5 - ENG- 405	i) Literature from North East ii) Indian Folk Literature	3	1	4	DEC9	30	70	100
6	24 L 6.5 - ENG- 406	i) Media and Film Studies ii) Trauma Literature	3	1	4	DEC10	30	70	100
7	24 L 6.5 - ENG- 407	Academic & Creative Writing	2	-	2	EEC	15	35	50
<b>Total Credits</b>					<b>26</b>				<b>650</b>

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**M.A. English (Final)**  
**Session 2024-25**  
**Semester IV**  
**Literary Criticism and Theory-III (Core Course-13)**

Course Code: 24 L 6.5 - ENG- 401

Time: 3 Hours

Total: 100

Total Credits: 3+1 = 4

End Term Exam: 70

Internal Assessment: 30

**Course Objectives:**

To make students familiar to critics, important schools and movements, and the historical and cultural contexts important to those theories and Demonstrate an understanding of key concepts in literary theory so that they may explain to others the meaning, significance, and value of specific literary theoretical works

**Course Outcomes:**

Students will be able to apply theoretical approaches to the literary texts.

It will enhance their knowledge on the major concepts given by different literary and cultural theorists

It will enhance critical ability of the students by introducing them to significant critical movements.

**UNIT-1 Postmodernism**

Defining the Postmodern" by Jean - Francois Lyotard (From *The Norton Anthology of Theory & Criticism*)

(i) "Postmodernism and Feminism" by Patricia Waugh

(From *Modern Literary Theory: A Reader* ed. Philip Rice & Patricia Waugh)

**Unit II -- Postcolonialism**

From *Culture and Imperialism(1993)* by Edward Said

(From *Modern Literary Theory: A Reader* ed. Philip Rice & Patricia Waugh)

(ii) "Mimicry and Man" by Homi Bhabha (From *Modern Literary Theory: A Reader*

ed. Philip Rice & Patricia Waugh)

**Unit-III - Structuralism, Post- Structuralism**

(i) From *Course in General Linguistics* (1915) by Ferdinand de Saussure (From *Modern Literary Theory: A Reader* ed. Philip Rice & Patricia Waugh)

(ii) "Order of Discourse" (1966) by Foucault

(From *Literary Theory: An Anthology* ed. Julie Rivkin and Michael Ryan)

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## Unit IV-- Ecocriticism

(i) —The Historical Roots of Our Ecologic Crisis' by Lynn White, Jr. (From *The Ecocriticism Reader: Landmarks in Literary Ecology* Eds. Cheryll Glotfelty and Harold Fromm)

(ii) —Reductionism and Regeneration: A Crisis in Science' by Vandana Shiva (Form *Ecofeminism* by Maria Mies and Vandana Shiva, Rawat Publications, Indian Reprint 2010pp 22-35)

### Instructions to the paper-setter and students:

Students will be required to attempt *five* questions in all. Question No 1 will be compulsory.

Question No. 1 will comprises of *eight* short answer-type questions. There will be at least *two* questions from each unit. Students will be required to attempt any *five* (in about 200 words each) selecting at least *one* question from each unit. All questions will carry equal marks. (2 x 5 = 10)

Question No. 2 to 9 will be essay type questions. Two questions will be set from each unit with internal choice on the prescribed text and the students will be required to attempt any *four* questions selecting one from each unit. (4x15=60)

### Suggested Readings:-

1. Bill Ashcroft, Gareth Griffith and Helen Tiffins. ed The Empire Writes Back. London: Routledge, 1989. Print.
2. Fredric Jameson .Marxism and Form: Twentieth Century Dialectical Theories of Literature. U.S.A: Princeton University Press, 1974. Print.
3. Gayatri Charavorty Spivak, "Can The Subaltern Speak?" Gary Nelson and Lawrence rossberg. ed. Marxism and the Interpretation of Culture. London: Macmillan, 1988. Print.
4. Geyh, Paula, Fred Leebron, and Andrew Levy. Postmodern American Fiction: A Norton Anthology. New York: W.W. Norton, 1998. Print.
5. Homi Bhabha. The Location of Culture. London: Routledge, 1994. Harvey, Robert, and Lawrence R. Schehr. Jean- ran ois yotard: Time and Judgement. New Haven, CT: Yale UP, 2001. Print.
6. Jacques Derrida. Of Grammatology. U.S.A.: John Hopkins University Press, 1997. Print.
7. Lietch B. Vincent. The Norton Anthrology of Theory and Criticism, second Edition. London: Routledge, 2010. Print.
8. Linda Hutcheon. The Politics of Post Modernism.: Routledge, 2000. Print
9. MCCaan R. Carole, SEUNG-KYUNG KIM. Feminist Theory Reader, Fourth Edition. USA. Print.
10. Niall Lucy. Postmodern Literary Theory: An Introduction .Oxford :Blackwell Publishers Inc., 1998. Print.
11. Sumathy U. Ecocriticism in Practice. New Delhi. Print
12. Roland Barthes. The Pleasure of the Text Trans. R. Millar .New York: Hill and Wang, 1975. Print.
13. Terry Eagleton. Literary Theory: An Introduction. London: University of Minnesota Press, 1983. Print.
14. -----, Marxism and Literary Criticism. California: University of California Press, 1976. Print.
15. Taylor, Victor E., and Gregg Lambert. Jean ran ois yotard: Critical Evaluations in Cultural Theory. London: Routledge, 2006. Print.

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**M.A. English (Final)**  
**Session 2024-25**  
**Semester IV**  
**Post Colonial Literature (Core Course-14)**

**Course Code: 24 L 6.5 ENG-402**

**Time: 3 Hours**

**Total: 100**

**Total Credits: 3+1 = 4**

**End Term Exam: 70**

**Internal Assessments: 30**

**Course Objectives:**

To introduce a cross-section of writings in English from the colonized nations to illustrate their similarities and differences and their richness and variety.

To study in context, local histories, politics and cultural patterns, and the impact of colonial forces on them and comprehend the extent to which they interrogate Eurocentric conceptions of culture and language.

**Course Outcomes:**

On completing the course, the students will be able to define the problems and consequences of colonization, identify key authors and literary forms in postcolonial literature, understand how ancestry, race, class, gender, history, and identity are presented in the literary texts.

**UNIT-I**

Key Terms & Concepts

Colonialism; Imperialism; Neocolonialism; Postcolonialism; Decolonisation; Postcolonialism; colonisation; Orientalism; Hybridity; Cultural imperialism; Third World.

**Postcolonial Theory: Early Thinkers:** Gandhi; Franz Fanon; Edward Said; Homi K. Bhabha; Gayatri Spivak; Paul Gilroy.

**UNIT-II**

Chinua Achebe: *No Longer at Ease*.

Amitav Ghosh : *Sea of Poppies*.

**UNIT-III**

Ngugi Wa Thiong'o: *The Trial of Dedan Kimathi*

Derek Walcott: *Pantomime*.

**UNIT-IV**

Short Stories:

Bessie Head (South Africa/Botswana), 'The Collector of Treasures' from the anthology *The Collector of Treasures*, Publisher Heinemann (1992)

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Aina Ata Aidoo (Ghana), 'The Girl Who Can' from the anthology *A Warble of Postcolonial Voices*

M.M. Vinodini (India), 'The Parable of the Lost Daughter', in *The Exercise of Freedom*, eds K. Satyanarayana and Susie Tharu (Delhi: Navayana, 2013) pp 164-77.

Poems: Pablo Neruda: *Tonight I Can Write the Saddest Lines*

*The Way Spain Was*

Derek Walcott: *Goats and Monkey 'Names'*

Mamang Dai: *Small Towns and the River*

*The Voice of the Mountain*

A.K. Ramanujan: *A River*

### Instructions to the paper-setter and students:

Students will be required to attempt *five* questions in all. Question No 1 will be compulsory.

Question No. 1 will comprises of *eight* short answer-type questions. There will be at least *two* questions from each unit. Students will be required to attempt any *five* (in about 200 words each) selecting at least *one* question from each unit. All questions will carry equal marks. (2 x 5 = 10)

Question No. 2 to 9 will be essay type questions. Two questions will be set from each unit with internal choice on the prescribed text and the students will be required to attempt any *four* questions selecting one from each unit. (4x15=60)

### Suggested Reading:

Ashcroft, Bill Ashcroft et al, eds.

*The Empire Writes Back*, London and New York: Routledge, 2006.

Print Ashcroft, Bill, Gareth Griffiths and Helen Tiffin.

*Key Concepts in Post-Colonial Studies*, London and New York: Routledge, 1998. Print. □

King, Bruce, ed. *The New National and Postcolonial Literatures: An Introduction*, Oxford: Clarendon, 1996.

Killam, G. D. *The Novels of Chinua Achebe*. Studies in African Literature Series, London: Heinemann, 1978.

P Sarkar Parama ,*Postcolonial Literatures*, Orient Black Swan,2016 What is Post colonialism, What is Post Colonial Theory And Postcolonial Terms?

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M.A. English (Final)  
Session 2024-25  
Semester IV  
World Literature (DEC-7)

Course Code: 24 L 6.5- ENG 403 (i)  
Time: 3 Hours  
Total: 100

Total Credits: 3+1 = 4  
End Term Exam: 70  
Internal Assessments: 30

Course Objectives:

1. To introduce students to a wide range of global literary texts from different cultures, languages, and historical periods, fostering an understanding of literary traditions beyond the Indian context.
2. To explore common human concerns, such as mortality, identity, desire and the search for meaning, through narratives shaped by different historical and cultural contexts.

Course Outcomes:

1. Students will have knowledge of world literary traditions and the continuing influence of those traditions on world cultures, including an awareness of emergent global literary trends.
2. Students will develop a comparative understanding of national literature and literary traditions within the context of world literature
3. Gain an understanding of the unique aspects of diverged literature of the world.
4. Students will discover the richness of the cultures reflected in these writings and appreciate the essence of knowing the works of people from other cultures and backgrounds.
5. Students will comprehend the universality of human emotions, travails, joys and pain no matter what part of the world one belongs to.

Unit 1

Anonymous (Translated by Andrew George)

*The Epic of Gilgamesh*

Ilango Adigal

*Shilappadikaram*

Unit 2

Murasaki Shikibu

*Tales of Genji*

Somadeva

“Do Dhurton Ki Kahani”

“Mandanmanchuka”

“Pehla Betal”

“Buddhimano Ki Kathaen”

(from the *Kathasaritsagara*)

Unit 3

Hermann Hesse

*Siddartha*

Henrik Ibsen

*Peer Gynt*

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## Unit 4

Franz Kafka

*Metamorphosis*

Albert Camus

*Myth of Sisyphus*

### Instructions to the paper-setter and students:

Students will be required to attempt *five* questions in all. Question No 1 will be compulsory.

Question No. 1 will comprises of *eight* short answer-type questions. There will be at least *two* questions from each unit. Students will be required to attempt any *five* (in about 200 words each) selecting at least *one* question from each unit. All questions will carry equal marks. (2 x 5 = 10)

Question No. 2 to 9 will be essay type questions. Two questions will be set from each unit with internal choice on the prescribed text and the students will be required to attempt any *four* questions selecting one from each unit. (4x15=60)

### Suggested Readings:

Damrosch, David. 'Goethe Coins a Phrase', What is World Literature?. Princeton UP, 2003 pp 1-36.

Cheah, Pheng. 'The New World Literature: Literary Studies Discovers Globalization', What is a World?: On Postcolonial Literature as World Literature. Duke University Press, 2015. pp 23-45.

Moretti, Franco. 'Conjectures on World Literature', NLR 1, Jan-Feb. 2000. pp 54- 68.

Chaudhari, Rosinka. 'Viśvasāhitya: Rabindranath Tagore's Idea of World Literature', The Cambridge History of World Literature. ed. Debjani Ganguly, Cambridge UP, 2021. pp 261-278.

Mufti, Aamir. 'Global English and Its Others', Forget English! Orientalism and World Literatures. Harvard UP, 2016. pp 146-202

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**M.A. English (Final)**  
**Session 2024-25**  
**Semester IV**  
**Dalit Literature (DEC-7)**

**Course Code: 24 L 6.5- ENG-403 (ii)**  
**Time: 3 Hours**  
**Total: 100**

**Total Credits: 3+1 = 4**  
**End Term Exam: 70**  
**Internal Assessments: 30**

**Course Objectives:**

- 1.To provide an understanding of the changing position of Dalit at conceptual and practical level through Literature.
- 2.To introduce literature as space for understanding of Dalit consciousness.
- 3.To understand how literature adds new dimensions in understanding 'Dalit' discourse.

**Course Outcomes:**

- 1.The students will get acquainted with a neglected social history of the oppressed.
- 2.The students will get knowledge of the caste system, untouchability and its social ramifications
- 3.The students will get an understanding of the changing position of Dalits in Society.

**UNIT-1**

Dr. B.R. Ambedkar :	<i>Annihilation of Caste</i>
Sharatchandra Mukitibodh :	"What is Dalit Literature?" (Form <i>Poisoned Bread</i> , Ed Arjun Dangle, Published by Orient BlackSwan, 2009)
Sharankumar Limbale :	"Dalit Literature and Aesthetics" (From <i>Towards an Aesthetic of Dalit Literature</i> , Trans. Alok Mukherjee, Orient BlackSwan, 2004)
Kancha Illaiah :	"Class and Caste" (From <i>God as Political Philosopher</i> , 2019)

**UNIT- II**

Om Prakash Valmiki:	<i>Joothan</i>
Bama:	<i>Karukku</i>

**UNIT - III**

P. Shivkami:	<i>The Grip of Change</i>
Kalyan Rao G.:	<i>Untouchable</i>

**Unit - IV**

Namdeo Dhasal: "Hunger"(Form *Poisoned Bread*, Ed Arjun Dangle, Published by Orient BlackSwan, 2009)  
Hira Bansode: "Yasodhara" (Form *Poisoned Bread*, Ed Arjun Dangle, Published by Orient BlackSwan, 2009)  
Lanjewar: "Caves" (Form *Poisoned Bread*, Ed Arjun Dangle, Published by Orient BlackSwan, 2009)


Judev Sunani: "Coaching Centre" (*The Shared Mirror*, <https://roundtableindia.co.in/lit-blogs/?p=1886>)

Meena Alexander: "Death of a Young Dalit" (PoemHunter.com, <https://www.poemhunter.com/poem/death-of-a-young-dalit/>)

Daya Pawar: "Blood-Wave" (Form *Poisoned Bread*, Ed Arjun Dangle, Published by Orient BlackSwan, 2009)

Meena Kandasamy: "Apology for living on" (PoemHunter.com, <https://www.poemhunter.com/poem/apologies-for-living-on/>)

Rahal Gade: "Voice Of A Dalit Women" (PoemHunter.com, <https://www.poemhunter.com/poem/voice-of-a-dalit-women/>)

Keshav Meshram: "Barriers"(Form *Poisoned Bread*, Ed Arjun Dangle, Published by Orient BlackSwan, 2009)

Anna Bhau Sathe: "Gold from the Grave" (Form *Poisoned Bread*, Ed Arjun Dangle, Published by Orient BlackSwan, 2009)

Arjun Dangle: "Promotion"(Form *Poisoned Bread*, Ed Arjun Dangle, Published by Orient BlackSwan, 2009)

Avinash Dolas: "The Refugee" (Form *Poisoned Bread*, Ed Arjun Dangle, Published by Orient BlackSwan, 2009)

### Instructions to the paper-setter and students:

Students will be required to attempt five questions in all. Question No 1 will be compulsory.

Question No. 1 will comprises of eight short answer-type questions. There will be at least two questions from each unit. Students will be required to attempt any five (in about 200 words each) selecting at least one question from each unit. All questions will carry equal marks. (2 x 5 = 10)

Question No. 2 to 9 will be essay type questions. Two questions will be set from each unit with internal choice on the prescribed text and the students will be required to attempt any four questions selecting one from each unit.

(4x15=60)

### Suggested Readings

Anand, Mulk Raj and Eleanor Zelliot, eds. An Anthology of Dalit Literature. New Delhi: Gyan, 1992.

Dangle, Arjun, ed. *Poisoned Bread: Translations from Modern Marathi Dalit Literature*. New Delhi: Orient Longman, 1992.

Susie Tharu and K. Satyanarayana (Ed). *No Alphabet in Sight: New Dalit Writing from South India Dossier 1: Tamil and Malayalam*. Delhi: Penguin: 2011.

Gunasekaran, K. A. *The Scar*. Trans. V. Kadambari. Chennai: Orient Blackswan, 2009. Bama. *Karukku*. Trans. Lakshmi Holmstrom. Chennai: Macmillan, 2000.

Sangati: *Events*. Trans. Lakshmi Holmstrom. New Delhi: OUP, 2005

Jadhav, Narendra. *Outcaste: A Memoir*. New Delhi: Viking, 2003.

Kamble, Baby. *Thy Prisons We Broke*. Trans. Maya Pandit. Chennai: Orient. Longman, 2008.

Limbale, Sharan iCumar. *The Outcaste: Akkarmashi*. Trans. Santosh Bhoomicar. New Delhi: OUP, 2003.

Mane, Laxman. *L/j;■ara: An Outsider*. Trans. A. K. Kamat. New Delhi: Sahitya Akademi, 1997. Gaikwad, Lakshmi. *The Branded: Uchalya*. Delhi: Sahitya Akademi, 1998j.

Siddalingaiah. *Ooi• Ken (An Autobiography)* Translated from Kannada by SR Ramakrishna. Delhi: Sahitya Akademi, 2003.

Sivakami, P. *The grip of Change and Author's Notes*. Chennai: Orient Longman, 2006.

Sudhakar, Yendluri. *Mallemoggala Godugu: Madiga Kathalu*. Hyderabad: Indora, 1999

Valmiki, Omprakash. *Joothan: A Dalit Life Story*. Trans. Arun Prabha Mukherjee. Kolkata: Samya, 2003.

Kalyanarao, G. *Untouchable Spring*. Trans. Alladi Uma and M. Sridhar. Chennai: Orient Blackswan, 2010.

M. Vinodini. *Fifth Pulley*. Published in Tutun Mukherjee (Ed.) *Staging Resistance: Plays by Women in Translation*. Delhi: OUP, 2004.

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- Basu, Tapan, ed. *Translating Caste: Stories, Essays, Criticism*. New Delhi: Katha, 2002.
- Anand, S., ed. *Touchable Tales: Publishing and Reading Dalit Literature*.  
Chennai: Navayana, 2003.
- Guru, Gopal, ed. *Humiliation: Claims and Context*,  
New Delhi: OUP, 2009.
- Ilaiah, Kancha. *Why I am not a Hindu: A Sudra Critique of Hindutva Philosophy, Culture and Political Economy*. Calcutta: Samya, 1996.
- . *God as Political Philosopher: Buddha's Challenge to Brahminism*.  
Kolkata: Samya, Popular Prakashan, 2000.
- Limbale, Sharan Kumar. *Towards an Aesthetic of Dalit Literature: History, Controversies and Considerations*. Trans. Alok Mukherjee. Hyderabad: Orient Longman, 2004.
- Nagraj, D. R. *The Flaming Feet: A Study of the Dalit Movement in India*.  
Bangalore: South Forum, 1993.
- Sharmila Regae. *Whiting Caste, Writing Gender (Selected Essays)*
- Shyamala, Gogu, ed. *Nallapoddu: Dalitha Streeela Sahityam 1921-2002*.  
Hyderabad: Hyderabad Book Trust, 2003.
- Ravikumar, *Venomous Touch: Notes on Caste, Culture and Politics*, Kolkata: Samya, 2009.
- Pawar Urmila and iVleenakshi Moon. *We Also Made History: Women in the Ambedkarite Movement*. Trans. Wandana Sonalkar. New Delhi: Zubaan, 2008.
- Jogdand, P. G., ed. *Dalit Women: Issues and Perspectives*.  
New Delhi: Gyan, 1995.
- Mahasweta Devi. *D aupadi (Play)*
- Satyanarayana, A. "Dalit Protest Literature in Telugu: A Historical Perspective." *Economic Political Weekly* 30. 3 (1994): 171-175.
- Stalin K. *India Untouched (film)*
- Zelliot, Eleanor. *From Untouchable to Dalit: Essays on the Ambedkar Movement*. New Delhi: Manohar, 2005.

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DEPARTMENT OF EMPLOYMENT  
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911-122502

**M.A. English (Final)**  
**Session 2024-25**  
**Semester IV**  
**Literature of Protest (DEC-8)**

**Course Code: 24 L 6.5- ENG-404 (i)**  
**Time: 3 Hours**  
**Total: 100**

**Total Credits: 3+1 = 4**  
**End Term Exam: 70**  
**Internal Assessments: 30**

**Course Objectives:**

Protest is one of the most important discursive elements of literary imagination. Emanating from varied locations, dissent and resistance as empowering praxis represents individual, social and political ideology that run counter to dominant culture. The paper attempts to familiarize students with the literary and ideological contexts and contours of protest and to locate literature as a comprehensive site of contestations.

**Course Outcomes:**

1. Students will get familiar with the history and political analysis of protest and dissent in literary texts
2.  It will make them reflect upon constraints and challenges which culture or social structure pose.
3.  It will improve their critical thinking skills

**UNIT-I**

Adrienne Rich : "Karl Marx, Rosa Luxemburg and Che Guevara" (*Preface to Manifesto: Three Classical Essays on How to Change the World*)

Aime Cesaire : "Discourse on Colonialism"

Mahatma Gandhi : "The Practice of Satyagraha or Civil Disobedience"

Bhagat Singh : "Why I Am An Atheist"

Thomas Jefferson : "The Declaration of Independence"

**UNIT –II**

Frederick Douglass : *Narrative of the Life of Frederick Douglass, an American Slave*

Richard Wright : *Native Son*

**UNIT –III**

Alice Walker : *Color Purple*

Ralph Ellison : *Invisible Man*

**UNIT -IV**

Govind Nihalani : *Aakrosh*

Shree Narayan Singh : *Toilet: Ek Prem Katha*

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## Instructions to the paper-setter and students:

Students will be required to attempt *five* questions in all. Question No 1 will be compulsory.

Question No. 1 will comprises of *eight* short answer-type questions. There will be at least *two* questions from each unit. Students will be required to attempt any *five* (in about 200 words each) selecting at least *one* question from each unit. All questions will carry equal marks. (2 x 5 = 10)

Question No. 2 to 9 will be essay type questions. Two questions will be set from each unit with internal choice on the prescribed text and the students will be required to attempt any *four* questions selecting one from each unit. (4x15=60)

### Suggested Reading:

Deshazer, Mary. A Poetics of Resistance. Michigan: University of Michigan Press, 1994.

Ghosh, Anindita, ed. Behind the Veil: Resistance, Women, and the Everyday in Colonial South Asia. New Delhi: Permanent Black, 2011

Guha, Ranajit, ed. A Subaltern Studies Reader 1986-1995. New Delhi: OUP,

Guha, Ranajit. Small Voice of History: Collected Essays, Ed. Partha Chatterjee, New Delhi: Permanent Black, 2009

Harlow, Barbara. Resistance Literature. London: Methuen Publishing 1987

Martin Glaberman and Seymour Faber, "Back to the Future: The Continuing Relevance of

Marx," Critique, 32-33 (2000)

Meyer, Herta. "Justice for the Oppressed": The Political Dimension on the Language Use of Ngugi wa Thiong'O. Essen: Verlag Die Blume Eule, 1991.

Nancy A. Naples, ed. Community Activism and Feminist Politics: Organizing Across Race, Class, and Gender. New York: Routledge, 1998.

Robin D.G. Kelley, "Identity Politics & Class Struggle," New Politics, vol 6, no. 2 (Winter 1997)

Russell, Ferguson, et. al., eds. Out There: Marginalization & Contemporary Culture. Massachusetts: The MIT Press, 1994.

Soyinka, Wole. Art, Dialogue, and Outrage: Essays on Literature and Culture. Ibadan: New Horn Press, 1988.

wa Thiong'O, Ngugi. Writers in Politics. Oxford: James Currey, 1997.

Decolonising the Mind: The Politics of Language in African Literature. London: Heinemann, 1986.

Gandhi, M.K. "Selected Writings of Mahatma Gandhi" <http://www.mkgandhi.org/ebks/SWMSGandhi.pdf>

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BENARAS, UTTAR PRADESH

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**M.A. English (Final)**  
**Session 2024-25**  
**Semester IV**  
**Culture and Literature (DEC-8)**

**Course Code: 24 L 6.5- ENG- 404 (ii)**  
**Time: 3 Hours**  
**Total: 100**

**Total Credits: 3+1 = 4**  
**End Term Exam: 70**  
**Internal Assessments: 30**

**Course Objectives:**

- To introduce the students to theoretically informed comparative studies of changing facets of contemporary Culture in India and abroad.
- To offer close textual readings of cultural phenomena events and processes.
- To engage the students with possible directions that cultural studies could take in India.

**Course Outcomes:**

- After reading this course the students will be able to appreciate and negotiate with various cultures within India and abroad.
- The students will have enough understanding & exposure to the phenomenon of culture, & the process of its development.
- It will help them to locate themselves culturally in the midst of existing beliefs, ideologies and practices around them.

**Unit I Essays**

Raymond William : "Culture is Ordinary"

Dr. S. Radhakrishnan : The Hindu View of Life

**Unit II Fiction**

Rabindernath Tagore: *Gora*

Krishna Sobti: *To Hell with you Mitro*

**Unit III Drama**

Caryl Churchill: *Top Girls*

Mohan Rakesh: *Halfway House*

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DEPARTMENT OF ENGLISH  
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PERPUR, NEWARI

#### Unit IV Popular Culture: Films

Chandershekhar Narvekar	<i>Wajood (1998)</i>
Ashutosh Govarikar	<i>Swades (2004)</i>
Nishikant Kamat	<i>Madari (2016)</i>
Anubhav Sinha	<i>Article 15 (2019)</i>

#### Instructions to the paper-setter and students:

Students will be required to attempt *five* questions in all. Question No 1 will be compulsory. Question No. 1 will comprises of *eight* short answer-type questions. There will be at least *two* questions from each unit. Students will be required to attempt any *five* (in about 200 words each) selecting at least *one* question from each unit. All questions will carry equal marks. (2 x 5 = 10)

Question No. 2 to 9 will be essay type questions. Two questions will be set from each unit with internal choice on the prescribed text and the students will be required to attempt any *four* questions selecting one from each unit. (4x15=60)

#### Suggested reading

Churchill, Caryl. Top Girls. In Caryl Churchill: Plays One, Methuen Drama, 1990, pp. 199–265.

Radhakrishnan, Sarvepalli. The Hindu View of Life. The Macmillan Company, 1927.

Rakesh, Mohan. Halfway House. Translated by Bindu Batra, Oxford University Press, 2007.

Sobti, Krishna. To Hell With You, Mitro. Translated by Gita Rajan and Raji Narasimhan, Katha, 2012.

Tagore, Rabindranath. Gora. Madras: Macmillan, 1964.

Williams, Raymond. "Culture is Ordinary." In Resources of Hope: Culture, Democracy, Socialism, edited by Robin Gable, London: Verso, 1989

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MEERPUR REWARI  
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**M.A. English (Final)**  
**Session 2024-25**  
**Semester IV**  
**Literature from North East (DEC-9)**

**Course Code: 24 L 6.5 - ENG - 405 (i)**  
**Time: 3 Hours**  
**Total: 100**

**Total Credits: 3+1 = 4**  
**End Term Exam: 70**  
**Internal Assessments: 30**

**Course Objective:**

To help students critically engage with critical concepts central to the study of literature and how these have evolved over the ages.

**Course Outcomes:**

The students will understand through Literature how North East is culturally and ethnically distinct from the other parts of India.

The students will be familiarized with the ethnicity and identity-based conflicts in this region.

The students will understand the basic idea of ethnic literature.

**Unit I Essays**

Sanjay Hazarika: "Introduction: Disputed Borders, Divided people" from *strangers No More*

**Unit II Fiction**

Mamang Dai: *The Black Hill*

Aruni Kashyap: *A House with Thousand Stories*

**Unit III Poetry**

Robin Ngangom: "My Invented Land" "Poem For Joseph" "The Ignominy of Geometry"

Monalise Changkija "The Whores of August" "Febuary's Tragedy" "Monsoon Mourning"

**Unit IV Short Stories**

Indira Goswami: "The Journey" "The Offspring"

Temsula Ao : "The Jungle Major" "The Curfew Man" "A New Chapter"

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## Instructions to the paper-setter and students:

Students will be required to attempt *five* questions in all. Question No 1 will be compulsory.

Question No. 1 will comprises of *eight* short answer-type questions. There will be at least *two* questions from each unit. Students will be required to attempt any *five* (in about 200 words each) selecting at least *one* question from each unit. All questions will carry equal marks. (2 x 5 = 10)

Question No. 2 to 9 will be essay type questions. Two questions will be set from each unit with internal choice on the prescribed text and the students will be required to attempt any *four* questions selecting one from each unit. (4x15=60)

### Suggested Reading:

Gill, Preeti. *The Peripheral Centre: Voices from India's Northeast*. Zubaan, 2010.

Kalita, Dr. Garima. *Reading India's North East: Literature, Land and People*. Guwahati: MRB Publications.

Misra, Tilottama. "Introduction" *Oxford Anthology of Writings from North-East India*, OUP, 2011

Ngangom, Robin S. and Kynpham Sing Nongkynrih *Anthology of Contemporary Poetry from Northeast*.

Shillong: NEHU, 2003.

Pathak, Namrata and L.K. Gracy. *Women's Writing from North-East India*. Guwahati: MRB Publications

Zama, Margaret. Ed. *Emerging Literatures from Northeast India: The Dynamics of Culture, Society and Identity*, Sage, 2013.

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**M.A. English (Final)**  
**Session 2024-25**  
**Semester IV**  
**Indian Folk Literature (DEC-9)**

**Course Code:** 24 L 6.5 -ENG- 405 (ii)

**Time:** 3 Hours

**Total:** 100

**Total Credits:** 3+1 = 4

**End Term Exam:** 70

**Internal Assessments:** 30

**Course Objectives:**

To introduce the students to the multifarious genres of folk literature

To acquaint the students with the oral and documented aspects of Indian Folk Literature

To orient the students to the rich array of folk traditions, culture and rituals

**Course Outcomes:**

After completing the course the students will be able to understand the nuances, terms, categories and traditions related to folk culture and literature

**Unit 1: Key Literary Terms**

Fable, Parable, Myth, Mythos, History, Tradition, Narrative, Stories, Folktale, Allegory, Fairy Tale, Legends, Wisdom

**UNIT II**

**Kalidasa-** *Abhigyanshakuntalam*

**A.K. Ramanujan-** Selected Stories from *Folktales from India: A Selection of Oral Tales from 22 Languages, the Penguin Premium Classic Edition (2023)*.

‘Mother Marries Son (Marathi)’

‘The Boy Who Sold Wisdom (Gujrati)’

‘Brother’s Day (Rajasthani)’

‘The Brahman Who Swallowed a God (Bengali)’

‘A Story in Search of an Audienc'e (Telegu)’

‘The clay Mother-in-law (Tamil)’

‘Why the Fish Laughed (Kashmiri)’

‘Crossing a River Losing a Self (Kannada; Tamil; Telegu)’

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WARRANGAL

### UNIT III-

**Northrop Frye- *The Archetypes of Literature***

The following Selected essays from the anthology ***The collected essays of A. K. Ramanujan***- edited by Vinay Dharwadker, Oxford University Press

'Who Needs Folklore?'

'On Folk Mythologies and Folk Puran'

'The Indian Oedipus'

'The Prince Who Married His Own Left Half'

### UNIT IV- Films:

Amol Paleker -*Paheli 2005* (Rajasthani Myth)  
Rahi Anil Barve -*Tumbadd 2018* (Marathi myth)  
Anvita Dutt - *Bulbbul 2020* (Bengali myth)  
Rishab Shetty - *Kantara 2022* (Kannada myth)

### Instructions to the paper-setter and students:

Students will be required to attempt *five* questions in all. Question No 1 will be compulsory.

Question No. 1 will comprises of *eight* short answer-type questions. There will be at least *two* questions from each unit. Students will be required to attempt any *five* (in about 200 words each) selecting at least *one* question from each unit. All questions will carry equal marks. (2 x 5 = 10)

Question No. 2 to 9 will be essay type questions. Two questions will be set from each unit with internal choice on the prescribed text and the students will be required to attempt any *four* questions selecting one from each unit. (4x15=60)

### Suggested Reading:

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- Barthes, Roland. *Mythologies*. Translated by Annette Lavers. Jonathan Cape, 1972.
- Clarke, Kenneth W., and Mary W. Clarke. *Introducing Folklore*. Holt, Rinehart and Winston Inc, 1961.
- Das, Manoj. "Nandini Sahu in Conversation with Manoj Das on Folk in Modern India Literature." *Folklore and the Alternative Modernities*. Edited by Nandini Sahu Authorspress, 2012, pp. 494-502.
- . *Tales Told by Mystics*. Sahitya Akademi, 2001.
- . *The Lady Who Died One and a Half Times and Other Fantasies*. Prabhat Prakashan, 2003.
- . "The Muse of Poetry sighed and waited – to kiss me once in a while." Interview with Sachidananda Mohanty. 7 January 2007. Web. <http://themusepaper.blogspot.in/2007/01/muse-of-poetry-sighed-and-waited-to.html?m=0>. Accessed 29 September 2016.
- Devv, Ganesh N. "Elwin for Tomorrow." *The Oxford India Elwin: Selected Writings*. Oxford University Press, 2009, pp. xiii-xxii.
- Gibbings, W. W. *Oriental Myths and Legends*. Random House, 1996.
- Harving, Lee. *Indian Ocean Folktales*. National Folklore Support Centre Chennai, 2002.
- Nancy, Mackay. *Curating Oral Histories: from Interview to Archives*. Left Coast Press Inc. California, 2007.
- Propp, Vladimir. *Theory and History of Folklore*. Translated by Ariadana Martin and Richard P. Martin. University of Minnesota Press, 1984.
- Ramanujan, A.K. *A Flowering Tree and Other Oral Tales from India*. University of California Berkley, 1997.
- Segal, Robert. *Myth: A Very Short Introduction*. Oxford University Press, 2006.

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DEPARTMENT OF ENGLISH  
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 JEEHPUR REWARI  
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**M.A. English (Final)**  
**Session 2024-25**  
**Semester IV**  
**Media and Film Studies (DEC-10)**

**Course Code: 24 L - ENG-406 (i)**  
**Time: 3 Hours**  
**Total: 100**

**Total Credits: 3+1 = 4**  
**End Term Exam: 70**  
**Internal Assessments: 30**

**Course Objectives:**

1. To train students to critically engage with the modes of visual arts.
2. To introduce students to read historical, political, and social contexts in films and various other media.

**Learning Outcomes:**

The students will be able to

1. Interpret visual imagery.
2. Understand novel ways and methods of interpreting social and cultural history.
3. Utilize interdisciplinary aspects of knowledge
4. Display competency in utilizing digital tools and media.
5. Display critical and scholarly engagement with popular modes of art.

**Unit I**

(a) Communication and Its Importance; Forms and Methods of Communication; Effective Communication;

(b) Understanding Media:

Role of Media in Our Life

Media and Mass Media

Media as Public Sphere

Media as Public Service

Creative Media Writing

Advertising and Public Relation

(c) Web Media:

Internet as a source of Information

Internet as a source of Entertainment

Internet as a source of Virtual Social Space. (Social Networking Sites)

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## Introduction to film genres

The Major Genres:

Narrative, Avant-garde, Documentary, feature films, short films. Other Genres: Thriller, melodrama, musical, horror, fantasy, animation, film noir, expressionist, historical, mythological, science fiction, digital films, telefilms, 3-D films.

**Introduction to the Basic Concept of Film Theories:** Realism, formalism, auteur theory, apparatus theory, suture theory, culture industry, male gaze, film semiotics

## Unit III

### Suggested Indian films:

Satyjit Ray	<i>Pather Panchali (1955)</i>
Mehboob Khan's	<i>Mother India (1957)</i>
Vidhu Vinod Chopda's	<i>12<sup>th</sup> Fail (2009)</i>
Sujoy Ghosh	<i>Kahani (2012)</i>

## Unit IV

### Suggested Western Films:

Vitoria De Sica's	<i>Bicycle Thieves' (1948)</i>
Hitchcock's	<i>Psycho (1960)</i>
Bergman's	<i>Autumn Sonata (1978)</i>
Peter Weir's	<i>Dead Poets Society (1989)</i>

### Instructions to the paper-setter and students:

Students will be required to attempt *five* questions in all. Question No 1 will be compulsory.

Question No. 1 will comprises of *eight* short answer-type questions. There will be at least *two* questions from each unit. Students will be required to attempt any *five* (in about 200 words each) selecting at least *one* question from each unit. All questions will carry equal marks. (2 x 5 = 10)

Question No. 2 to 9 will be essay type questions. Two questions will be set from each unit with internal choice on the prescribed text and the students will be required to attempt any *four* questions selecting one from each unit. (4x15=60)

### Suggested Reading:

*Pleasure and the Nation: History, Politics and consumption of Public Culture in India:* Rdwyer and C. Pinney (Ed)

*Making Meaning in Indian Cinema* – R Vasudevan

*Ideology of Hindi Films : A Historical Construction* –<sup>57</sup>M. Madhava Prasad

*Our Films Their Films* – S. Ray

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BERHAMPUR, NALANDA  
11-12-2013

*Fingerprinting Popular Culture: The Mythical and the Iconic in Indian Cinema* - Vinay Lal and Ashish Nandy (Ed).

*What Ails Indian Film making* – S. Ray

*A Case Study of Indian Popular Cinema* – R. Vasudevan.

*An Intelligent Critic's Guide to Indian Cinema* - A. Nandy

*Bombay Cinema* - Rajani Mazumdar) orientblack swan Pvt. Ltd.

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#### Unit 4:

Wilfred Owen:	"Dulce et Decorum Est", "Mental Cases", "Wild with All Regrets"
Siegfried Sassoon:	"Blighters", "Dreamers", "Suicide in the Trenches", "The Hero"
Paul Celan:	"Death Fugue", "Aspen Tree" (from <i>Poppy and Memory</i> )
Agha Shahid Ali:	"The Country Without a Post Office", "I See Kashmir from New Delhi at Midnight"

#### Instructions to the paper-setter and students:

Students will be required to attempt five questions in all. Question No 1 will be compulsory.

Question No. 1 will comprise of eight short answer-type questions. There will be at least two questions from each unit. Students will be required to attempt any five (in about 200 words each) selecting at least one question from each unit. All questions will carry equal marks.

(2 x 5 = 10)

Question No. 2 to 9 will be essay type questions. Two questions will be set from each unit with internal choice on the prescribed text and the students will be required to attempt any four questions selecting one from each unit.

(4x15=60)

#### Suggested Readings

Ali, Agha Shahid. *The Country Without a Post Office*. New Delhi: Penguin Books, 1997.

Arendt, Hannah. *Eichmann in Jerusalem: A Report on the Banality of Evil*. Penguin, 1963.

Butalia, Urvashi. *The Other Side of Silence: Voices from the Partition of India*. Viking, 1998.

Caruth, Cathy. *Unclaimed Experience: Trauma, Narrative, and History*. Johns Hopkins University Press, 1996.

Celan, Paul. *Poppy and Memory*. 1952. Translated by Michael Hamburger / John Felstiner, Persea Books / W.W. Norton.

Menon, Ritu and Kamla Bhasin. *Borders and Boundaries: Women in India's Partition*. Kali for Women, 1998.

Memon, Muhammad Umar (ed.). *An Epic Unwritten: The Penguin Book of Partition Stories from Urdu*. Penguin Books, 1998.

Owen, Wilfred. *The Poems of Wilfred Owen*. Edited with a memoir and notes by Edmund Blunden, London: Chatto & Windus, 1931.

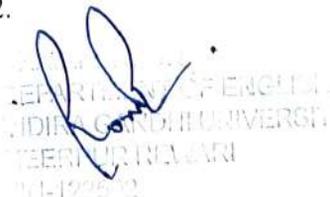
(Originally collected and edited posthumously; poems written 1917-18.)

Sassoon, Siegfried. *The War Poems*. Faber and Faber, 1983.

Sandhu, Amandeep. *Roll of Honour*. Rupa Publications, 2012.

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M.A. English (Final)

Session 2024-25

Semester IV

Paper Title: Academic and Creative Writing (EEC)

Course Code: 24 L 6.5 -ENG- 407

Time: 3 Hours

Total: 50

Total Credits: 1+1 = 2

End Term Exam: 35

Internal Assessments: 15

**Course Type: Employable Entrepreneurship Skill Course**

**Course Objectives:**

1. To develop students' competence in both academic and creative writing forms.
2. To enable students to structure arguments, engage with sources, and follow referencing conventions.
3. To cultivate creativity through exposure to different literary forms and encourage self-expression.
4. To train students in editing, revising, and publishing techniques.

**Course Outcomes:**

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

1. Understand and differentiate between academic and creative writing modes.
2. Demonstrate proficiency in academic writing such as essays, reviews, reports, and research writing.
3. Creatively engage with genres such as poetry, fiction, drama, and creative non-fiction.
4. Apply critical thinking, originality, and language precision in both academic and creative contexts.
5. Edit and refine written content effectively for clarity, coherence, and impact.

**Unit I: Foundations of Writing**

Purpose and scope of academic vs. creative writing

Principles of effective writing: clarity, coherence, and cohesion

Grammar, sentence structure, punctuation, and mechanics

Voice, tone, and style in writing

Role of Imagination in language

Genres of Creative Writing: Poetry, Fiction, Non-Fiction, Drama and other forms

Avoiding plagiarism and maintaining originality

**Unit II: Academic Writing**

Writing academic essays, term papers, and research articles

Argumentation, critical analysis, and synthesis of sources

Abstract writing, summarizing, and paraphrasing

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*Rambh*  
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Annotated bibliography and book/film reviews

Documentation styles: MLA, APA, and Chicago Manual of Style

### **Unit III: Elements of Creative Writing –**

Writing poetry: imagery, metaphor, rhythm, sound devices

Writing short fiction: plot, character, setting, and dialogue

Creative Non-Fiction: Memoir, Biography, Travel Writing, Autobiography

Script Writing Fundamentals: Format, Structure and characterisation

Writing for the Stage: Monologue, Dialogue, Scene Creation

Narrative modes: first person, third person, stream of consciousness

Style and experimentation in prose and poetry

Creative exercises: prompts and practice sessions

### **Unit IV: New Trends in Creative Writing**

Web Content Writing and Blog Writing

Script Writing

Journalistic Writing

Flash Fiction

Copywriting

#### **Suggested Reading:**

Strunk Jr., William and E.B. White. The Elements of Style

Zinsser, William. On Writing Well

King, Stephen. On Writing: A Memoir of the Craft

Burroway, Janet. Writing Fiction: A Guide to Narrative Craft

Elbow, Peter. Writing with Power: Techniques for Mastering the Writing Process

Graff, Gerald and Cathy Birkenstein. They Say/I Say: The Moves That Matter in Academic Writing

Lamott, Anne. Bird by Bird: Some Instructions on Writing and Life

Egri, Lajos. The Art of Dramatic Writing

Lopate, Phillip (Ed.). The Art of the Personal Essay

MLA Handbook (Latest Edition)

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JEEERPUR KHAMMAM  
2022