



University of Rajasthan Jaipur

SYLLABUS

M.A. English

(Semester Scheme)

I & II Semester 2025-26

III & IV Semester 2026-27

R. J. S.
अतिरिक्त कुलसचिव
राजस्थान विश्वविद्यालय, जयपुर
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Department of English University of Rajasthan, Jaipur

M. A. English First Semester 2023-24 Scheme of Examination

Candidates for the M. A. (First Semester) in English will study a total of 6 papers – 3 compulsory and 3 electives. Each paper will have a total of 6 credits.

I Semester 3CCC (Compulsory Course Category) - 701,702,703 and 3 Electives – ECC (Elective Course Category)

II Semester 801,802,803 and 3 Electives – ECC (Elective Course Category)

Each Semester of P G Course shall be of 36 credits, i.e. 144 credits in all the Four Semesters taken together.

15 hours comprises 1 credit. Each paper will be of 6 credits.

There will be 4 hours of Lectures = 4 credits

There will be 1 hour Tutorial = 1 credit

There will be 1 hour of interactive B&M = 1 credits

B&M= Background and Movement

Group Discussion, Audio Visual Aids, Literary Activities, Literary Quiz

ENG 701 CCC (Compulsory Course Category) –English Grammar and Usage

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Duration: 3 hrs.

Max. Marks: 100

The Syllabus aims at achieving the following objectives:

1. To inculcate the basic knowledge of grammar and composition,
2. To hone up writing skills,
3. Enrichment of vocabulary.

COURSE OUTCOMES

- **Effective Communication:** Understanding modern English usage helps you communicate effectively in both spoken and written forms. It enables you to grasp nuances, choose appropriate words, and structure sentences correctly, which is essential in various professional and personal contexts.
- **Career Advantages:** Proficiency in understanding and using modern English can enhance career opportunities. Many professions, such as teaching, journalism, marketing, and public relations, require strong language skills for effective communication with diverse audiences.
- **Critical Thinking and Analysis:** Studying language involves analyzing texts, identifying patterns, and understanding how language evolves. This develops critical thinking skills and the ability to evaluate information critically, which is valuable in many academic and professional fields.
- **Improving Language Skills:** Studying phonetics helps improve pronunciation and speech clarity, which can boost confidence in public speaking and interpersonal communication.

All questions are compulsory with provision for internal choice.

1. (i) Basic Sentence Types 10 Marks
(ii) Coordination and subordination 5 Marks
(iii) Different Concepts and Notions (such as request, order, question, condition, purpose, suggestion, wishes, hope, intention, obligation, contrast, concession) 5 Marks
2. Transformation of Sentences
(i) Active and Passive Voice 5 Marks
(ii) Direct and Indirect Speech 5 Marks
3. Tenses 10 Marks

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| 4. Reading & Comprehension (Prose) | 20 Marks |
| 5. Letter writing (Formal and Informal) | 15 Marks |
| 6. Fallacies | 10 Marks |
| 7. Précis writing | 15 Marks |

Recommended Reading:

A.S. Hornby: *A Guide to Patterns and Usage*

George Yule: *The Study of Language*, OUP (ELBS)

Quirk, Randolph Greenbaum Sydney, Leech Geoffrey and Svartvik, Jan. *A Comprehensive Grammar of the English Language*. India: Pearson Education First edition (2010)

Praveen K Thaker: *Appreciating English Poetry: A Practical Course and Anthology*, Orient Longman, 1999

Jespersen Otto. *Growth and Structure of the English Language* Delhi: Atlantic; (2015)

John Seely: *The Oxford Guide to Effective Writing and Speaking* (2nd Edition)

ENG 702 CCC – The Renaissance and Reformation Literature

Duration: 3 hrs.

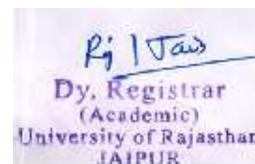
Max. Marks: 100

The Syllabus aims at achieving the following objectives:

1. To acquaint the students of the beginning of English Poetry,
2. Dispensing a background to the Shakespearean drama and the English essay,
3. Providing a background to the Metaphysical Poetry.

Course outcomes

- Understanding Literary Contexts: Students will gain an understanding of the historical, social, and cultural contexts of the Renaissance and Reformation periods through the study of these texts.



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- **Analyzing Literary Forms and Techniques:** Students will analyze various literary forms such as drama, poetry, and essays, and techniques such as characterization, plot development, and symbolism used by the authors.
- **Exploring Themes and Ideas:** Students will explore recurring themes such as power, ambition, morality, love, faith, and the human condition as depicted in the texts.
- **Comparative Analysis:** Students will develop skills in comparing and contrasting different works within the period, examining similarities and differences in style, themes, and approaches.
- **Critical Thinking and Interpretation:** Students will engage critically with the texts, developing their ability to interpret complex literary works and articulate their own interpretations supported by textual evidence.
- **Literary Techniques and Language Use:** Students will analyze the use of literary techniques and language to convey meaning and evoke responses from readers.
- **Historical and Philosophical Connections:** Students will understand the connections between literature and the broader historical and philosophical developments of the Renaissance and Reformation periods.

Candidates will be required to answer five questions in all: Question No. 1 is compulsory (four passages for explanation with Reference to the Context from unit (4, 5, 6 and 7) and four other questions.

1. Chaucer :*Prologue to the Canterbury Tales*
2. Marlowe-*Dr. Faustus*

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3. Webster: *The Duchess of Malfi*
4. Shakespeare: *King Lear*
5. Shakespeare :*The Tempest*
6. Bacon: Of Truth, Of Death, Of Revenge, Of Adversity,
7. The Following poems from The Metaphysical Poets (ed. Helen Gardner, Rupa& Company, New Delhi)

Donne: The Canonization, A Valediction: Forbidding Mourning,
The Flea, The Relique.

ENG 703 CCC – The Romantics and The Victorians I

Duration: 3 hrs.

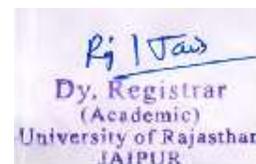
Max. Marks: 100

The Syllabus aims at achieving the following objectives:

1. To familiarize the students with the Pre-Romantic, Romantic and Victorian age of poetry,
2. To acquaint the students with the major skills in the instincts and sensibility of poetry during these periods,
3. Assigning a textual study of the late Victorian poetry and fiction.

COURSE OUTCOMES

- **Historical Context:** Understand the cultural, political, and philosophical influences of the late 18th and early 19th centuries on literature.
- **Literary Analysis:** Analyze major works to identify Romantic themes such as nature, emotion, individualism, and the supernatural, contrasting them with the neoclassical ideals of the Pre-Romantic era.
- **Poetic Forms and Language:** Explore the evolution of poetic forms (e.g., lyrical ballads, sonnets) and the use of language to express subjective experiences and inner emotions.
- **Critical Perspective:** Develop critical thinking skills to interpret the significance of Romantic literature in challenging established norms and paving the way for modern literature.
- **Impact and Legacy:** Examine the lasting impact of Pre-Romantic and Romantic literature on subsequent literary movements, including its influence on Victorian literature and beyond.



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Candidates will be required to answer five questions in all: Question No. 1 is compulsory (four passages for explanation with reference to the context from unit 1,2, 3, 4 and 5) and four other questions.

1. William Collins: Ode to Simplicity, Ode to Evening
(ii) Thomas Gray: Elegy Written in a Country Churchyard, The Bard
2. William Wordsworth: The Prelude Book 1
(ii) ST Coleridge: The Rime of the Ancient Mariner, Kubla Khan
3. P.B Shelley: Hymn to Intellectual Beauty, To a Skylark
(ii) John Keats: Ode to a Grecian Urn, Ode to Autumn
(iii) Oliver Goldsmith: The Deserted Village
4. Robert Browning: A Grammarian's Funeral, Porphyria's Lover
(ii) Alfred Tennyson: The Lady of Shallot, The Splendour Falls on Castle Walls (from *The Princess*)
5. G.M Hopkins: Spring and Fall, Pied Beauty, The Windhover, Felix Randall.
(ii) Elizabeth Barret Browning: (i) Sonnet No. XL1, 69 Thank all who have Loved me, (ii) Sonnet No. XIV, 'If you must Love' from *Sonnets from Portuguese*
6. Charles Dickens: *Bleak House*
7. Thomas Hardy: *Return of the Native*

Recommended Reading:

Boris Ford :*New Pelican Guide to English Literature* ed. Part 1 and 2 of Volume V

Basil Willey – *Nineteenth Century English Literature*, OUP.

Donald B. Clark: *English Literature An Anthology*, Mac Millan



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Optional Papers: Candidates are required to choose three papers from the following Options.

ENG Elective – 1ECC (Elective Course Category) – Romantic Poetry

Duration: 3 hrs.Max.

Marks: 100

The Syllabus aims at achieving the following objectives:

1. Assigning a meticulous study of poetry in the Romantic age,
2. To contextualize the Romantic poetry with the contemporary ecocritical study in literature,
3. To produce an impetus in the students to read the Romantic poetry from different theoretical standpoints.

Course Outcomes

- **Historical and Cultural Context:** Students will understand the historical and cultural background of the Romantic period, including the influence of the French Revolution on the literary and intellectual climate of the time.
- **Study of Major Romantic Poets:** Students will become familiar with the works of major Romantic poets such as Wordsworth, Coleridge, Keats, Shelley, Southey, and Byron, exploring their distinctive styles, themes, and contributions to Romantic literature.
- **Exploration of Romantic Themes:** Students will analyze and discuss key Romantic themes such as nature, imagination, emotion, the supernatural, individualism, and the sublime as depicted in the poetry of the period.
- **Poetic Forms and Techniques:** Students will examine various poetic forms and techniques employed by Romantic poets, including lyric poetry, odes, sonnets, ballads, and the use of meter, rhyme, and symbolism.
- **Critical Thinking and Interpretation:** Students will develop critical thinking skills by interpreting and analyzing Romantic poems, identifying underlying meanings, symbols, and literary devices employed by the poets.
- **Relationship Between Literature and Society:** Students will explore how Romantic poetry reflects and responds to the social, political, and philosophical ideas of its time, including Romantic ideals of individualism, revolution, and the quest for personal freedom.
- **Comparative Analysis:** Students will compare and contrast the works of different Romantic poets, examining similarities and differences in their themes, styles, and poetic techniques.
- **Literary Influence and Legacy:** Students will understand the lasting impact of Romantic poetry on subsequent literary movements and the development of English literature, recognizing its influence on themes, styles, and ideologies in later periods.

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Candidates will be required to answer five questions in all: Question No. 1 is compulsory (four passages for explanation with reference to the context from unit 2,3,4, and 5) and four other questions.

1. French Revolution
2. Wordsworth: Lucy Poems
 - I Travelled among Unknown Men
 - She Dwelt among the Untrodden Ways
 - Three Years She Grew
 - Slumber Did My Spirit Seal
 - Strange fits of passion have I known
3. Coleridge: Christabel, Dejection: An Ode, To Simplicity
4. John Keats: Love Poems – To Emma, Hither-Hither Love, Hush-Hush Tread Softly, You Say You Love But with A Voice, When I First Met You.
5. P.B. Shelley: To Mary Who Died in the Opinion, To Jane: The Invitation, To Mary Shelley, To Mary Wollstonecraft Godwin, Mutability, A Lament
6. (i) Robert Southey: Sonnets -To The Evening Rainbow, With many a weary step, at length I gain, Fair Is The Rising Morn When O'er The Sky
(ii) Lord Byron: Darkness; When We Two Parted ; The Isle of Greece
So We'll Go No More a Roving
7. Walter Scott: The Lay of the Last Minstrel (Canto I)

Recommended Reading:

Bainbridge, Simon. "Politics and Poetry." *The Cambridge Companion to British Literature of the French Revolution*



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- in the 1790s*. Pamela Clemit, Ed. Cambridge University Press, 2011.
- Cox, Jeffrey N. "Romantic Drama and the French Revolution." *Revolution and English Romanticism*. Keith Hanley and Raman Selden, Eds. New York: St. Martin's Press, 1990.
- Popkin, Jeremy D. *A Short History of the French Revolution*. 4th ed. New Jersey, Pearson Prentice Hall, 2006.
- Punter, David. "The French Revolution". *The Literary Encyclopedia*. 17 July 2001
- Thomas, E. P. *The Romantics*. New York: New Press, 1997.
- Ward & Trent, et al. *The Cambridge History of English and American Literature: The Period of the French Revolution*. New York: G.P. Putnam's Sons, 1907–21; New York: Bartleby.com, 2000.
- Woods, Alan. *British Poets and the French Revolution*. London. 2003. Accessed May, 2010

ENG Elective – 2 ECC –Gender and Aesthetics I

Duration: 3 hrs.

Max. Marks: 100

The Syllabus aims at achieving the following objectives:

1. Prescribing a specific paper on women writers of different ages and nationalities,
2. To familiarise the students with the relationship between gender issues and their literary aesthetics,
3. Developing a critical understanding of gender issues in different literary periods and spaces.

Candidates will be required to answer five questions in all.

1 Introduction : Bhakti Movement

Devotional songs of Meera Bai: In Praise of Lord 1& 2,3 ,4 ,5(A.J Alston, Delhi: MotiLal Das Publishers)



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- 2 Cornelia Sorabje : *Stray Thoughts of an Indian Girl*
- 3 M.K. Vinodini : *The Desert Flower*, (ed. E.V. Ramakrishnan *Indian Short Stories* 1900- 2000)
- 4 Kamla Das : *My Grandmother's House*, *Krishna*, *Summer in Calcutta*, *An Introduction*, *The Dance of the Eunuchs*
- 5 Tahmima Anam : *A Golden Age*
- 6 Yasmine Gooneratne : *A Change of Skies*
- 7 Tsitsi Dangarembga : *Nervous Conditions*

Recommended Reading:

Women Writing in India from 600 B.C to the Present, Vol. I, II
ed. Susie Tharu and K. Lalita, Delhi: Oxford University Press 1995

Dalit Personal Narratives. R. Kumar – Orient Blackswan, New Delhi, 2011

E.V. Ramakrishnan – *Indian Short Stories*

ENG Elective - 3 ECC – American Literature I

Duration: 3 hrs.

Max. Marks: 100

The Syllabus aims at achieving the following objectives:

1. Dispensing a primary knowledge about the background of American Literature in English,
2. Study of major canonical writers of American Literature,
3. Inclusion of a black writer to develop a parallel understanding.

Course Outcomes



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- **Understanding Gender Perspectives:** Students will gain a deeper understanding of gender roles, identities, and experiences as portrayed in the literature and contexts of the Bhakti Movement and contemporary works.
- **Exploration of Cultural Diversity:** Through the study of texts by diverse authors such as Meera Bai, Cornelia Sorabji, M.K. Vinodini, Kamala Das, Tahmima Anam, Yasmine Gooneratne, and Tsitsi Dangarembga, students will explore the cultural diversity and perspectives on gender from different regions and historical periods.
- **Critical Analysis of Literature:** Students will develop skills in critically analyzing literary works from different genres (devotional songs, short stories, novels) to examine how gender is represented, challenged, and negotiated in aesthetic expressions.
- **Intersectionality:** Students will explore how gender intersects with other aspects of identity such as religion, class, race, and ethnicity in shaping individual experiences and societal norms as depicted in the texts.
- **Feminist and Gender Theory:** Students will engage with feminist and gender theories to interpret and evaluate the representation of gender in literature, recognizing the influence of these theories on literary criticism.
- **Social and Political Contexts:** Students will understand the social and political contexts that influenced the creation of these literary works, including issues of patriarchy, colonialism, nationalism, and cultural identity.
- **Empathy and Perspective-Taking:** Through studying diverse narratives and voices, students will develop empathy and the ability to consider perspectives different from their own, enhancing their appreciation for cultural and gender diversity.

Candidates will be required to answer five questions in all: Question No. 1 is compulsory (four passages for explanation with reference to the context from 4, 6 and 7) and four other questions.

1. American Renaissance and Transcendentalism

Background to 19th century American Literature

From *American Literature of Nineteenth Century*, ed. W.J. Fisher et. al (Eurasia):

2. Edgar Allen Poe : Fall of the House of Usher



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3. William Wells Brown: *Clotel* (1853)
4. Thoreau: *Civil Disobedience*
5. Herman Melville : *Bartleby, the Scrivener*
6. Walt Whitman: *Passage to India*
7. Emily Dickinson: (i) There's a Certain Slant of Light
(ii) I felt a funeral in my Brain
(iii) A Bird Came Down the Walk
(iv) Because I could not Stop for Death

ENG Elective – 4 ECC - Postcolonial Literatures I

Duration: 3 hrs.

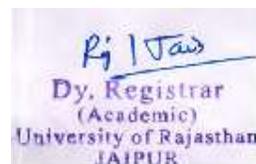
Max. Marks: 100

The Syllabus aims at achieving the following objectives:

1. To develop a rudimentary understanding of postcolonial literature through different literary and critical texts,
2. Inclusion of writers from different national and cultural backgrounds to cherish a wide-ranging knowledge about postcolonial writers,
3. Understanding the historical and cultural background from the perspective of cultural studies.

Course Outcomes

- **Understanding Postcolonial Perspectives:** Students will gain an understanding of postcolonial literature as a distinct field of study, exploring how writers from formerly colonized societies engage with and critique colonial legacies.
- **Exploration of Colonial and Postcolonial Contexts:** Through the study of texts by authors such as Chimamanda Ngozi Adichie, Ngugi wa Thiong'o, Chinua Achebe, Ashis Nandy, Jean Arasanayagam, Upamanyu Chatterjee, David Rubadiri, and Derek Walcott, students will explore the historical, social, and cultural contexts of colonization, decolonization, and postcolonialism.



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- **Representation of Identity and Culture:** Students will analyze how postcolonial writers depict and negotiate identities, cultures, and languages within the context of colonial domination and its aftermath.

- **Literary Techniques and Aesthetics:** Students will examine the literary techniques and aesthetics employed by postcolonial writers, including narrative strategies, language use, symbolism, and imagery, to convey their critiques of colonialism and expressions of cultural resilience.

- **Postcolonial Theory:** Students will engage with key concepts and theories in postcolonial studies, such as hybridity, mimicry, subalternity, and the politics of representation, to deepen their understanding of the texts and their socio-political implications.

- **Global and Local Perspectives:** Students will explore the interconnectedness of global and local forces in shaping postcolonial literature, examining how these writers navigate between the local cultural contexts and global literary markets.

Candidates will be required to answer five questions in all. Question No. 1 is compulsory (four passages for explanation with reference to the context from 2, 4 and 7) and four other questions.

1. Chimamanda Ngozi Adichie: Cell One (Short Story)
2. NgugiWaThiango: *Decolonising the Mind*
3. Chinua Achebe: *Things Fall Apart*
4. Ashis Nandy: *The Intimate Enemy* (Introduction only)
5. Jean Arasanyagan :‘In the Garden Secretly’(from *In the Garden and other stories*(Penguin)
6. Upamanyu Chatterjee :*English, August*
7. David Rubadiri: A Negro Labourer in Liverpool
8. Derek Walcott: A Far Cry from Africa

Recommended Reading

Viswanathan, Gauri. "The Beginnings of English Literary Study in India." *Oxford Literary Review* 9:1&2 (1987).

Young, Robert. *White Mythologies: Writing History and the West* (1990).



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Young, Robert. *Colonial Desire: Hybridity in Theory, Culture and Race* (1995).

**ENG Elective-5 ECC (Elective Course Category)
Post-Independence Indian Literature**

Duration: 3hrs.

Max.Marks:100

The Syllabus aims at achieving the following objectives:

1. To familiarize the students with the most contemporary Indian writers of different linguistic and cultural leanings,
2. Updating the students with the newly published Indian literature.

Course Outcomes

- **Exploration of Diverse Voices:** Students will explore the diversity of voices and perspectives in post-independence Indian literature, encompassing works translated from regional languages, as well as English-language literature.
- **Understanding Socio-Political Contexts:** Through texts by authors such as Salma, Srilal Shukla, Partha Chatterjee, Amitav Ghosh, P. Lal, K. Raghavendra Rao, and Arun Kolatkar, students will understand the socio-political and cultural contexts of post-independence India, examining themes such as identity, politics, globalization, and environmental issues.
- **Literary Forms and Techniques:** Students will analyze various literary forms and techniques used in Indian literature, including short stories, novels, essays, poetry, and parables, exploring how these forms reflect and respond to contemporary Indian realities.
- **Engagement with Translations:** Students will engage critically with translated works, considering the challenges and nuances of translating cultural and linguistic contexts into English and its impact on the reception and interpretation of the texts.
- **Intersection of Literature and Politics:** Students will explore the intersection of literature and politics in post-independence India, analyzing how writers negotiate and critique political ideologies, governance, and societal structures.
- **Environmental and Global Issues:** Students will examine how Indian writers address environmental and global issues in their works, particularly through the lens

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of writers like Amitav Ghosh, who explore themes of ecological crisis and global interconnectedness.

Candidates will be required to answer five questions in all.

1. Salma: 'Toilets' (2020) Trans from Tamil by N. Kalyan Raman. The Curse: Stories.
2. Srilal Shukla: Raag Darbari (1967), trans. Gillian Wright, New Delhi: Penguin.
3. Partha Chatterjee: 'Politics of the Governed', pp. 53-78 in The politics of the Governed: Reflections on Popular Politics in Most of the World', Columbia University Press: New York, 2004.
4. Amitav Ghosh: The Nutmeg's Curse: Parables for a Planet in Crisis (2021)
5. P. Lal and K Raghavendra Rao: Preface to Modern Indo-Anglian Poetry, Writers Workshop: Calcutta, 1958.
6. Arun Kolatkar: From JEJURI (1976), The Bus, An Old Woman, The Butterfly, Mokrand, Chaitanya, The Station Master, The Setting Sun

Recommended Reading:

Antoinette Burton, Dwelling in the Archive: Women Writing House, Home, and History in Late Colonial India (Oxford UP, 2003).

LactitiaZecchini, ArunKolatkar and Literary Modernism in India: Moving Lines (Bloomsbury Academic USA, 2014).

Anjali Nerlekar, Bombay Modern: ArunKolakar and Bilingual Literary Culture (Speaking Tiger, 2017).

UlkaAnjaria, Realism in the Twentieth-Century Indian Novel: Colonial Difference and Literary Form (Cambridge UP, 2012).

VassilenaParashkevova, Salman Rushdie's Cities: Reconfigurational Politics and the Contemporaty urban Imagination (Bloomsbury, 2012).



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M.A. (Semester II English 2023-24)
Scheme of Examination

ENG 801CCC (Compulsory Course Category)
Language and Communication Skills

Duration: 3 hrs.

Max. Marks: 100

The Syllabus aims at achieving the following objectives:

1. Honing up of writing skills and skills for communication,
2. Enrichment of vocabulary,
3. Basics of literary analysis of text.

Course Outcomes

- **Effective Communication:** Students will develop proficiency in expressing ideas clearly, concisely, and persuasively both verbally and in writing, enhancing their ability to communicate effectively in various contexts.
- **Listening Skills:** Students will improve their listening skills, including active listening techniques to understand and respond appropriately to diverse perspectives and information.
- **Reading Comprehension:** Students will enhance their reading comprehension skills, effectively interpreting and analyzing texts of varying complexity and genres.
- **Writing Skills:** Students will strengthen their writing skills, including grammar, vocabulary, organization, and coherence, enabling them to produce well-structured essays, reports, and other written forms.
- **Critical Thinking:** Students will develop critical thinking skills, evaluating information, arguments, and evidence critically and forming reasoned judgments and conclusions.
- **Research Skills:** Students will acquire research skills, including the ability to locate, evaluate, and utilize information from credible sources to support their writing and communication.



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- **Interpersonal Communication:** Students will cultivate interpersonal communication skills, including negotiation, conflict resolution, and empathy, to build positive relationships and collaborations.

All questions are compulsory with provision for internal choice.

Semester II

1. Literary Appreciation-Prose and Poetry 15 Marks
2. Modes of Communication 20 Marks
 - Types/Channels
 - Barriers
 - Effective Communication
 - Role of Communication Skills in Society
3. Presentation Skills, Organize Thoughts, Central Idea, Oral Presentation, Tone, Clarity, Body Language 10 Marks
4. Word Substitution, Idioms and Phrases, Synonyms and Antonyms, Homonyms and Homophones 15 Marks
5. Report writing 10 Marks
6. Essay writing 15 Marks
7. CV and Application Writing 15 Marks

Recommended Reading:

A.S. Hornby: *A Guide to Patterns and Usage*

A Comprehensive Grammar of the English Language by Randolph Quirk, Sydney Greenbaum, Geoffrey Leech, and Jan Svartivik

Praveen K Thaker: *Appreciating English Poetry: A Practical Course and Anthology*, Orient Longman, 1999

Effective English Communication, Krishna Mohan and Meenakshi

Raman, Tata McGraw Hill, 2001

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Spoken English, V. Sashi Kumar and P.V. Dhamija, Tata McGraw Hill,
2001

Growth and Structure of the English Language by Otto Jespersen

ENG 802 CCC – The Puritan and The Restoration Age

Duration: 3 hrs.

Max. Marks: 100

The Syllabus aims at achieving the following objectives:

1. Providing a literary and historical background to the Puritan and Restoration Age,
2. Study of one of the first novels in English, based on the colonial history of blacks,
3. To familiarize with essay writing.

Course Outcomes

- **Historical Context:** Students will gain an understanding of the historical, political, and cultural contexts of the Puritan and Restoration periods in England, including the English Civil War, the Interregnum, and the Restoration of the monarchy.
- **Literary Movements and Styles:** Students will explore the literary movements and styles of the Puritan and Restoration periods, including Puritan literature characterized by religious fervor, moral seriousness, and didacticism, and Restoration literature known for its wit, satire, and exploration of social and sexual mores.
- **Key Authors and Works:** Students will study major authors and works representative of the Puritan and Restoration periods, such as John Milton's *Paradise Lost* (Puritan) and John Dryden's satirical poetry (Restoration), examining their contributions to English literature and their influence on subsequent literary movements.
- **Religious and Philosophical Themes:** Students will analyze religious and philosophical themes prevalent in Puritan literature, such as the struggle between good and evil, the concept of predestination, and the role of divine providence, as well as themes in Restoration literature, including skepticism, libertinism, and the pursuit of pleasure.

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- **Gender and Social Issues:** Students will explore representations of gender roles and social issues in Puritan and Restoration literature, examining how these periods depict and critique societal norms, class distinctions, and gender relations.
- **Literary Techniques and Forms:** Students will examine the literary techniques and forms employed in Puritan and Restoration literature, including poetry, drama, prose fiction, and essays, analyzing how these forms reflect the values and concerns of their respective periods.
- **Comparative Analysis:** Students will compare and contrast Puritan and Restoration literature, identifying similarities and differences in themes, styles, and ideological perspectives, and understanding how these periods responded to and influenced each other.

Candidates will be required to answer five questions in all: Question No. 1 is compulsory (four passages for explanation with reference to the context from the texts 2, 5 and 6) and four other questions.

Semester II

1. The Restoration Age and The Augustan Age
2. John Milton: *Paradise Lost, Book I*
3. Congreve: *The Way of the World*
4. Aphra Behn: *Oroonoko: Or, The Royal Slave* (1686)
5. Swift: *Battle of the Books*
6. Pope: *The Rape of the Lock*
7. Michael De Montaigne: *On Repentance, Essays* (Trans. J.M. Cohen) (1958, pp 235-250)

Recommended Reading:

Pramod K. Nayar – *A Short History of English Literature*, Delhi: OrientBlackswan
Ian Jack – *The Augustan Age*, Delhi:OUP.

ENG 803 CCC – The Romantics and Victorians II



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Duration: 3 hrs.

Max. Marks: 100

Syllabus aims at achieving the following objectives:

1. Providing a thorough study of Romantic and Victorian novels,
2. To acquaint the students with the socio-historical shift between the phases,
3. A brief study of Victorian drama and poetry.

COURSE OUTCOMES

- **Historical Context:** Students will understand the social, political, and cultural influences of the Victorian era on literature, including industrialization, colonialism, and shifts in gender roles.
- **Literary Analysis:** They will analyze major works to explore themes such as morality, social class, gender, religion, and the impact of scientific advancements on society.
- **Narrative and Style:** Students will examine various narrative techniques and literary forms employed by Victorian novelists and poets, such as realism, the Bildungsroman (coming-of-age novel), and the dramatic monologue.
- **Critical Perspective:** They will develop critical thinking skills to interpret the complexities of Victorian literature, including its engagement with issues of identity, morality, and social justice.
- **Impact and Legacy:** Students will recognize the enduring influence of Victorian literature on subsequent literary movements and its reflection of the cultural anxieties and aspirations of the time.

Candidates will be required to answer five questions in all.

1. Jane Austen: *Pride and Prejudice*
2. Mary Shelley: *Frankenstein; or The Modern Prometheus*, OUP Students' Edition (1818)
3. Charlotte Bronte: *Jane Eyre*
4. Charles Dickens: *Hard Times*
5. William Makepeace Thackeray: *Vanity Fair*



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6. Oscar Wilde – *The Importance of Being Ernest*

7. (i) Robert Browning: *Pippa Passes, Pied Piper of Hamelin, Andrea del Sarto*.

(ii). Tennyson: *Ulysses, The Lotus Eaters, The Lady of Shalott*

Recommended Reading:

Boris Ford : *New Pelican Guide to English Literature* ed. Part 1 and 2 of Volume V

Basil Willey – *Nineteenth Century English Literature*, OUP.

Sir Leslie Stephens *English Literature and Society in the 18th Century*.
London : Duckworth.

ENG 1 ECC (Elective Course Category) - Victorian Prose

Duration: 3 hrs.

Max. Marks: 100

The Syllabus aims at achieving the following objectives:

1. Giving a background to the prose writing in Victorian period,
2. Reading of the prescribed texts in the context of the contemporary socio-political history.
3. Learning about the political nuances of Britain in Victorian period.

Course Outcomes

• **Historical and Cultural Context:** Students will gain an understanding of the historical and cultural context of the Victorian era, including the Oxford Movement's influence on religious thought and the socio-economic impact of the Industrial Revolution, and how these contexts shaped Victorian prose.

• **Study of Major Victorian Prose Writers:** Students will study and analyze works by major Victorian prose writers such as Walter Pater, Charles Lamb, William Hazlitt, Charles Dickens, Thomas Carlyle, Thomas Hardy, and John Ruskin, exploring their distinctive styles, themes, and contributions to Victorian literature.

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- **Exploration of Literary Forms:** Students will examine various forms of Victorian prose, including essays, novels, and literary criticism, analyzing how these forms were used to address social, political, and philosophical issues of the time.
- **Themes and Ideas:** Students will explore prevalent themes and ideas in Victorian prose, such as social injustice, industrialization, class divisions, morality, individualism, and the role of art and aesthetics in society.
- **Critical Analysis and Interpretation:** Students will develop skills in critically analyzing Victorian prose texts, examining the authors' perspectives on Victorian society, their use of language and rhetoric, and the impact of their ideas on contemporary and subsequent audiences.
- **Comparative Study:** Students will compare and contrast the works of different Victorian writers, identifying common themes, stylistic approaches, and ideological positions, and understanding the diversity within Victorian prose literature.

Candidates will be required to answer five questions in all.

1. Oxford movement and Industrial Revolution
2. Walter Pater: The Postscript (From *Appreciations, With an Essay on Style*)
3. The following essays from *Essays of Elia* (ed. Hailward and Hill, Macmillan)
Charles Lamb: Dream Children, In Praise of Chimney Sweepers
The following essays from *Table Talk* (ed. C.M. Macken, Everyman)
William Hazlitt: On Familiar Style, On Going a Journey
4. Charles Dickens: *Oliver Twist*
5. Thomas Carlyle The Times (Essay No. 1) (From *Latter Days Pamphlets*, 1850)
6. Thomas Hardy: *Far From The Madding Crowd*
7. John Ruskin: *Unto This Last*

Recommended Reading

[Type here]

G. D. H. Cole, *Short History of the British Working Class Movement, 1787-1947*. London, George Allen & Unwin (1948), pp. 63-69. "The Reform Movement"

Boris Ford: Part 1 and 2 of Volumes VI of *New Pelican Guide to English Literature* (ed.)

Vivian de Solavinto: *Background to Victorian Poetry*.

Paper ENG 2ECC- Gender and Aesthetics II

Duration: 3 hrs.

Max. Marks: 100

The Syllabus aims at achieving the following objectives:

1. Prescribing a specific paper on women writers of different ages and nationalities,
2. To familiarise the students with the relationship between gender issues and their literary aesthetics,
3. Developing a critical understanding of gender issues in different literary periods and spaces.

Course Outcomes

- **Intersectional Understanding:** Students will develop an intersectional understanding of gender, exploring how race, class, culture, and other identities intersect with gender in shaping individual experiences and societal norms, as reflected in texts by authors such as Bell Hooks and Imtiaz Dharker.
- **Literary Analysis:** Students will analyze and interpret literary works by George Eliot, Elizabeth B. Browning, Charlotte Keatley, Buchi Emecheta, and Imtiaz Dharker, examining how these authors explore and challenge traditional gender roles, norms, and expectations.
- **Feminist and Gender Theory:** Students will engage with feminist and gender theories, including concepts such as intersectionality, postcolonial feminism, and queer theory, as applied to the analysis of literary texts and socio-political contexts.
- **Representation and Agency:** Students will explore representations of gender and agency in literature, considering how authors depict characters' struggles for self-

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expression, autonomy, and empowerment within the constraints of their socio-cultural environments.

- **Cultural and Global Perspectives:** Students will examine gender issues from diverse cultural and global perspectives, analyzing how authors like Buchi Emecheta and Imtiaz Dharker depict gender dynamics within specific cultural contexts and how these perspectives contribute to broader discussions on gender aesthetics.
- **Technological and Scientific Perspectives:** Students will engage with Donna Haraway's "A Cyborg Manifesto" to understand how technology and science intersect with gender and identity, exploring how these themes challenge and redefine traditional notions of gender and embodiment.
- **Critical Thinking and Analysis:** Students will develop critical thinking skills by critically analyzing texts through the lenses of gender and aesthetics, considering the socio-political implications and cultural significance of representations of gender in literature.
- **Ethical Considerations:** Students will consider ethical considerations related to gender representation and aesthetics, including issues of representation, voice, and ethical responsibilities of authors and critics in portraying diverse gender identities and experiences.

Candidates will be required to answer five questions in all: Question No. 1 is compulsory (four passages for explanation with reference to the context from the texts 3, 4 and 5) and four other questions.

1. Bell Hooks: Black Women and Feminism
2. George Eliot : *Mill on the Floss*
3. Elizabeth B. Browning: *Aurora Leigh*, Book II
4. Imtiaz Dharker: Choice; Purdah; I and II; Prayer; The Right Word
(from *The Terrorist at my Table*)
5. Charlotte Keatley: *My Mother Said I Never Should*
6. Buchi Emecheta: *Destination Biafra*
7. Donna Haraway: *A Cyborg Manifesto: Science, Technology and Socialist Feminism in the Late 20th Century (Simians Cyborgs and Woman: The Reinvention of Nature, Chapter 8)*

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Recommended Reading

Elaine Showalter: *A Literature of Their Own*

Elaine Showalter (Ed.): *The New Feminist Criticism*

Juliet Mitchell: *Psychoanalysis and Feminism*

Paper ENG 3 ECC – American Literature II

Duration: 3 hrs.

Max. Marks: 100

The Syllabus aims at achieving the following objectives:

1. Dispensing a primary knowledge about the background of American Literature in English,
2. Study of major canonical writers of American Literature,
3. Inclusion of two black writers to develop a parallel understanding.

Course Outcomes

- **Understanding Symbolism and Expressionism:** Students will gain an understanding of Symbolism and Expressionism as literary movements, analyzing how these movements influenced American literature during the 20th century.
- **Literary Analysis:** Students will analyze and interpret major works of American literature, including novels, plays, and poetry, by authors such as Alice Walker, Tennessee Williams, Toni Morrison, Ernest Hemingway, Wallace Stevens, and John Steinbeck, exploring themes, symbols, and techniques characteristic of each work.
- **Exploration of Identity and Race:** Students will explore themes of identity, race, and culture in American literature, particularly in works like Alice Walker's *The Color Purple* and Toni Morrison's *The Bluest Eye*, examining how these authors portray and critique societal norms and racial dynamics.
- **Representation of Gender and Sexuality:** Students will examine the representation of gender and sexuality in American literature, analyzing characters' experiences, relationships, and challenges as depicted in works such as Tennessee Williams' *Cat on a Hot Tin Roof* and Ernest Hemingway's *A Farewell to Arms*.
- **Social and Historical Contexts:** Students will understand the social and historical contexts that shaped American literature during the 20th century, including the impact of wars, social movements, economic changes, and cultural shifts on literary production and themes.

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- **Comparative Analysis:** Students will compare and contrast the themes, styles, and techniques used by different authors within American literature, identifying commonalities and differences across genres and periods.
- **Critical Thinking and Interpretation:** Students will develop critical thinking skills by analyzing texts through various literary lenses, considering how authors' choices in language, structure, and narrative technique contribute to the overall meaning and impact of the work.
- **Ethical and Moral Reflection:** Students will engage with ethical and moral considerations presented in American literature, including issues of social justice, ethics, and the portrayal of marginalized communities, critically evaluating how these themes are addressed and represented.

Candidates will be required to answer five questions in all.

1. Symbolism and Expressionism
2. Alice Walker: *Color Purple*
3. Tennessee Williams: *Cat on a Hot Tin Roof*
4. Toni Morrison: *The Bluest Eye*
5. Ernest Hemingway :*A Farewell to Arms*
6. Wallace Stevens: *The Emperor of Ice-Cream; Sunday Morning*
7. John Steinbeck: *The Pearl*.

Recommended Reading

Bloom, Harold. Ed. *Eugene O'Neill*. New York, Chelsea, 1987

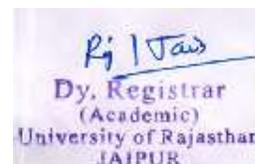
Bentley, Eric. *In Search of Theatre*. New York, Knop, 1953.

Baqohee, Shymal. Ed. *Perspectives on O'Neill: New Essays*. New York: University of Victoria, 1988.

Lewis, Allan *American Plays and Playwrightsof the Contemporary Theatre*. New York: Crown, 1965.

Mukherjee, Sujit, and D.V.K. Raghavacharyulu eds. *Indian Essays in American Literature*. Bombay Popular, 1969.

Ford, Boris. Ed. *The New Pelican Guide to English Literature*, Vol. 9.



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Paper ENG 4ECC – Postcolonial Literature II

Duration: 3 hrs.

Max. Marks: 100

The Syllabus aims at achieving the following objectives:

1. To develop a rudimentary understanding of postcolonial literature through different literary and critical texts,
2. Inclusion of writers from different national and cultural backgrounds to cherish a wide-ranging knowledge about postcolonial writers,
3. Understanding the historical and cultural background from the perspective of cultural studies.

Course Outcomes

- **Exploration of Postcolonial Themes:** Students will explore themes central to postcolonial literature, such as identity, displacement, cultural hybridity, resistance, and decolonization, as depicted in works by authors like R. Parthasarthy, Sri Aurobindo, Siddarth Gigoo, Les Murray, Judith Wright, Ben Okri, Amitav Ghosh, and Robin Cohen.
- **Literary Analysis:** Students will analyze and interpret literary works from diverse postcolonial contexts, including poetry, short stories, essays, and non-fiction, examining how these works reflect and respond to the legacies of colonialism and imperialism.
- **Global Perspectives:** Students will examine global perspectives on diaspora and migration as portrayed in literature and non-fiction, exploring how writers like Robin Cohen discuss the experiences of diasporic communities and their impact on global cultures and societies.
- **Environmental and Social Issues:** Students will engage with environmental and social issues through literature, particularly focusing on themes related to climate change, ecological sustainability, and social justice as discussed in Amitav Ghosh's *The Great Derangement*.
- **Postcolonial Theory and Criticism:** Students will engage with postcolonial theory and criticism, including concepts such as hybridity, subalternity, orientalism, and the politics of representation, applying these theories to analyze and interpret literary texts.

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- **Cultural Diversity and Representation:** Students will explore the diversity of cultures and voices within postcolonial literature, analyzing how authors negotiate and represent their cultural identities, histories, and lived experiences.
- **Comparative Analysis:** Students will compare and contrast literary works from different postcolonial contexts, identifying commonalities and differences in themes, styles, and narrative techniques, and understanding the diversity within postcolonial literature.

Candidates will be required to answer five questions in all: Question No. 1 is compulsory (four passages for explanation from the texts 1,2,3, and 4) and four other questions.

The following poems from *Ten Twentieth Century Indian Poets in English* ed. by R. Parthasarthy (OUP):

1. R. Parthasarthy – *from 'Exile' from 'Trial' from 'Homecoming'*
From *'River and Bridge'*:
2. Sri Aurobindo: *The Pilgrim of the Night, The Stone Goddess, Surreal Science, Despair on the Staircase*
3. SiddarthGigoo: *A Fistful of Earth (Short Story)*
4. Les Murray. *'Wilderness'*
Judith Wright: *'Woman to Man', 'Harp and the King', 'Nigger's Leap'*
5. Ben Okri: *The Famished Road*
6. Amitav Ghosh: *The Great Derangement: Climate Change and the Unthinkable*
7. Robin Cohen: *Global Diasporas (Chapter I: Introduction)*

Recommended Reading

Roberts, Neil. ed., *A Companion to Twentieth Century Poetry*, Blackwell, 2001

Mongia, Padmini, ed. *Contemporary Postcolonial Theory: A Reader*.



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Hutchings, Francis: *The Illustration of Permanence, British Imperialism in India*, Princeton University, 1967.

Innes, C.L. and LindfordBrenthReinmann, ed.: *Critical Perspectives on Chinua Achebe*, London, 1979.

Said, Edward: *Orientalism*

Fanon, Frantz: *The Wretched of the Earth*

M.K. Gandhi: *Home Rule*

Rajeev S.Patke: *Postcolonial Poetry in English*

Paper ENG 5 ECC (Elective Course Category)

Language and Elementary Linguistics

Duration: 3 hrs.

Max. Marks: 100

The Syllabus aims at achieving the following objectives:

1. Providing a basic background to the study of language, phonology, morphology and pragmatics,
2. To familiarise with the intricacies of linguistic study,
3. Learning of the basics of syntactics and semantics.

Course Outcomes

- **Fundamental Concepts of Linguistics:** Students will gain a foundational understanding of key concepts in linguistics, including phonetics, phonology, morphology, syntax, semantics, and pragmatics.
- **Language Structure and Analysis:** Students will analyze the structure of language at different levels (sounds, words, sentences), applying linguistic theories and methods to analyze and describe how languages are structured and how they function.
- **Language Variation and Change:** Students will explore the factors influencing language variation and change, including regional dialects, sociolects, and historical developments, and understand the principles of language variation across different contexts.
- **Language Acquisition:** Students will study theories and processes of first and second language acquisition, examining how children and adults acquire language skills, and understanding the role of environmental, cognitive, and social factors in language development.

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- **Sociolinguistics:** Students will examine the relationship between language and society, exploring topics such as language attitudes, language planning and policy, language and identity, multilingualism, and language maintenance and shift.
- **Psycholinguistics:** Students will explore the cognitive processes involved in language comprehension, production, and acquisition, studying topics such as language processing, language disorders, bilingualism, and the neurological basis of language.
- **Practical Applications:** Students will apply linguistic concepts and theories to analyze real-world language data, developing practical skills in linguistic analysis, including transcription, data collection, and interpretation.
- **Critical Thinking and Problem Solving:** Students will develop critical thinking skills by evaluating and synthesizing linguistic research, theories, and data, and applying analytical skills to solve linguistic problems and challenges.
- **Interdisciplinary Connections:** Students will recognize the interdisciplinary nature of linguistics, exploring its connections with psychology, anthropology, sociology, computer science, education, and other fields, and understanding how linguistic knowledge informs and intersects with various disciplines.
- **Ethical Considerations:** Students will consider ethical considerations in linguistic research and practice, including issues related to language rights, linguistic diversity, and the ethical responsibilities of linguists in working with diverse language communities.

Candidates will be required to answer five questions in all with Internal Choice.

1. Language, its Nature (Vis-à-vis other form of Communication, Major features of Language (7 features)
2. Phonetics: Organs of speech and their functions, Speech sounds (Major diversions: Vowels, Consonants, Diphthongs, Consonant Clusters)
3. Phonology (Phonemes, Allophones), English speech sounds, IPA aymbols (Transcription Practice), Syllables, Supra Segmentals:

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Stress (Stress shift, Compound word stress), Intonation (tones, pitch), Juncture

4. Morphology: Morpheme, Morph, Allomorph, Vocabulary: Word-formation (Inflection, Derivation, Clipping, Blends, Borrowing)
5. Syntactic Categories, constituents & Structure of Sentence
6. Theories of meaning, meaning relationships, compositionality of meaning
7. Pragmatics and Discourse Analysis

Recommended Reading:

Akmajjan Adrian & others. Linguistics: An Introduction to Language and Communication. New Delhi: Prentice-Hall of India (Fourth Edition)

Rajimwale Sharad. Elements of General Linguistics. Vol. 1 & 2. New Delhi: Rama Brothers

Eckert, Penelope and Sally McConnell-Ginet. 2003. Language and Gender. Cambridge University Press.

Fromkin, Victoria, Robert Rodaman, and Nina Hyams. 2017. An introduction to the study of language. Boston, MA: Cengage. (Eleventh Edition)

Hall, Christopher J, Patrick H Smith and Rachel Wicaksono. 2011. Mapping applied linguistics: A guide for students and practitioners. New York: Routledge.

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Department of English
University of Rajasthan, Jaipur

**M. A. (Final) English
Semester Scheme (2023-2024)
Scheme of Examination
Semester III**

Semester III & IV

Each Semester will have six papers. There will be a total of Twelve Papers in III & IV Semester

III Semester = Papers 901, 902, 903 Compulsory and 3 Electives

IV Semester = Papers X01, X02, X03 (Compulsory) and 3 Elective

Each Semester of P G Course shall be of 36 credits, i.e. 144 credits in all the Four Semesters taken together.

15 hours comprises 1 credit. Each paper will be of 6 credits.

There will be 4 hours of Lectures = 4 credits

There will be 1 hour Tutorial = 1 credit

There will be 1 hour of interactive B&M = 1 credits

B&M= Background and Movement

Group Discussion, Audio Visual Aids, Literary Activities, Literary Quiz

ENG 901CCC (Compulsory Course Category)

Literary Criticism and Theory I

Duration: 3 hrs.

Max. Marks: 100

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(Academic)
University of Rajasthan
JAIPUR

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The Syllabus aims at achieving the following objectives:

1. Involving the students with the critical rubrics of literature,
2. Study of major critical texts from classical to the contemporary period,
3. Inclusion of a text from the Indian classical criticism.

COURSE OUTCOMES

•**Critical Analysis:** Students will develop skills in critically analyzing literary texts through various theoretical lenses, including classical, neoclassical, Romantic, modernist, feminist, and postcolonial perspectives.

•**Historical Understanding:** They will gain a deeper understanding of the historical contexts that shaped literary theory and criticism across different periods.

•**Application of Theory:** Students will apply theoretical concepts to analyze and interpret literary texts, enhancing their ability to engage with literature from diverse cultural and ideological perspectives.

•**Synthesis of Ideas:** They will synthesize ideas from different theoretical frameworks to form nuanced interpretations of literary works, fostering a deeper appreciation of literature's complexity and diversity.

•**Critical Thinking and Writing Skills:** Through discussions, essays, and presentations, students will enhance their critical thinking and writing skills, demonstrating their ability to articulate and defend literary interpretations informed by theoretical knowledge.

Candidates will be required to answer five questions in all.

1. Aristotle: *Poetics* (Penguin)
2. Bharata: *Natyashastra* (Chapter I) The Origin of Natyashastra, Rasa Theory With translated excerpts(Chapter 6) (from *Abhinavbhartied.* J.L. Mason)
3. Pope: *Essay on Criticism* (from *English Critical Texts*, ed. Enright and Chickera)
4. Mathew Arnold: *The Study of Poetry*(from *English Critical Texts*, ed. Enright and Chickera)
5. T.S. Eliot: Tradition and The Individual Talent (from *English Critical Texts*, ed. Enright and Chickera)

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6. Edward Said: Introduction (Orientalism)

Ali Behdad: On Globalization, Again!

ENG902 CCC – Twentieth Century Literature I

Duration: 3 hrs.

Max. Marks: 100

The Syllabus aims at achieving the following objectives:

1. To familiarize the student with the socio-historical and political background of the modern and postmodern poetry, drama and fiction,
2. Inclusion of major canonical texts to manifest the different philosophical insights of the modern period.

Course Outcomes

- **Literary Analysis Skills:** Students will develop advanced skills in literary analysis, including close reading, interpretation of texts, and application of literary theory to poetry and drama.
- **Critical Thinking and Writing:** They will enhance their critical thinking and writing abilities through essays and discussions that analyze and critique the texts studied.
- **Cultural and Historical Understanding:** Students will gain a deeper understanding of the cultural, historical, and philosophical currents that shaped 20th-century literature, poetry, and drama.
- **Appreciation of Artistic Expression:** They will cultivate an appreciation for the diverse forms of artistic expression in poetry and drama, exploring how these forms reflect and respond to their respective contexts.
- **Communication Skills:** Through presentations and discussions, students will improve their ability to articulate their interpretations and engage in scholarly discourse about literature.

Candidates will be required to answer five questions in all: Question No. 1 is compulsory (four passages for explanation with reference to the context from the texts 3,4,5, and 6) and four other questions.



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1. Irish Movement and Theater of the Absurd
Samuel Beckett: *Waiting for Godot*
2. G. B. Shaw: *Doctor's Dilemma*
J.M. Synge: *Riders to the Sea* (ed. Anniah Gowda)
3. W.B. Yeats: (From *A Pocket Book of Modern Verse* ed. O. Williams):
When You are Old, To a Shade, A Bronze Head, Lapis
Lazuli, Nineteen Hundred and Nineteen, Sailing to Byzantium
4. T.S. Eliot: *The Waste Land*
5. Philip Larkin: Toad, Coming, At Grass, The Whitsun Wedding
6. Ted Hughes: Pike, View of a Pig, Hawk Roosting, Thistles
7. Doris Lessing: *Summer Before the Dark*

Recommended Reading:

PramodK.Nayar – *A Short History of English Literature*
Martin Esslin – *Theatre of the Absurd*
S. Matterson – *Studying Poetry*.
Judith Butter – *Gender Trouble*

ENG 903 CCC – Indian Writing in English I

Duration: 3 hrs.

Max. Marks: 100

The Syllabus aims at achieving the following objectives:

1. A specific paper on the literary texts by Indian writers, about India,
2. Inclusion of a writer from the North-east India to establish diversity,
3. Familiarizing the students with the socio-political and historical background of Indian literature in English.

Course Outcomes

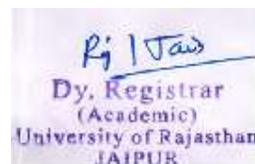


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- **Historical Context and Emergence:** Students will gain an understanding of the historical context and the emergence of Indian Writing in English from the 1820s to the present, exploring the socio-political factors, literary movements, and influences that shaped the development of this literary tradition.
- **Major Authors and Works:** Students will study and analyze works by major Indian authors writing in English, such as Raja Rao's *Kanthapura*, Rabindranath Tagore's *Home and the World*, Mamang Dai's *The Black Hill*, R.K. Narayan's *Grandmother's Tales*, Amitav Ghosh's *Calcutta Chromosome*, and Debjani Ganguly's critical work *The Language Question in India*.
- **Themes and Issues:** Students will explore recurring themes and issues in Indian Writing in English, including identity, nationalism, colonialism, postcolonialism, cultural hybridity, gender, and social justice, as depicted in the selected texts.
- **Literary Techniques and Styles:** Students will analyze the literary techniques, narrative styles, and aesthetic innovations employed by Indian authors writing in English, examining how these authors adapt Western literary forms while infusing indigenous cultural elements and languages into their writing.
- **Regional and Cultural Diversity:** Students will explore the diversity of regional and cultural perspectives represented in Indian Writing in English, examining how authors from different regions of India depict local histories, traditions, and socio-political landscapes in their works.
- **Critical Engagement:** Students will engage critically with primary texts and secondary sources, including literary criticism and scholarly analysis, to deepen their understanding of the themes, contexts, and artistic merits of Indian Writing in English.
- **Global and Local Receptions:** Students will examine the reception of Indian Writing in English both within India and globally, considering how these texts are received, interpreted, and valued in different cultural and literary contexts.
- **Postcolonial Perspectives:** Students will analyze Indian Writing in English from postcolonial perspectives, considering how these texts negotiate, challenge, and subvert colonial legacies and contribute to postcolonial discourse and literary theory.

Candidates will be required to answer five questions in all

1. Emergence and Growth of Indian Writing in English 1820s to the Present
2. Raja Rao: *Kanthapura*
3. Rabindranath Tagore: *Home and the World*



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4. Mamang Dai: *The Black Hill* (2014)
5. R.K Narayan: *Grandmother's Tales*
6. Amitav Ghosh: *Calcutta Chromosome*
7. Debjani Ganguly: *The Language Questions in India*

Recommended Reading:

- S. Pandey – *Contemporary Poets in English*.
A Nandy – *Re-Imagining India and Other Essays*.
G. Devy – *Literary Criticism*.
S. Matterson – *Studying Poetry*.
R. Kumar – *Dalit Personal Narratives*.
P. Rubel – *Translating Culture*.
V. Pecora – *Nations and Identities*.
Ato Quayson: The Cambridge History of Postcolonial Literature

Optional Papers: Candidates are required to choose three papers from the following Options.

**ENG 1 ECC (Elective Course Category)
Literary and Cultural Studies In India**

Duration: 3 hrs.

Max. Marks: 100

The Syllabus aims at achieving the following objectives:

1. Widening the scope of literary studies, introducing it with the discipline of cultural studies,
2. Interdisciplinary study of texts,
3. Deliberation on contemporary issues of cultural significance in India.

Course Outcomes

- **Critical Engagement with Texts:** Students will engage critically with diverse literary and cultural texts from India, including A.K. Ramanujan's essay "Three Hundred Ramayanas", Salman Rushdie's novel *The Moor's Last Sigh*, and various scholarly articles and essays by contemporary Indian intellectuals.

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- **Interdisciplinary Approach:** Students will explore the interdisciplinary nature of literary and cultural studies, integrating perspectives from literature, history, sociology, gender studies, and postcolonial theory to analyze and interpret texts and cultural phenomena.
- **Cultural Diversity and Representation:** Students will examine the diversity of cultural expressions and identities in India, analyzing how authors and intellectuals address issues of identity, politics, religion, caste, gender, and sexuality in their works.
- **Postcolonial and Subaltern Perspectives:** Students will apply postcolonial and subaltern perspectives to their analysis of texts, considering how these perspectives challenge dominant narratives and amplify marginalized voices within Indian literary and cultural discourses.
- **Feminist and Gender Studies:** Students will explore feminist theories and gender studies within the context of Indian culture and society, analyzing texts such as Nivedita Menon's "Recovering Subversion", Sharmila Rege's "A Dalit Feminist Standpoint", and Shohini Ghosh's essay on feminism and censorship.
- **Political and Social Contexts:** Students will understand the political and social contexts that shape literary and cultural production in India, examining how authors and intellectuals respond to and critique socio-political issues through their writings.
- **Global and Local Intersections:** Students will examine the intersections of global and local influences in Indian literature and culture, considering how globalization, diaspora, and transnationalism impact literary and cultural identities and expressions.

Candidates will be required to answer five questions in all.

1. A.K. Ramanujan: Three Hundred Ramayanas: Five Examples and Three Thoughts on Translation
2. Salman Rushdie: The Moor's Last Sigh
3. Sunil Khilnani: The Idea of India Chapter 1
4. Nivedita Menon: "Recovering Subversion", Recovering Subversion: Feminist Politics Beyond the Low (2004) 204-245
5. Sharmila Rege: "A Dalit Feminist Standpoint" Gender and Caste, ed. By Anupama Rao (2003) 90-101

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6. Shohini Ghosh: “The Troubled Existence of Sex and Sexuality: Feminist Engage with Censorship: Essays in Contemporary Indian Feminism ed by Brinda Bose (2006) 233-259
7. Akshay Khanna: “Introduction”, Sexualness (2016) 1-76

Recommended Reading:

Christopher, K.W.: Rethinking Cultural Studies: A Study of Roymond Williams and Edward Said, Rawat Publications 2000
Clifford, Greetz: The Interpretation of Cultures, Basic Books (1973)
During, Simon: The Cultural Studies Reader, Routledge 1993
Jeffrey AC and Sudmon (eds): Culture and Society: Contemporary Debates, Cambridge University Press 1990
NayarPramod: Contemporary Literary and Cultural Theory: From Structuralism to Eco-Criticism Pearson 2010
Gopal Guru: “Dalit Women Talk Differently” Gender and Caste edAnupamaRao
A Revathi: A Life in Transactivismas hold to Nandini Mural

ENG Elective 2ECC –Minority Literature

Duration: 3 hrs.

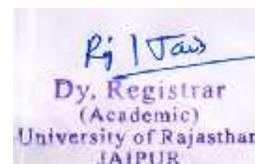
Max. Marks: 100

The Syllabus aims at achieving the following objectives:

1. Study of the literature of the fringes and peripheries,
2. Inclusion of the critical texts apropos of minority literature,
3. To acquaint students with different critical perpectives related to contemporary literary study.

Course Outcomes

- **Understanding Minor Literature:** Students will gain an understanding of the concept of minor literature as discussed by Gilles Deleuze and Félix Guattari, exploring its characteristics, forms of expression, and its relationship with dominant languages and cultures.

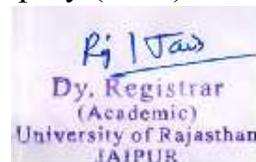


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- **Geographies of Anger:** Students will analyze Arjun Appadurai's exploration of fear and anger in the context of small numbers and minority groups, examining how geopolitical factors shape minority experiences and identities.
- **Secular Criticism and Minority Culture:** Students will engage with Aamir Mufti's discussion on Edward Said's secular criticism and its implications for understanding minority cultures, particularly in the context of cultural identity and representation.
- **Literary Representations:** Students will analyze literary works by authors such as Datta Bhogat, L.S. Rorade, Prakash Kharat, Woman Hoval, and Baburao Bagul, examining how these writers depict and explore themes of minority experience, identity, resistance, and agency.
- **Intersectional Perspectives:** Students will explore intersectional perspectives within minority literature, considering how factors such as race, ethnicity, gender, class, religion, and sexuality intersect to shape individual and collective experiences within minority communities.
- **Critical Engagement:** Students will develop critical thinking skills by critically analyzing primary texts and secondary sources, evaluating theoretical frameworks, literary techniques, and the socio-political contexts of minority literature.
- **Ethical Considerations:** Students will consider ethical considerations in the study and representation of minority literature, including issues related to authenticity, voice, representation, and the ethical responsibilities of writers and critics.
- **Global and Local Contexts:** Students will examine minority literature within both global and local contexts, exploring how global movements, migrations, diasporas, and transnational identities influence literary production and reception.

Candidates will be required to answer five questions in all.

1. Gilles Deleuze and Felix Guattari: "What is a Minor Literature",
Kafka Towards a Minor Literature, The Norton Anthology of Theory
and Criticism ed by Vincent B. Leitch (New York 2001)
2. Arjun Appadurai: "Fear of Small Numbers", in Fear of Small
Numbers: An Essay on the Geography of Anger (Durham and
London: Duke U.P. 2006) Excerpt 49-65 and 82-85
3. Aamir Mufti: "Auerbach in Istanbul: Edward Said, Secular Criticism
and the Question of Minority Culture Critical Inquiry (1998) 95-125



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4. Datta Bhogat: Routes and Escape-Routes (From YatraVol 111)
5. L.S. Rorade: To be or Not to be Born
6. Prakash Kharat: The Sky with its Eyes Closed
7. (A). Woman Hoval: The Storeyed House
(B) Baburao Bagul: Dalit Literature is but Human Literature

Recommended Reading:

Dangle, Arjun: Poisoned Bread, Orient Longman, 2009

Kumar, R: Dalit Personal Narrative, Orient Blackswan, 2011

Thord: Dalits in India, Search for a Common Destiny Sage Publication, 2009

Himbale, Sharan Kumar: Forward, Aesthetics of Dalit Literature, Orient Language 2004

ENG Elective 3ECC – American Literature III

Duration: 3 hrs.

Max. Marks: 100

The Syllabus aims at achieving the following objectives:

1. Dispensing a primary knowledge about the background of American Literature in English,
2. Study of major canonical writers of American Literature,
3. Inclusion of two black writers to develop a parallel understanding.

Course Outcomes

• **Historical and Cultural Context:** Students will understand the historical and cultural contexts of the American Renaissance and Transcendentalism, including their influences on literature, art, philosophy, and social movements during the 19th century in America.

• **Major Authors and Works:** Students will study and analyze works by major authors associated with American Renaissance and Transcendentalism, including Ralph Waldo Emerson's essays "The Snow Storm" and "The Problem", Walt

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Whitman's preface to *Leaves of Grass*, "Crossing Brooklyn Ferry", and "I hear It Charged Against Me", and selections from Henry David Thoreau's *Walden*.

- **Transcendentalist Philosophy:** Students will explore Transcendentalist philosophy and its themes of individualism, nature, self-reliance, and spirituality, analyzing how these themes are expressed in literary works and essays of the period.
- **Literary Analysis:** Students will analyze literary techniques and styles used by American Renaissance and Transcendentalist writers, examining how these authors innovate in form and content to reflect their philosophical ideals and social critiques.
- **Representation of American Identity:** Students will examine how American Renaissance and Transcendentalist writers represent and critique American identity, society, and culture, exploring issues such as democracy, the frontier spirit, and the pursuit of the American Dream.
- **Critical Reception and Influence:** Students will explore the critical reception and enduring influence of American Renaissance and Transcendentalist literature, considering how these works have shaped American literary traditions and influenced subsequent generations of writers.
- **Comparative Analysis:** Students will compare and contrast the themes, styles, and ideologies of American Renaissance and Transcendentalist writers, identifying commonalities and differences in their approaches to literature and philosophy.
- **Ethical and Moral Reflection:** Students will consider ethical and moral reflections present in American Renaissance and Transcendentalist literature, including issues related to individualism, social justice, environmental ethics, and the role of literature in societal transformation.

Candidates will be required to answer five questions in all: Question No. 1 is compulsory (four passages for explanation with reference to the context from the texts 2,3,4 and 5) and four other questions.

1. American Renaissance and Transcendentalism

From *American Literature of Nineteenth and Twentieth Century*,
ed. W.J. Fisher et. al (Eurasia):

2. R.W. Emerson: The Snow Storm, The Problem

(From *American Literature of the Ninetieth Century* Fisher
Samuelson Reninger, Euresia Publishing Delhi).



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3. Walt Whitman: (i) Preface to the Leaves of Grass

(ii) Crossing Brooklyn Ferry

(iii) I hear It Charged Against Me

(From *American Literature of the Twentieth Century*, ed. E.S.

Oliver et. al) (Eurasia)

4. Thoreau : From *Walden* : “Where I lived and What I lived for”

5. Lorraine Hansberry: *A Raisin in the Sun*

6. Gloria Naylor : *Mama Day*

7. Richard Wright : *The Native Son*

ENG Elective 4ECC - Postcolonial Literatures III

Duration: 3 hrs.

Max. Marks: 100

The Syllabus aims at achieving the following objectives:

1. To develop a rudimentary understanding of postcolonial literature through different literary and critical texts,
2. Inclusion of writers from different national and cultural backgrounds to cherish a wide-ranging knowledge about postcolonial writers,
3. Understanding the historical and cultural background from the perspective of cultural studies.

Course outcomes

• **Exploration of Diverse Postcolonial Voices:** Students will explore and analyze literary works by diverse authors from postcolonial contexts, including Ismat Chughtai, V.S. Naipaul, Chimamanda Ngozi Adichie, Aimé Césaire, Michel Ondaatje, Buchi Emecheta, and critical perspectives by Bill Ashcroft.

• **Historical and Cultural Contexts:** Students will understand the historical, social, and political contexts that shape postcolonial literatures, examining how these contexts influence the themes, narratives, and forms of expression in the selected texts.

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- **Representation of Postcolonial Identities:** Students will analyze how postcolonial literatures represent and negotiate identities, including issues of race, ethnicity, gender, religion, and cultural hybridity, exploring how these authors challenge and reshape colonial and postcolonial narratives.
- **Colonial and Postcolonial Power Dynamics:** Students will examine power dynamics between colonizers and colonized, and how these dynamics are portrayed and critiqued in postcolonial literatures, considering themes of resistance, decolonization, and cultural autonomy.
- **Literary Techniques and Innovation:** Students will analyze the literary techniques and innovations employed by postcolonial authors, such as narrative structure, language use, symbolism, and intertextuality, to explore how these techniques contribute to the portrayal of postcolonial experiences and perspectives.
- **Global and Local Perspectives:** Students will explore the global and local dimensions of postcolonial literatures, examining how these texts reflect both universal human experiences and specific regional or national contexts within the broader framework of global postcolonialism.
- **Critical Theory and Interpretation:** Students will engage with critical theories and methodologies relevant to the study of postcolonial literatures, including postcolonial theory, feminism, cultural studies, and diaspora studies, applying these theories to analyze and interpret the texts.

Candidates will be required to answer five questions in all.

1. Ismat Chughtai– *A Life in Words*
2. V.S. Naipaul: *Among the Believers: An Islamic Journey*
3. Chimamanda Ngozi Adichie: *Half of a Yellow Sun*
4. Aime Cesaire: *A Season of the Congo*
5. Michel Ondattji *English Patient*
6. Emecheta, Buchi. *The New Tribe (2000)*
7. Bill Ashcroft: *The Sacred in Australian Culture*

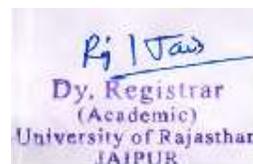
ENG 5 ECC – Research Methodology

Duration: 3 hrs.

Max. Marks: 100

The Syllabus aims at achieving the following objectives:

1. Providing a preliminary knowledge about dos and don'ts in research



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2. Study of MLA style sheet (9th edition) as standard guideline in preparing research articles,
3. Learning how to write a research paper,
4. Familiarizing with the basic ethics of research and how to avoid plagiarism.

Course Outcomes

- **Understanding Literary Research:** Students will understand the concept of literary research, exploring various methodologies and approaches used in English studies, including textual analysis, archival methods, discourse analysis, and creative writing as research methods.
- **Research Methodologies in English Studies:** Students will familiarize themselves with different research methodologies such as textual analysis for interpreting literary texts, archival methods for historical research, discourse analysis for studying language in context, and creative writing as a method of inquiry and expression in literary studies.
- **Introduction to Research Methodology:** Students will grasp the fundamentals of research methodology, including formulating research questions, conducting literature reviews, collecting data from primary and secondary sources, and analyzing data for interpretation and argumentation.
- **Components and Requirements of Research:** Students will learn the components required for scholarly research in English studies, including preparing research proposals or synopses, writing research papers, theses, and dissertations according to academic standards.
- **Research Tools and Documentation:** Students will be equipped with practical skills in using research tools such as the MLA Style Sheet for documentation and citation, ensuring adherence to academic conventions and standards in writing and publishing.
- **Ethical Considerations:** Students will understand the ethical considerations in literary research, including issues related to plagiarism, intellectual property, and ethical conduct in conducting and reporting research findings.
- **Evaluation Methods:** Students will demonstrate their learning through presentations of research proposals for internal assessment and term papers for final evaluation, showcasing their ability to apply research methodologies effectively and communicate research findings persuasively.

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Candidates have to attempt five questions in all with a provision for internal choice.

1. What is literary research? (This unit incorporates following essays from Research Methods in English Studies: Gabriele Griffin)
Textual Analysis as a Research Method (Catherine Belsey)
Archival Methods (Carolyn Steedman)
Discourse Analysis (Gabriele Griffin),
2. Creative Writing as a Research Method (Jon Cook)
3. Introduction to research methodology (Research, Hypothesis. Analysis of data and interpretation
 - Research question
 - Review of Literature
 - Data collection-Primary and Secondary Sources
4. Components and Requirements
 - Research Proposal/Synopsis
 - Research Paper
 - Thesis/Dissertation
5. Research tools
 - MLA Style Sheet (Latest Edition)
6. Ethics in Research and Plagiarism
7. Evaluation
 - Presentation/Research Proposals for internal assessment
 - Term Paper for final evaluation

Recommended Reading:

Research Methods in English Studies: Gabriele Griffin

Research Methodology: Methods and Techniques: C.R. Kothari

Research Methods in English: M.P. Sinha

Academic Writing: A Handbook for International Students:

Stephen Bailey

MLA handbook for Writers of Research Paper: Latest edition



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M. A. (Final) English
Semester Scheme (2023-2024)
Scheme of Examination
Semester IV

Paper ENG X01CCC (Compulsory Course Category)

Literary Criticism and Theory II

The Syllabus aims at achieving the following objectives:

1. Study of contemporary theory to inculcate different critical standpoints in students,
2. Reading of literary texts with different theoretical perspectives,
3. Inclusion of diaspora theory for cross-cultural study.

Course Outcomes

- **Understanding Longinus' On the Sublime:** Students will understand and analyze Longinus' theory of the sublime, exploring its impact on literary criticism and its relevance to the interpretation of literary texts.
- **Postcolonial Theory and Discourse:** Students will engage with Homi K. Bhabha's concept of stereotype, discrimination, and colonial discourse, analyzing how these ideas shape literary and cultural representations in postcolonial contexts.
- **Literary and Cultural Identity:** Students will explore Salman Rushdie's exploration of imaginary homelands, examining the intersection of literature, identity, and cultural politics in the context of diaspora and postcolonialism.
- **Gender and Sexuality Studies:** Students will critically engage with Judith Butler's theories on gender, sex, and desire from her seminal work *Gender Trouble*, analyzing how these ideas challenge conventional notions of identity and representation in literature.
- **Postcolonial Perspectives:** Students will study Bill Ashcroft et al.'s *The Empire Writes Back*, focusing on Chapter I, to understand postcolonial literature's critical interventions, perspectives, and literary strategies in response to colonialism and imperialism.

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- **Authorship and Power:** Students will analyze Michel Foucault's essay "What is an Author?" to understand how the concept of authorship shapes literary criticism and theory, particularly in relation to power, discourse, and interpretation.
- **Cultural Identity and Diaspora:** Students will explore Stuart Hall's theories on cultural identity and diaspora, examining how these concepts influence literary criticism and contribute to understanding cultural hybridity, globalization, and transnationalism.
- **Critical Analysis and Application:** Students will develop skills in critically analyzing literary texts through various theoretical frameworks and methodologies introduced in the course, applying these theories to interpret and critique literary works.

Duration: 3 hrs.

Max. Marks: 100

Candidates will be required to answer five questions in all.

1. Longinus: *On the Sublime*
2. Homi K. Bhabha: *The Other Question: Stereotype, Discrimination and the Discourse of Colonialism (The Location of Culture, Ch. 3)*
3. Salman Rushdie: *Imaginary Homelands* (Chapter – I)
4. Judith Butler: *Subjects of Sex/Gender/Desire* (Gender Trouble, Chapter 1)
5. Bill Ashcroft et al.: *The Empire Writes Back* (Chapter I)
6. Michel Foucault: *What is an Author?*
7. Stuart Hall: *Cultural Identity and Diaspora*

Recommended Reading:

W. Harris : *Dictionary of Concepts in Literary Criticism and Theory.*

E. Nelson: *Writers of the Indian Diaspora.*

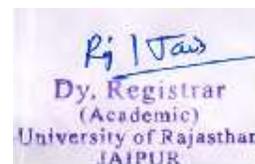
P. Riley: *Language Culture and Identity*

L. Jones: *Research and Gender.*

M. Humm: *Dictionary of Feminist Theory.*

J. McLeod: *Routledge Companion to Postcolonial Studies.*

Jonathan Culler: *Introduction to Literary Theory*



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**Paper ENG X02 CCC (Compulsory Core Category)
Twentieth Century Literature II**

Duration: 3 hrs.

Max. Marks: 100

The Syllabus aims at achieving the following objectives:

1. To familiarize the students with socio-political and historical background of the modern and postmodern period,
2. Inclusion of major canonical texts to manifest the different philosophical insights of the modern and post modern period,
3. Intertextual study of modern and post-colonial eras.

Course Outcomes

- **Understanding Modernism:** Students will understand the characteristics and themes of Modernist literature, including experimentation with form, fragmented narratives, subjective perceptions of reality, and a focus on individual consciousness and existential angst.
- **Impressionism and Stream of Consciousness:** Students will analyze the techniques of Impressionism and Stream of Consciousness as literary styles employed by authors such as Virginia Woolf and D.H. Lawrence, examining how these techniques depict the inner workings of the mind and subjective experiences.
- **George Orwell's Essays:** Students will engage with George Orwell's essays from *Inside the Whale and Other Essays*, such as "Down the Mine" and "Shooting an Elephant", exploring Orwell's social commentary, political critique, and personal reflections within the context of 20th-century literature.
- **Virginia Woolf's To the Lighthouse:** Students will analyze Virginia Woolf's novel *To the Lighthouse*, focusing on its experimental narrative techniques, portrayal of consciousness, and themes of memory, time, and the passage of life.
- **D.H. Lawrence's Short Stories:** Students will study D.H. Lawrence's short stories, including "Love among the Haystacks", examining Lawrence's exploration of human relationships, sexuality, and the natural world through Modernist and impressionistic lenses.
- **E.M. Forster's A Passage to India:** Students will analyze E.M. Forster's novel *A Passage to India*, exploring its critique of British colonialism, cultural misunderstandings, and the complexities of identity and friendship in the context of British India.

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• **V.S. Naipaul's India: A Wounded Civilization:** Students will critically engage with V.S. Naipaul's non-fiction work, *India: A Wounded Civilization*, analyzing Naipaul's observations on postcolonial India, cultural disintegration, and identity crisis in a changing socio-political landscape.

• **Angus Wilson's Hemlock and After:** Students will explore Angus Wilson's novel *Hemlock and After*, examining its portrayal of post-war Britain, social realism, and psychological depth through the lens of Modernist and impressionistic narrative techniques.

Candidates will be required to answer five questions in all.

1. Modernism, Impressionism and Stream of Consciousness
2. George Orwell: (*From Inside the Whale and Other Essays, Delhi: Penguin*) Down the Mine, Shooting an Elephant
3. Virginia Woolf: *To the Lighthouse*
4. D.H. Lawrence: *Love among the Haystacks and other Stories (Penguin)*
5. E.M. Forster: *A Passage to India*
6. V.S. Naipaul – *India: A Wounded Civilization*
7. Angus Wilson: *Hemlock and After*

Recommended Reading :

Northrop Fry: *Twentieth Century Literature*

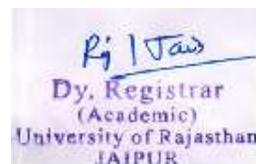
**Paper ENG X03 CCC (Compulsory Core Category)
Indian Writing in English II**

Duration: 3 hrs.

Max. Marks: 100

The Syllabus aims at achieving the following objectives:

1. A specific paper on the literary texts by Indian writers, about India,
2. Inclusion of critical texts for understanding India and its tradition,
3. Familiarizing the students with the socio-political and historical background of Indian literature in English.



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Course Outcomes

- **Understanding the Progressive Writers Movement:** Students will understand the historical and literary significance of the Progressive Writers Movement in India, exploring its objectives, themes, and impact on Indian literature in English.
- **Bankim Chandra Chatterjee's Anandmath:** Students will analyze Bankim Chandra Chatterjee's novel *Anandmath*, examining its portrayal of nationalism, colonial resistance, and socio-cultural themes, and its influence on Indian literature and independence movements.
- **Gauri Viswanathan's Masks of Conquest:** Students will engage with Gauri Viswanathan's scholarly work *Masks of Conquest: Literary Study and British Rule in India*, exploring its analysis of colonialism's impact on Indian literature, identity formation, and cultural resistance during the British Raj.
- **Premchand's Godan:** Students will study Premchand's novel *Godan*, focusing on its depiction of rural India, social realism, caste dynamics, and themes of poverty, exploitation, and moral dilemmas, reflecting the ethos of the Progressive Writers Movement.
- **Sri Aurobindo's The Renaissance in India:** Students will explore Sri Aurobindo's treatise *The Renaissance in India*, analyzing his vision of cultural and spiritual revival, nationalism, and the role of literature in shaping India's cultural identity and socio-political consciousness.
- **Amitav Ghosh's The Hungry Tide:** Students will critically engage with Amitav Ghosh's novel *The Hungry Tide*, examining its portrayal of ecological issues, human-nature relationships, cultural encounters, and identity in the context of contemporary India, reflecting postcolonial and environmental concerns.
- **Saadat Hasan Manto's Toba Tek Singh:** Students will analyze Saadat Hasan Manto's short story *Toba Tek Singh*, exploring its critique of partition, communal tensions, and human suffering, reflecting the socio-political realities of pre- and post-Partition India.

Candidates will be required to answer five questions in all..

1. Progressive Writers Movement
2. Bankim Chandra Chatterjee: *Anandmath*



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3. Gauri Viswanathan: *Masks of Conquest: Literary Study and British Rule in India*

4. Premchand: *Godan*

5. Sri Aurobindo: *The Renaissance in India*

6. Amitav Ghosh – *The Hungry Tide*

7. Saadat Hasan Manto: *Toba Tek Singh*

Recommended Reading

Indian Novels in English

J. Sanga: *South Asian Novelists in English*.

J. Hawthorn: *Studying the Novel*.

Jasbir Jain (ed.) : *Writers of the Indian Diaspora*.

Vivian de Solavinto: *Background to Victorian Poetry*.

Optional Papers: Candidates are required to choose three papers from the following Options.

Paper ENG 1ECC – (Elective Course Category)

COMPARATIVE LITERATURE

Duration: 3 hrs.

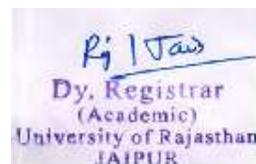
Max. Marks: 100

The Syllabus aims at achieving the following objectives:

1. Introduction of a new paper to familiarize the students with one of the newly emerging canons of study,
2. Comparative study of texts, movements and cultures,
3. Inclusion of texts overlapping cultures and nationalities.

Course Outcomes

• **Understanding Comparative Literature:** Students will understand the scope and methodologies of Comparative Literature through the insights provided by Amiya Dev and Sisir Kumar Ghose in their introduction to *Comparative Literature: Theory and Practice*.



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- **Literary Perspectives on Ethics and Truth:** Students will analyze Leo Tolstoy's essays on ethics and truthfulness, juxtaposed with Rabindranath Tagore's reflections on nationalism in India, exploring diverse cultural and philosophical perspectives.
- **Drama and Identity:** Students will critically engage with Luigi Pirandello's *Six Characters in Search of an Author* and Badal Sircar's *Evam Indrajit*, examining how these plays depict themes of identity, existentialism, and the blurred lines between reality and fiction.
- **Autobiography and Cultural Identity:** Students will analyze Claude Brown's *Manchild in the Promised Land* and Sally Morgan's *My Place*, exploring themes of cultural identity, race relations, and personal narratives in the context of autobiography and memoir.
- **Poetry of Resistance and Reflection:** Students will study Faiz Ahmed Faiz's poems "We who were executed" and "A Prison Evening", alongside Pablo Neruda's "Ode to Hope" and "The Portrait in the Rock", analyzing how these poets articulate themes of resistance, hope, and human experience.
- **Comparative Literary Analysis:** Students will develop skills in comparative literary analysis, exploring connections and contrasts across different literary traditions, genres, and cultural contexts, and evaluating how texts engage with universal themes and socio-political issues.
- **Cultural and Historical Contexts:** Students will contextualize literary works within their historical, social, and political contexts, gaining insights into how literature reflects and shapes cultural identities, ideologies, and societal changes.
- **Critical Interpretation and Argumentation:** Students will enhance their ability to critically interpret texts, formulate analytical arguments, and support their interpretations with textual evidence and theoretical insights drawn from Comparative Literature studies.

Candidates will be required to answer five questions in all: Question No. 1 is compulsory (four passages for explanation with Reference to the Context from the texts 3, 4, 5, and 7) and four other questions.

1. Amiya Devand Sisir Kumar Ghose: 'Introduction' from
Comparative Literature: Theory and Practice



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2. Leo Tolstoy: 'On refraining', 'Truthfulness' from The Pathway of Life
Rabindranath Tagore: 'Nationalism in India', From Nationalism
3. Pirandello: Six Characters in Search of an Author
Badal Sircar: Evam Indrajit
4. Claude Brown: Manchild in the Promised Land Sally Morgan: My Place
5. Faiz Ahmed Faiz: 'We who were executed' 'a Prison Evening'
6. Pablo Neruda: 'Ode to Hope' 'The Portrait in the Rock'

Recommended Reading:

- Bassnett, Susan. Comparative Literature: A Critical Introduction. Blackwell, 1993.
- Bernheimer, Charles. Comparative Literature in the Age of Multiculturalism. Johns Hopkins university Press, 1995.
- Dev, Amiya and Sisir Kumar Das, editors. Comparative Literature: Theory and Practice. IAS, 1989.
- Dev, Amiya. The Idea of Comparative Literature in India. Papyrus, 1984.
- Guillen, Claudio. The Challenge of Comparative Literature. Harvard university Press, 1993.
- Mohan, Chandra, editor. Aspects of Comparative Literature. Creative Books, 1989.
- Pawar, S.S. Comparative Literary Studies: An Introduction. Duckworth, 1973.
- Warren, Austin and Rene Wellek. Theory of Literature. Harvest, 1968.

Paper ENG 2ECC – (Elective Course Category) - Translation Studies

Duration: 3 hrs.

Max. Marks: 100

The Syllabus aims at achieving the following objectives:



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1. Study of texts from different language traditions,
2. Knowledge of linguistic and cultural complexities,
3. Theory and practice of literary translation

Course Outcomes

• **Understanding Translation as a Cultural Practice:** Students will understand translation as a dynamic process of cultural exchange, examining how U.R. Ananthamurthy's *Samskara*, Munshi Premchand's *Godaan*, and other texts are translated across languages and cultures, highlighting the challenges and strategies involved.

• **Literary Translation Techniques:** Students will analyze the translation techniques employed in translating Rabindranath Tagore's *Poems of Kabir* and Faiz Ahmed Faiz's *The Rebel's Silhouette*, exploring how translators navigate linguistic nuances, cultural contexts, and poetic forms to convey meaning and preserve literary aesthetics.

• **Translation Ethics and Representation:** Students will critically engage with Anamika's poems and Mohan Rakesh's play *Malabe Ka Malik*, examining ethical considerations in translation, including issues of fidelity, transparency, and cultural representation.

• **Regional and Indigenous Texts:** Students will study translations of Mahasweta Devi's stories (*Draupadi*, *Shishu*) and Phanishwar Nath Renu's *Teesri Kasam*, exploring how translators negotiate regional dialects, socio-cultural contexts, and indigenous storytelling traditions in literary translation.

• **Comparative Literary Analysis:** Students will develop skills in comparative literary analysis, comparing original texts with their translations to evaluate how translators interpret and render linguistic, cultural, and thematic elements across different languages and literary traditions.

• **Translation Theory and Practice:** Students will engage with theoretical concepts in translation studies, such as equivalence, domestication vs. foreignization, adaptation, and the translator's voice, applying these theories to analyze specific examples from the syllabus.

• **Cultural Exchange and Global Perspectives:** Students will gain insights into how translation facilitates cultural exchange and understanding, exploring the impact of translated literature on global literary landscapes and cross-cultural communication.

• **Proficiency in Translation Skills:** Students will enhance their proficiency in translation skills through practical exercises and assignments, translating excerpts or passages from the texts studied and reflecting on the challenges and strategies encountered.

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Candidates will be required to answer five questions in all: Question No. 1 is compulsory (four passages for explanation with reference to the context from the texts 1, 2, 3, and 4) and four other questions.

1. U.R. Ananthamurthy: Samskara
2. Munshi Premchand: Godaan
3. Rabindranath Tagore: Poems of Kabir (1-12)
4. Faiz Ahmed Faiz: The Rebel's Silhouette (1-11)
5. Anamika: 'Dalai Lama', 'Woman', 'Knowing'
6. Mohan Rakesh: 'Malabe Ka Malik'
 - (a) Mahashweta Devi: 'Droupadi', 'Shishu' (Little Ones)
 - (b) Phaneshwar Nath Renu: Teesri Kasam

Recommended Readings:

Bassnett, Susan and Harish Trivedi, editors. Postcolonial Translation: Theory and Practice. Routledge, 1999.

Guptaa, R.S. Literary Translation, Creative Books, 1999.

Kothari, Rita. Translating India: The Cultural Politics of English, St Jerome Publishing, 2003.

Mukherjee, Sujit. Translation as Discovery and Other Essays on Indian Literature in English Translation. Orient Longman, 1994.

Translation as Recovery. Pencraft International, 2005.

Narsimhan, Raji. Translation as a Touchstone. Sage Publication, 2013.

Niranjana, Tejaswani. Citing Translation: History, Post colonialism and the Colonial Context. Univ. of California Press, 1992.

Rehman, Anisur, editor. Translation: Poetics and Practice. Delhi: Creative Books, 2022.

Weissbort, Daniel and Girdhar Rathi, editors. Survival: An Experience and an Experiment in Translating Modern Hindi Poetry. Sahitya Akademi, 1994.

**Paper ENG 3ECC (Elective Course Category)
American Literature IV**



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Duration: 3 hrs.

Max. Marks: 100

The Syllabus aims at achieving the following objectives:

1. Dispensing a primary knowledge about the background of American Literature in English,
2. Study of major canonical writers of American Literature,
3. Inclusion of black writers to develop a parallel understanding.

Course Outcomes

- **Understanding the Development of the American Novel:** Students will understand the historical and literary contexts that shaped the rise of the American novel, exploring key themes, styles, and socio-cultural influences evident in the selected texts.
- **Exploring Major Literary Works:** Students will analyze significant American novels including F. Scott Fitzgerald's *The Great Gatsby*, Stephen Crane's *The Red Badge of Courage*, Donald Barthelme's *Snow White*, Mark Twain's *Adventures of Huckleberry Finn*, Morrison's *Playing in the Dark*, and Joyce Carol Oates' *Upon the Sweeping Flood*. They will examine how these works reflect and critique American society, culture, and identity during their respective periods.
- **Literary Techniques and Styles:** Students will study and compare the literary techniques and narrative styles employed by authors in the selected novels, analyzing how these contribute to character development, plot structure, symbolism, and thematic exploration.
- **Critical Analysis and Interpretation:** Students will develop skills in critical analysis and interpretation, engaging with scholarly debates and interpretations of the selected novels within the context of American literary history and theory.
- **Cultural and Social Reflections:** Students will explore how the novels reflect and respond to major cultural, social, and political issues in American history, such as the Jazz Age, the Civil War, postmodernism, race relations, and gender dynamics.
- **Comparative Study:** Students will conduct comparative studies of the selected novels, identifying common themes, narrative techniques, and socio-political concerns across different authors and periods within the American literary tradition.
- **Literary Theory and Application:** Students will apply literary theories such as postcolonialism, feminism, and postmodernism to analyze and interpret the novels, gaining insight into how these theoretical frameworks enrich their understanding of American literature.

[Type here]

• **Research and Writing Skills:** Students will enhance their research and writing skills through essays, presentations, and critical analyses that demonstrate their ability to synthesize literary theories, historical contexts, and textual evidence in their interpretations of the novels.

Candidates will be required to answer five questions in all.

1. The Rise of American Novel
2. Fitzgerald Scott: *The Great Gatsby*
3. Stephen Crane: *The Red Badge of Courage*
4. Donald Barthelme: *Snow White*
5. Mark Twain : *Adventures of Huckle berry Finn*
6. Morrison, Toni. *Playing in the Dark*, I Chapter.
7. Joyce Carol Oates *Upon the Sweeping Flood*

Recommended Reading:

Bloom, Harold. Ed. *Eugene O'Neill*. New York, Chelsea, 1987

Bentley, Eric. *In Search of Theatre*. New York, Knop, 1953.

Baqohee, Shymal. Ed. *Perspectives on O'Neill: New Essays*. New York: University of Victoria, 1988.

Lewis, Allan *American Plays and Playwrights of the Contemporary Theatre*. New York: Crown, 1965.

Mukherjee, Sujit, and D.V.K. Raghavacharyulu eds. *Indian Essays in American Literature*. Bombay Popular, 1969.

Ford, Boris. Ed. *The New Pelican Guide to English Literature*, Vol.9

Paper ENG 4 ECC - Postcolonial Literature IV

Duration: 3 hrs.

Max. Marks: 100

The Syllabus aims at achieving the following objectives:



[Type here]

1. To develop a rudimentary understanding of postcolonial literature through different literary and critical texts,
2. Inclusion of writers from different national and cultural backgrounds to cherish a wide-ranging knowledge about postcolonial writers,
3. Understanding the historical and cultural background from the perspective of cultural studies.

Course Outcomes

- **Understanding Postcolonial Perspectives:** Students will gain a deep understanding of postcolonial literature, exploring themes such as identity, power dynamics, cultural clash, and resistance through a variety of texts from different regions.
- **Critical Analysis and Interpretation:** Through close reading and analysis of texts like Gabriel García Márquez's "No One Wrote to the Colonel" and Azar Nafisi's "Reading Lolita in Tehran," students will develop skills in interpreting complex narratives and identifying literary techniques used to convey postcolonial themes.
- **Cultural Context and Historical Awareness:** Studying Sri Aurobindo's "Is India Civilized?" and Priya Joshi's analysis of Bankim's work will enable students to place literary texts within their historical and cultural contexts, understanding how literature reflects and critiques societal norms and values.
- **Comparative Study and Global Perspectives:** By examining texts from different parts of the world (e.g., Kim Scott's "Benang" from Australia, Caryl Phillips's "Crossing the River" from the Caribbean), students will develop a comparative perspective on postcolonial literature, appreciating both commonalities and unique regional responses to colonialism.
- **Engagement with Diverse Voices:** Through texts like Vivekanand's "The Cup, Kali the Mother," students will engage with voices and perspectives that challenge dominant narratives, fostering empathy and understanding of marginalized experiences.
- **Critical Writing and Discussion Skills:** The course will enhance students' ability to write critically about literature, synthesizing complex ideas and arguments supported by textual evidence, and participating effectively in discussions that analyze themes of postcolonialism and identity.
- **Ethical and Social Awareness:** Studying these texts will encourage students to reflect on ethical issues such as power, exploitation, and cultural hegemony, fostering a deeper awareness of social justice and equity.

[Type here]

Candidates will be required to answer five questions in all:

The following poems from *Ten Twentieth Century Indian Poets* in English ed. by R. Parthasarathy (OUP)

1. Vivekanand: The Cup, Kali the Mother
2. Priya Joshi By Way of Transition: Bankim's Will or Indigenising the Novel in India (In Another Country, Ch. 4)
3. Azar Nafisi : *Reading Lolita in Tehran*
4. Gabriel García Márquez: *No One Wrote to the Captain*
5. Sri Aurobindo: Is India Civilized?
6. Kim Scott: Benang
7. Caryl Phillips: *Crossing the River*.

Recommended Readings:

Roberts, Neil. Ed. *A Companion to Twentieth Century Poetry* Blackwell, 2001

Hutchings, Francis: *The Illustration of Permanence, British Imperialism in India*, Princeton University, 1967.

Innes, C.L. and Lindford Brenth Reinmann, ed.: *Critical Perspectives on Chinua Achebe*, London, 1979.

Said, Edward: *Orientalism* (1978)

Fanon, Frantz: *The Wretched of the Earth*

Gandhi: *Home Rule*

Paper ENG Elective 5 ECC (Elective Core Category) - Dissertation

Duration: 3 hrs.

Max. Marks: 100

All questions are compulsory with provision for internal choice.

The Syllabus aims at achieving the following objectives:



[Type here]

- The Ability to formulate research questions and conduct independent research
- To write an extended analytical piece based on such research
- To learn the basics of academic writing, including formatting as per MLA style

Course Outcomes:

- To learn organization and argumentation
- To attempt to formulate an original argument
- To use secondary sources responsibly

The dissertation will be marked on 100.