

**Chhatrapati Shahu Ji Maharaj University, Kanpur**  
**Department of English and Modern European and Other Foreign Languages (Campus)**  
**School of Languages**

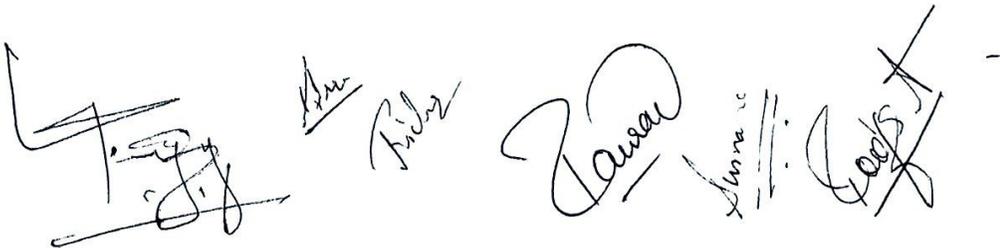
**Minutes of BOS Meeting of M.A. English Language and Literature (Semester System)**

The meeting of Board of Studies was held in the Department of English and Modern European and Other Foreign Languages (CSJM University Campus) on Friday, 13 May 2022. In the minutes following points were discussed and finalized.

1. Course-credits and section-wise distribution of marks of each paper
2. Designing of the new syllabus for M.A. semester system
3. **The programme will be named as M.A. English (Semester System) in place of M.A. English Language and Literature from 2022-2023**

The following members were present in the BOS meeting:

1. Prof. Sanjay Kumar Swarnakar (Dean, Director and Head, Department of English and Modern European and Other Foreign Languages)-  
[Convener]
2. Prof. O. N. Upadhyay (Lucknow University)  
[External Expert]
3. Dr. Richa Verma (Assistant Director, Department of English, SOL CSJMU)  
[Member]
4. Dr. Sumana Biswas (Faculty, Department of English SOL CSJMU)  
[Member]
5. Dr. Prabhat Gaurav Mishra (Faculty, Department of English SOL CSJMU)  
[Member]
6. Dr. Pooja Agarwal (Faculty, Department of English SOL CSJMU)  
[Member]



**Department of English and Modern European and other Foreign Languages**

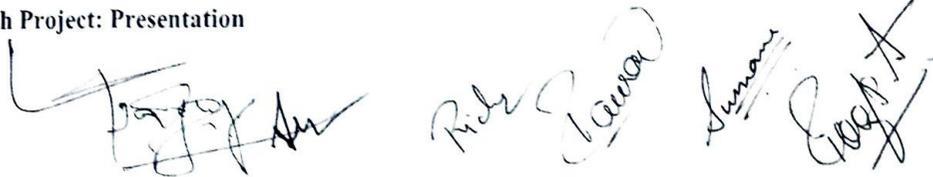
**School of Languages**  
**CSJM University (Campus)**

**Syllabus for MA English**  
**Semester-wise program**

Masters in English degree programme is a two year course divided into four semesters. A student is required to complete 100 credits for the completion of this course and the award of M.A. Degree.

**Course Structure**

<b>Course code</b>	<b>Papers</b>	<b>L T P CH CR</b>	<b>Marks</b>
<b>Semester I</b>			
ENG-MC1001	History of English Literature	5 1 0 _ 5	100
ENG-MC1002	From Chaucer to Renaissance (1300-1660) [Poetry]	5 1 0 _ 5	100
ENG-MC1003	Renaissance Period (1500-1660) [Drama & Prose]	5 1 0 _ 5	100
ENGMC1004:	Literary Criticism (Part I)	5 1 0 _ 5	100
<b>Research Project: Allotment of Topic &amp; Supervisor: Review of Literature</b>			<b>25</b>
<b>Semester II</b>			
ENG-MC2001	The Restoration and the Augustan Age (1660-1798)	5 1 0 _ 5	100
ENG-MC2002	Indian Literature in English	5 1 0 _ 5	100
ENG-MC2003	Literary Criticism Part II	5 1 0 _ 5	100
<b>General Elective (Options)</b>			
ENGME2001	Communicative English	4 1 1 _ 5	100
ENGME2002:	Creative Writing	4 1 1 _ 5	100
<b>Inter-disciplinary Subject from other Faculty</b>			<b>Credits: 4</b> <b>100</b>
<b>Research Project: Synopsis</b>			<b>Credits: 8</b> <b>75</b>
<b>Semester III</b>			
ENG-MC3001	The Romantic Period (1798-1830)	5 1 0 _ 5	100
ENG-MC3002	Victorian Literature (1832-1901)	5 1 0 _ 5	100
ENG-MC3003	Contemporary Theories	5 1 0 _ 5	100
<b>Departmental Elective (Options)</b>			
ENGME3001:	World Literature in Translation	4 1 1 _ 5	100
ENGME3002:	Indian Folk Tales (Translated)	4 1 1 _ 5	100
<b>Research Project: Presentation</b>			<b>25</b>



Semester IV

[ENGMC4001] Twentieth Century English Literature 5 1 0 \_ 5 100

**Departmental Elective (Options)**

[ENGME4001] Indian Diaspora 4 1 1 \_ 5 100  
[ENG-ME4002] Young Adult Fiction 4 1 1 \_ 5

**Departmental Elective (Options)**

[ENGME4003] African Literature and Caribbean Literature 4 1 1 \_ 5 100  
[ENGME4004] American Literature 4 1 1 \_ 5

**Departmental Elective (Options)**

[ENGME4005] African-American Literature 4 1 1 \_ 5 100  
[ENGME4006] Dalit Studies 4 1 1 \_ 5

**Research Project: Viva voce** 75

**Dissertation** Credits: 8 100

**TOTAL MARKS = 2000 Marks**

**Total credits = 100**



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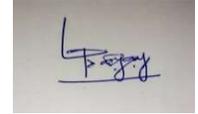
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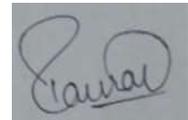
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[Member]



5. Dr. Prabhat Gaurav Mishra (Faculty, Department of English SOL CSJMU)

[Member]





6. Dr. Pooja Agarwal (Faculty, Department of English SOL CSJMU)

[Member]

**SCHOOL OF LANGUAGES**  
**CHHATRAPATI SAHU JI MAHARAJ UNIVERSITY, KANPUR**  
**(Department of English and Modern European and Other Foreign Languages)**

**M.A. English Literature - (2 year Degree Program, Semester-wise)**

**Objectives:**

- A. Comprehensive knowledge of English Literature in order to develop an analytical approach.
- B. Comprehensive knowledge of the sound system of the English Language and ability to use the spoken and written form for all purposes.
- C. Fair understanding of modern prose style required to acquire exquisite writing skills.
- D. Development of taste for literature and ability to appreciate it.
- E. Ability to do research in the field of specialisation.
- F. Gaining profound knowledge to appear in all National and State Level competitive examinations.

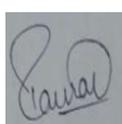
**M.A. (PREVIOUS)**

**Semester I**

**Paper 1**

**[ENGMC1001] History of English Literature**

**The History of English Literature** begins with *Beowulf* as the earliest and the most popular work of Old English Literature. As the Normans invaded England, Middle English was replaced by Old English and was used by Geoffrey Chaucer, the Father of English Literature, in his famous work, *The Canterbury Tales*. William Shakespeare is considered as the most iconic and the greatest writer in the history of English Literature as he is revered for his legendary plays and sonnets.



## AIM

The aim of this paper is to make students aware of the different periods of English literature and the style of various writers and their writings during that particular time. The history of English Literature is spread over different eras including Old English or Anglo Saxon, Renaissance, Restoration Period, Romantic Age, Victorian Era, Modern Era and Postmodern Times. It will provide a detailed study of all the phases of literary activities to the students, allowing them to grasp the popularity of each era respectively.

## Objectives

The objective of this paper is to explore some of the major periods of history of English Literature in detail. Each era projects not only a significant style of writing, but also an understanding of the temperament of readers during that period. It envisages the outlook of the society and represents the culture of that very civilization.

Unit 1: Overview of British Literature (From Chaucerian Era to Restoration Age)

Unit 2: From Neo classical to Romantic Period

Unit 3: Victorian Age

Unit 4: Modernism and Postmodernism

## **Suggested Readings:**

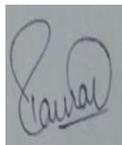
*An Outline History of English Literature.* William. H. Hudson. Atlantic Publishers & Distributors.1999.

*A History of English Literature.* J. N. Mundra and S.C. Mundra.Prakash Book Depot. 2019.

*A History of Indian English Literature.* M.K. Naik. SahityaAkademi.

*A History of American Literature* by Richard Grey. Willey, 2004.

*The Cambridge History of World Literature.* Cambridge University Press. 2021.




## Paper 2

### [ENGMC1002] From Chaucer to Renaissance (1300-1660) [Poetry]

The period of **Early Renaissance** is also known as the Quattrocento, derived from the Italian *mille quattrocento*, meaning 1400, and refers primarily to the period dominating the 15<sup>th</sup> century in Italian art. The English Renaissance Period was an era of cultural revival and poetic evolution starting in the late 15th century and spilling into the revolutionary years of the 17th century stands as an early summit of poetry achievement, the era in which the modern sense of English poetry begins.

### AIM

This paper introduces the students with the radically fresh artistic techniques of literature of this period. It includes new subject matter and an evolution of new literary terms. This new style of writing poetry, prose, drama etc., became a revolutionary work of art which emphasized the emotionally expressive and individualistic characteristics of its subjects in fresh new ways, **“the chief aim of English Renaissance verse was to encapsulate beauty and truth in words.”** Students would experience a more intimate reading of battle scenes, portraits, and depictions of ordinary people through this art.

### Objectives:

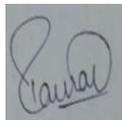
- Early Renaissance literary artists were highly influenced by the humanist philosophy that emphasized on man's relationship with the world, the Universe, and God and also to the ordinary people.
- According to The Literature Network, the poetic forms most commonly employed during this period were the lyric, tragedy, elegy or pastoral. The goal of each poet was to capture the essence of beauty in the modern world.
- Early Renaissance Literary Poetry was no longer a way to solely elevate the devotional, but became a way to document the people and events of contemporary times

#### Unit 1: A Review of Medieval Period

Geoffrey Chaucer: *Prologue to the Canterbury Tales* \*

#### Unit 2: John Milton: *Samson Agonistes* (non-detailed)

John Donne: ‘The Flea’; ‘Good Morrow’; ‘The Extasie’, ‘A Valediction: Forbidding Mourning’ \*




Unit 3: Edmund Spenser: *Faerie Queene Book I* (Canto I)\*

Unit 4: William Shakespeare: ‘Sonnet 18’, ‘Sonnet 65’, ‘Sonnet 104’ & ‘Sonnet 116’\*

**Suggested Readings:**

*A Companion to English Renaissance Literature and Culture*. Michael Hattaway. John Willey & Sons. 2000.

*The Cambridge Companion to Chaucer*. Ed. Piero Boitani. Cambridge University Press. 2004.

*The Metaphysical Poets*. David Reight. Routledge. 2014.

*Poet of Revolution: The Making of John Milton*. Nicholas McDowell. Princeton University Press. 2020.

**Paper 3**

**[ENGMC1003] Renaissance Period (1500-1660) [Drama and Prose]**

Continuing the early **Renaissance** period with fiction and drama, this era brought creativity in the work of literature, intensified by the knowledge of architecture, philosophy, theology, mathematics, science, and design.

**AIM**

Students should be able to identify the chief characteristics of Renaissance drama, its adherence to genre, most notably comedy, tragedy, and history. This period of Literature was also very much derived from the history of Greek theatre to morality plays of Roman era and German fiction as a form of literature of the past

**Objectives:**

- The five major themes of the Renaissance were humanism, secularism, individualism, rationalism, and virtualism.
- Artists were suddenly in demand to produce work that expressed historical and religious narratives, separate from the church or monarchy to produce it in bold new ways for a community that fostered the arts and nurtured its artists like never before.
- Playwrights worked in both the classic types of drama: tragedy and comedy. They also began their own type of history play, mainly about earlier English kings and the events of their reigns. Shakespeare's Richard III and Marlowe's Edward II are two examples of this type of English history play.
- Francis Bacon is widely regarded as the “Father of Essays” as he introduced the genre of essays to English Literature.



Unit 1: *Christopher Marlowe: Dr. Faustus*

Unit 2: *William Shakespeare:*  
 Comedy: *As You Like It*;  
 Tragedy: *Othello*\*

Unit 3: Ben Jonson: *The Alchemist*

Unit 4: Francis Bacon: 'Of Truth'; 'Of Travel'; 'Of Studies'

### **Suggested Readings:**

*Cambridge Companion to Shakespeare and Contemporary Dramatists.* Ed. T. Hoenselaars. Cambridge University Press. 2012.

*The Oxford Encyclopedia of Theatre and Performance.* Ed. Dennis Kennedy. 2004.

### **Paper 4**

#### **ENGMC1004: Literary Criticism (Part I)**

**Literary Criticism** refers to the critical analysis of Literary works of the writers, to make value judgement and provide interpretations to enrich the readers understanding of the subject.

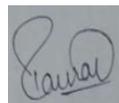
#### **AIM**

To widen students scope of understanding through deep analysis of the works of the poets and writers. It provides the detailed consideration of the given literary works which will help the students to expand their horizons of the literary terms, to gain detailed perceptions of the given concepts.

#### **Objectives:**

- To provide deep insight of the literary works
- To explain, analyse, interpret and evaluate the details of the readings.
- To develop understanding of the given literary works in depth.







Unit 1

1. Aristotle: *Poetics*
2. Longinus: *On the Sublime*

Unit 2

3. John Dryden: *Essay of Dramatic Poesy*
4. Samuel Johnson: *Preface to Shakespeare*

Unit 3

5. Samuel Taylor Coleridge: *Biographia Literaria XVII*
6. William Wordsworth: 'Preface to the *Lyrical Ballads*'

Unit 4

Shelley: 'Defence of Poetry'

John Keats: "Negative Capability"

**Suggested Readings:**

*Classical Literary Criticism*. Donald Andrew Russell, Michael Winterbottom. Oxford University Press. 1998.

*Romanticism: A Literary and Cultural History*. Carmen Casaliggi, Porscha Fermanis. Taylor & Francis. 2016.

*The Invention of English Criticism (1650-1760)*. Michael Gavin. Cambridge University Press. 2015.

## Semester II

### Paper 1

#### **[ENGMC2001] The Restoration and the Augustan Age (1660-1798)**

**Restoration period** of English literature, which lasted from 1660 to around 1688, and **The Augustan Age** started during the period of early 18th century, when writers such as Swift and Pope were active. Named for the Augustan period or "Golden Age" in Roman poetry, the English Augustans both translated and modelled their own verse after poets such as Virgil, Horace, and Propertius.

The name 'restoration' comes from the crowning of Charles II, which marks the restoring of the traditional English monarchical form of government following a short period of rule by a handful of republican governments. The writings of this time are both innovative and varied; the style and subject matter of the literature produced during the Restoration period spanned the spectrum from definitively religious to satirical and risqué. In 1688, James II, Charles II's brother, was removed from the throne, which many scholars use to mark the end of Restoration literature and the beginning of Augustan Age with main poets as Oliver Gold Smith and Alexander Pope. The Augustan era in English poetry is noted for its fondness for wit, urbanity, and classical (mostly Roman) forms and values.

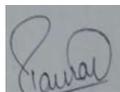
### AIM

The aim of introducing this paper to the students is to make them aware of the importance of the Golden age of literature with classical writings. The seriousness of politics and philosophy of Restoration Era is reflected, which gradually takes the shape of satirical writings. Both Restoration and Augustan ages depict the ideals and beliefs, which were cherished by the readers of that period.

### Objective

The objective of this paper lies in comprehending the timeless poetry written by some famous poets of this era and to endure the concepts of critical comedy of that period. It will open an avenue to understand the writings of this style and subject matter of the Restoration Literature.








Unit 1

John Dryden: *Absalom and Achitophel*

Alexander Pope: *An Epistle to Dr. Arbuthnot*, (lines 173 to 214)\*

Unit 2:

Thomas Gray: 'An Elegy Written in a Country Churchyard'\*

William Blake: 'The Clod and the Pebble'; 'The Divine Image (Songs of Innocence)'; 'The Little Black Boy'\*

Unit 3

Jonathan Swift: *Gulliver's Travels*

Unit 4

William Congreve: *The Way of the World*

**Suggested Readings:**

*Culture and Society in the Stuart Restoration: Literature, Drama, History*. Editor: Gerald MacLean, Wayne State University, Detroit. 1995.

*The Making of Restoration Poetry*. Paul Hammond. Cambridge: Brewer. 2006

*A Companion to the English Novel*. Editor(s): Stephen Arata, Madigan Haley, J. Paul Hunter, Jennifer Wicke. John Wiley & Sons. 2015.

**Paper 2****[ENGMC2002] Indian Literature in English**

Indian writings in English became popular in early 1800 when some famous Indian authors wrote mostly in their mother tongue tried to translate their writings in English. In the early 1900s, Rabindranath Tagore began translating his works from Bengali to English.

Starting in 1917 DhanGopalMukerji wrote many children's stories that were set in India. He was awarded the Newbery medal in 1928 for *Gay Neck, the Story of a Pigeon*.

Soon after, a new generation of Indian authors, who wrote almost exclusively in English, hit the bookshelves, beginning in 1935 with R.K. Narayan's *Swami and Friends* and Mulk Raj Anand's *Untouchable*. Raja Rao's *Kanthapura* followed in 1938. The Indian English took a special place because of the diversity in Indian Writers regarding their style of writing. They had uniqueness in each of their works which was appreciated by the readers of different times.

## AIM

The aim of this Paper is to introduce the diversity of Indian writers to the students and the distinctiveness in the style of their writings. It has some Indian-ness in the language which needs to be analysed for better understanding.

## Objectives:

The objective of this paper is to comprehend the multiplicity of themes by the array of poems and fiction written by Indian writers so far, and to appreciate the wide variety of Indian culture and ingenuity of the writers.

### Unit 1:

Rabindranath Tagore: 'Song 1', 'Song 11', 'Song 36', 'Song 56'\*

Toru Dutt: 'Lotus'; 'Sita'; 'Our Casuarina Tree'\*

### Unit 2

Sarojini Naidu: 'Palanquin Bearer'; 'Indian Weavers'\*

Nissim Ezekiel: 'Background Casually'; 'Poet, Lover and Birdwatcher'\*

A. K. Ramanujan; 'Of Mothers Among Other Things'; 'Obituary'\*

### Unit 3

SashiDeshpande; *That Long Silence*

### Unit 4

GirishKarnad: *The Fire and the Rain*



### Suggested Readings:

*Indian Writing in English.* (Revised and Updated Edition) K.R. Srinivasalyengar. 2019.  
*Indian English Poetry: From the Beginnings upto 2000.* M.K. Naik. Pencraft International. 2006.  
*A History of Indian English Literature.* M.K. Naik. SahityaAkademi. 1982. Repr. 2004.

### Paper 3

#### [ENGMC2003] Literary Criticism (Part II)

*Literary Criticism* is the name given to a style of criticism advocated by a group of academicians for the writing in the first half of the 20th century. It explained the style of the text used by various writers which gave way to new approaches and ideas of perceptions.

#### AIM

It is required to establish a relation with the form and the text of English writings and this paper aims to make aware the literary concepts of writings through intrinsic details of critical theories.

#### Objectives:

- To understand the new approaches of literary concepts
- To apprehend critical analysis of English writings
- To be familiar with the methods of the style of writings

#### Unit 1

Matthew Arnold: 'Function of Criticism'\*

T.S. Eliot: 'Tradition and the Individual Talent'; 'Hamlet and His Problems'\*

#### Unit 2

New Criticism \*

#### Unit 3

Deconstruction \*

#### Unit 4

Structuralism and Post-structuralism \*



**Suggested Readings:**

*Twentieth Century Literary Criticism*. Bijay Kumar Das. Atlantic Publishers & Distributors (P) Limited. 2005.

*Literary Theory For Beginners*. Mary Klages. For Beginners LLC. 2017

*From the New Criticism to Deconstruction: The Reception of Structuralism and Post-structuralism*. Art Berman. University of Illinois Press. 1988.

**Paper 4 (General Electives)****ENGME2001 Communicative English**

This Paper is proposed to get acquainted with English language and its construction in the correct form.

**AIM**

The aim is to familiarize the students with the language teachings. The Expressions of English Language teaching will enhance the details of writing, reading and speaking skills of the students needed for the progress of literary understandings.

**Objectives:**

- To learn the usage of English Language
- To overcome the fallacies in speaking and writing English
- To understand the correct ways of pronouncing native English.

**Unit 1: Key Properties of Language**

Duality; Productivity; Arbitrariness; Interchangeability; Specialization; Displacement; Cultural Transmission (C F Hockett)

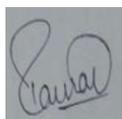
**Unit 2: Technical Communication**

Meaning and Scope; Levels, Channels and Barriers of Communication  
Presentation techniques (PPT); Non-verbal communication

**Unit 3: Supra-segmental Features:**

Phonetic Transcription (IPA); (BRP) Pronunciation & Accent, Syllables – Stress & Intonation, Rhythm, Pitch & Non-fluencies








Unit 4: Writing Skills

Unity and Coherence; Analysis and Reasoning; Denotation and Connotation;  
Clarity and Freshness; Art of Condensation

**Suggested Readings:**

*A Final Course of Grammar & Composition.* Wren and Martin. Pub: S. Chand. 2014

*Phonetics: A Practical Introduction.* Ratre Wayland. Cambridge University Press. 2018.

*English grammar in use.* Raymond Murphy. Cambridge University Press. 2002

**ENGME2002: Creative Writing**

This elective paper of Creative writing is an expressive form of literature

**AIM**

The aim of this paper is to explore beyond boundaries of English Literature and Language, to adopt and identify the ideas of a variety of writing skills, with character development, literary elements and narration of the theme.

**Objectives:**

The objective of this paper is to make student aware of the key elements of writing such as: Plot, Settings, Atmosphere, Characterization, Theme, Point of View, Figurative Language & Literary Devices.

Unit 1

Genre and Kinds of Writing

Unit 2

Elements of Fiction: Setting, Character, Plot

Unit 3

Intricacies of Fiction: Conflict, Resolution, Theme, POV

Unit 4

Planning your Narrative: Beginning, Middle, and End; World Building and Engaging with Societal Issues



**Suggested Readings:**

*The Art of Creative Writing: The Classic Guide to Writing Fiction* by Lajos Egri. Citadel Press 2020.

*Creative Writing: A Beginner's Manual* by Anjana Neira Dev, Anuradha Marwah, Swati Pal; Pearson Education 2008.

*Becoming a Writer* by Dorothea Brande, Lulu 2016.

**Semester III****Paper 1****[ENGM3001] The Romantic Period (1798-1830)**

**Romantic Period in Literature** was an attitude or intellectual orientation that characterized many works of literature, painting, music, architecture, criticism, and historiography in Western civilization over a period **from the late 18th century**.

**Aim**

The aim of this paper is to get inspiration from the writers of Romantic period in literature and to develop compassion and empathy with the day to day world, environment and society.

**Objectives**

- To indulge in the interest in the common man and childhood.
- To relate with the strong senses, moods and instincts.
- To appreciate nature.
- To celebrate the individual's emotions and feelings.
- To give importance to imaginations.

**Unit 1**

1. William Wordsworth: *The Prelude*-Book I
2. Samuel Taylor Coleridge: 'Rime of the Ancient Mariner'; 'Kubla Khan'\*



Richa Verma

Sumana

Prof. M

Unit 2

3. P.B. Shelley: 'To a Skylark'; 'A Lament'\*
4. John Keats: 'Ode on a Grecian Urn', 'Ode to Autumn'\*

Unit 3

5. Jane Austen: *Mansfield Park*
6. Mary Shelley: *Frankenstein*

Unit 4

7. Charles Lamb: 'On Convalescent'\*
8. William Hazlitt: 'On Going a Journey'\*

**Suggested Readings:**

*A Companion to Romanticism*. Duncan Wu. Wiley & Sons. 1998.

*The Cambridge Companion to British Romantic Poetry*. Edited by. James Chandler and Maureen McLane NY: Cambridge UP. 2008.

*The Mirror and the Lamp: Romantic Theory and the Critical Tradition*. M. H. Abrams. Oxford University Press. 1953.

*The Cambridge Companion to Fiction in the Romantic Period*. Edited by Richard Maxwell and Katie Trumpener. CUP. 2008.

**Paper 2****[ENGM3002] Victorian Literature (1832-1901)**

The Victorian era takes its name **from Queen Victoria, who ruled between 1837–1901**. ... The Victorians are popularised by the famed author Charles Dickens; the writings popularised by technological and social changes caused by the industrial revolution.

**AIM**

To introduce the Literature of Victorian period which reflected the change of the society and the literary changes according to the times. To get acquainted with the reforms in Literature came through the Industrial Revolutions, writings depicted about manufacturing cities and the problems of overcrowding, dirt and disturbances in normal life. This was the time of great change in England.



### Objectives :

**Poetry** was one of the most popular genres of the Victorian period. The Romantic poets, particularly William Wordsworth (who lived through the beginning of the period, dying in 1850) were revered and widely quoted.

Romantic period was a time of abstract expression and inward focus. Essayists, poets, and novelists during the Victorian era began to reflect on realities of the day, including the dangers of factory work, the plight of the lower class, and **the treatment of women and children**.

### Unit 1

1. Alfred Tennyson: 'The Lotos-Eaters', 'The Lady of Shalott'\*
2. Robert Browning: 'Prospice'; 'Last Ride Together'\*

### Unit 2

3. Matthew Arnold: 'Dover Beach', 'Rugby Chapel'\*
4. Gerard Manley Hopkins: 'God's Grandeur'; 'Thou Art Indeed Just Lord'; 'Pied Beauty'\*

### Unit 3

5. Charles Dickens: *Great Expectations*
6. George Eliot: *Silas Marner*

### Unit 4

7. John Ruskin : *Unto this Last*
8. Thomas Hardy: *The Mayor of Casterbridge*

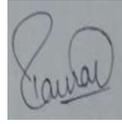
### **Suggested Readings:**

*The Cambridge Companion to the Victorian Novel*. Edited by Deirdre David. Cambridge University Press. 2000.

*The Cambridge Introduction to Victorian Poetry (Cambridge Introductions to Literature)*. by Linda K. Hughes. Cambridge University Press. 2010

*The Cambridge Companion to Victorian Women's Writing.* Edited by Linda H. Peterson. Cambridge University Press. 2015








### **Paper 3**

#### **[ENGM3003] Contemporary Theories**

**Literary and Contemporary** theories are considered as a style of literary analysis that gives readers a means to critique the ideas and principles of literature. It critically analyses the insight of the content in various forms.

#### **AIM**

This paper aims at understanding the analysis done by various critical writers for different forms of literature.

#### **Objectives:**

Contemporary Theories are the tools of hypotheses which broaden the vistas of perceptions in many ways. Literary theory refers not to the meaning of a work of literature but to the concepts, ideas, belief or models that reveal the meaning of any literary art. It is a description of the underlying principles, techniques, notions or assumptions to understand literature.

Unit1: Marxist Criticism

Unit 2: Feminist Criticism

Unit 3: Postcolonial theory in Literature

Unit 4: Eco-criticism

#### **Suggested Readings:**

*Beginning Theory.* Peter Barry. Vivo Books.1995.

*Literary Theory Today.* Pramod. K. Nayar. Asia Book Club. 2002.

*Literary Theory: The Basics.* Hans Bertens. Routledge.2001.



#### **Paper 4: Departmental Elective**

##### **ENGME3001: World Literature in Translation:**

This Paper will deal with the translations of prose and fiction of other languages, which are famous for their style of writings.

##### **AIM**

The aim of this paper is to introduce the students with the popular literature of other languages and regions. It will not only allow them to understand the details of the culture of different countries but provide an exposure to the flair of their philosophies.

##### **Objective:**

The objective of this elective paper is that, a student could be provided an opportunity to explore literature of other countries and widen their learning abilities by showing interest in different cultures, lifestyles and to understand the ethnicities in the work of literary translations.

##### **Unit 1: Russian Short Stories**

Anton Chekov: 'A Malefactor'\*

Leo Tolstoy: 'God Sees The Truth But Waits'\*

##### **Unit 2: Norwegian Drama**

*A Doll's House* by Henrik Ibsen

##### **Unit 3: French Novel**

Gustave Flaubert: 'Madame Bovary'

##### **Unit 4: Chilean Poetry**

Pablo Neruda; 'Only Death', 'Love Sonnet no. 17'\*

##### **Suggested Readings:**

*Translation and World Literature*, edited by Susan Basnett, Taylor and Francis 2018.

*What is World Literature?* By David Damrosch, Princeton University Press, 2018.



### **ENGME3002: Indian Folk Tales (Translated)**

#### **AIM:**

This paper aims at sharing a common history, reinforcing cultural values and getting acquainted with important traditions of different regions in India. It highlights people's values, faith, and their ways of life with the aid of its themes.

#### **Objectives:**

The objective of this paper is introducing the students to the history, beliefs & religion of India in its entirety, creating a sense of unity in diversity in them and encouraging them to understand and discover various underlying aspects of the folk tales.

#### **Unit 1: Select Tales from Eastern India**

'The Fortune-Teller'\* (An Assamese Folktale) Translated from Assamese by MadanSarma and Gautam Kumar Borah

'The Blessing'. *Folk Tales from Orissa*. Ramendra Kumar

#### **Unit 2: Select Tales from Western India**

'Queen Vrajkunwar Ba'\* Folk Tales of Gujarat. Alaka Shankar.

'The Magic Ring'\* *Folktales from Maharashtra*. Nanditha Chandraprakash.

#### **Unit 3: Select Tales from Northern India**

'How Floods Were Banished From Kashmir'\* *Stories from Rajatarangini: Tales of Kashmir*. Devika Rangachari.

'The Story of PuranPansari'\* *Folk Tales of Himachal Pradesh*. Pratibha Nath.

[https://archive.org > stream > in.ernet.dli.2015.124544](https://archive.org/stream/in.ernet.dli.2015.124544)

#### **Unit 4: Select Tales from Southern India**

‘The Beggar and the Five Muffins’\* *Tales of the Sun or Folklore of Southern India*. Mrs. Howard Kingscote & Pandit Natesa Sastri. W. H. Allen & Co. 13 Waterloo Place, London & Calcutta. 1890.

‘The Brahmarākshas and the Hair’\* *Tales of the Sun or Folklore of Southern India*. Mrs. Howard Kingscote & Pandit Natesa Sastri. W. H. Allen & Co. 13 Waterloo Place, London & Calcutta. 1890



### **Suggested Readings:**

*Folk and Fairy Tales: A Handbook* by D. L. Ashliman. Greenwood Press, 2004.

*New Approaches to Teaching Folk and Fairy Tales* by Christa Jones, Claudia Schwabe. Utah State University Press, 2016.

*An Introduction to Folklore* by Marian Roalfe Cox. LLC, 2014.

## **Semester IV**

### **Paper 1: Twentieth Century English Literature [ENGMC4001]**

#### **AIM**

Students will have an understanding of essential topics of British and American Literature which is a significant part of English Literature. The works chosen in this paper would not only provide knowledge of a vital history of English Literature but also a deep understanding of eminent writers of the times.

#### **Objectives:**

- To appreciate the versatility of British and American writers
- To envisage the variety of cultures of the different writings
- To be able to differentiate the inventiveness of the ideas of two distinctive literatures.

#### **Unit 1**

1. W.B. Yeats: ‘Under Ben Bulbin’, ‘Sailing to Byzantium’\*
2. Philip Larkin: ‘Church Going’, ‘Deceptions’\*
3. Ted Hughes: ‘The Pike’; ‘Hawk in the Rain’\*
4. Maya Angelou: ‘Phenomenal Woman’, ‘I Know Why the Caged Bird Sings’\*

#### **Unit 2**

5. John Osborne: *Look Back in Anger*
6. Eugene O’Neill: *The Emperor Jones*

Unit 3

7. D.H. Lawrence: *Sons and Lovers*

8. Toni Morrison: *The Bluest Eye*

Unit 4

9. John Steinbeck: *The Pearl*

10. William Golding: *Lord of the Flies*

**Suggested Readings:**

*The Cambridge Companion to the Twentieth-Century English Novel*. Ed. Robert L. Caserio. Cambridge University Press. 2009.

*The Oxford Companion to Twentieth-century Poetry in English*. Ed. Ian Hamilton. Oxford University Press. 1996.

*Twentieth Century British Drama*. John Smart. Cambridge University Press. 2001.

*American Drama of the Twentieth Century*. Gerald M. Berkowitz. Taylor & Francis. 2014.

**Paper 2: (Departmental Elective)****[ENGME4001] Indian Diaspora****AIM:**

This paper concentrates upon alienation, displacement, rootlessness, nostalgia, quest of identity as reflected in the experiences narrated by the immigrants. It also addresses issues related to both synthesis and decay of cultures.

**Objectives:**

It will observe closely the work of some recent authors to understand the psychological turmoil in the immigrants due to the changing historical, political, socioeconomic, and cultural backdrop, the postcolonial facet of diaspora literature, the complex relation among geography, form and representation, and how these factors affect literature.

Unit 1: Key Concepts of Diaspora

- Definition, origin, kinds and salient features of diaspora
- Cultural hybridity
- Nostalgia, Longing for belongingness
- Concept of nation



#### Unit 2: Non-fiction

- V. S. Naipaul: *An Area of Darkness*

#### Unit 3: Fiction

- Satendra Nandan: *The Wounded Sea*

#### Unit 4: Poetry

- Agha Shahid Ali Khan: *The Postcard from Kashmir*\*

#### **Suggested Reading:**

*The Literature of the Indian Diaspora: Theorizing the Diasporic Imaginary* by Vijay Mishra, Routledge, 2007.

*The Literature of the Indian Diaspora: Essays in Criticism* by Alan Lindsey McLeod. Sterling Publishers Pvt Ltd. 2008

*Immigration and Estrangement in Indian Diaspora Literature: A Critical Study* by Dipak Giri. AABS Publishing House, Kolkata, India, 2019.

#### **[ENG-ME4002] Young Adult Fiction**

#### **AIM:**

It caters to the students a delightful reading of real-life experiences, problems and societal functions in graspable ways. It relates universally and simultaneously provides comfort through nostalgia and escapism apart from dealing with difficult matters in a hopeful manner.

#### **Objectives:**

- Explain the history of young adult literature
- Delineates young adult fiction
- Helps in identifying and describing adolescent's attributes, development, interests, and distinctiveness of their world

Unit 1: J K Rowling: *Harry Potter: The Philosopher's Stone*

Unit 2: John Boyne: *The Boy in Striped Pyjamas*

Unit 3: Lois Lowry: *The Giver*

Unit 4: John Green: *The Fault in Our Stars*



### **Suggested Reading:**

*Critical Explorations of Young Adult Literature: Identifying and Critiquing the Canon*, edited by Crag Hill, Victor Malo-Juvera. Taylor and Francis 2019

*Critical Foundations in Young Adult Literature: Challenging Genres*, By Antero Garcia · BRILL, 2013

### **Paper: 3 (Departmental Elective)**

#### **[ENGME4003] African Literature and Caribbean Literature**

#### **AIMS**

This Paper is designed to appreciate the different culture portrayed in African and Caribbean regions

#### **Objectives:**

- It will help in understanding the African and Nigerian literary tradition better.
- Knowing and appreciating the contribution of Chinua Achebe and Chimamanda Ngozi Adichie to literature and feminism for their short stories and their literary impact.
- Decipher the thematic concerns and narrative style of African and Caribbean Literature.
- Realize the colonial impact and it's legacy of strife and violence of African's through poems.

#### Unit 1 Novel

Chinua Achebe: *Things Fall Apart*

#### Unit 2 Essay

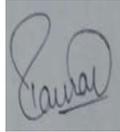
Chimamanda Ngozi Adichie: 'The Danger of a Single Story'\*

#### Unit 3 Poems

Derek Walcott: *A Far cry from Africa, Love after Love*\*

Unit 4: Drama

Wole Soyika: *A Dance of the Forest*\*

**Suggested Reading:**

*Routledge Handbook of African Literature*, edited by Carli Coetzee, Moradewun Adejunmobi. Taylor and Francis 2019.

*The Routledge Reader in Caribbean Literature* edited by Alison Donnell, Sarah Lawson Welsh Routledge 1996.

**[ENGME4004] American Literature****AIMS**

This Paper is designed to appreciate the writings and their depictions of American writers

**Objectives**

- Decipher the thematic concerns and narrative style of American writers.
- To understand the literary traditions of American lifestyle.

**Unit 1: The American Renaissance**

Ralph Waldo Emerson: 'The American Scholar'

Nathaniel Hawthorne: 'The Furnished Room'

**Unit 2: Poetry:**

Edgar Allan Poe: 'Raven'

Emily Dickinson: 'Hope is a Thing with the Feathers', 'The Heart asks Pleasure-First'

Robert Frost: 'Stopping by the Woods on a Snowy Evening', 'Birches'

Sylvia Plath: 'Daddy', 'Mirror'

**Unit 3: Fiction**

F. Scott Fitzgerald: *The Great Gatsby*

Mark Twain: *Huckleberry Finn*

**Unit 4: Drama:**

Arthur Miller: *Death of a Salesman* \*



**Suggested Reading:**

*A Brief History of American Literature* by Richard Gray. Wiley, 2010.

*A Companion to American Literature* edited by Linck Johnson, Michael Soto, Susan Belasco, Theresa Strouth Gaul. Wiley 2020

*Outline of American Literature* By Kathryn Van Spanckeren. University Press of Florida, 2009.

**Paper 4: Departmental Elective**

**[ENGME4005] African-American Literature**

**AIM:**

This paper will enable the students to explore various issues related to the role of African Americans within the larger American society, African-American culture, racism, slavery, social equality.

**Objectives:**

It will facilitate one's understanding of the African Americans' concern for identity, freedom, independence and a secure position in a white dominated society. It will focus upon the dominance of the black church in the American black community, the condemnation of racism, and the celebration of the unique aspects of African-American culture.

Unit 1 Essay

W. E. B. Du Bois: 'Of Our Spiritual Strivings' from *The Souls of Black Folk*\*

Unit 2 Novel

Ralph Ellison: *Invisible Man* (Non-detailed)

Unit 3 Poems

Langston Hughes: “Mother to Son,” “Dreams,” “Let America be America Again,” “Brotherly Love”\*

Unit 4 Short Story

Alice Walker: ‘The Flowers’\*



### **Suggested Reading:**

*The Routledge Introduction to African American Literature* By D. Quentin Miller. Taylor and Francis, 2016.

*The Cambridge History of African American Literature* By Maryemma Graham, Jerry W. Ward, Jr. Cambridge University Press, 2011.

### **[ENGME4006]: Dalit Studies**

#### **Course Objectives**

- To train the students in a multi-genre approach to Dalit writings
- To move toward an understanding of a Dalit aesthetic

#### **Course Learning Outcomes**

- Raising of social and cultural consciousness pertaining to liberation and change in society.
- A movement toward a new kind of literary and social history

#### **Unit I**

G. Kalyan Rao: *Untouchable Spring* (Translated from Telugu by Alladi Uma and M. Sridhar. New Delhi: Orient BlackSwan, 2010\*

B.R. Ambedkar: *Annihilation of Caste* (Bombay: Thacker and Co,

#### **Unit II**

Om Prakash Valmiki: *Jhuthan*\* (Translated by Arun Prabha Mukherjee)

#### **Unit III**

Jotiba Rao Phule: *Gulamgiri Collected Works of Mahatma Jotirao Phule. Volume I.* Translated by P.G. Patil. Bombay: Education Department, Government of Maharashtra, 1991.)

**Unit IV Poetry:**

Nirav Patel: 'The Song of Our Shirt' (Gujarati)

Lal Singh Dil: 'The Outcasts' (Punjabi)

Rajni Tilak: 'Beat of a Thousand Feet' (Hindi)

BasudevSunani: 'Prayer' (Odia).

**Suggested Readings:**

1. Abraham, Joshil K. and Misrahi-Barak, *Judith. Dalit Literatures in India.* (Ed.) New Delhi: Routledge, 2016.
2. Basu, Swaraj. *Readings on Dalit Identity: History, Literature and Religion.* New Delhi: Orient BlackSwan, 2016.
3. Nagaraj, D.R. *The Flaming Feet and Other Essays: The Dalit Movement in India.* Ranikhet: Permanent Black, 2010.
4. Sinha, Archana and Alam, Mukhtar. *Dalit Muslims – Double Exclusion: A Study on the Dalit Muslims in Selected States of India.* Delhi: Indian Social Institute, 2010.
5. SharankumarLimbale: *Towards an Aesthetic of Dalit Literature: History, Controversies and Considerations.* (Translated from Marathi by Alok Mukherjee. New Delhi: Orient Longman, 2004.

**Research Project:**

**Semester 1:** Preparing Review of Literature

**25 Marks**

**Semester 2:** Synopsis

**75 Marks**

**Credit: 08**

**Total: 100 Marks**

**Semester 3:** Presentation of the research done till date

**25 Marks**

**Semester 4:** Dissertation/Viva

**75 Marks**

**Credit: 08**

**Total: 100 Marks**

Total Credit for MA: 96 Credits + 4 Credit (Interdisciplinary) = **100 Credit**

**Note:** \* indicates the texts for detailed study.

