

## **Course Outcomes : M A English**

### **Course I English Literature from Geoffrey Chaucer to John Milton**

**(Course Code 731161)**

This Course would provide a comprehensive understanding to the students of the socio-economic, historical, and political background of England from the 14<sup>th</sup> century till the 17<sup>th</sup> century, which impacted the literature of this period, through the perusal of the following representative literary texts:

- *Prologue to the Canterbury Tales* : *The Prologue* as a chronicle of its society; Geoffrey Chaucer's contribution in the evolution of English poetry
- *Faerie Queene Book I* : *Faerie Queene* as a combination of classical and romantic epic; Spenser's place in English poetry as the 'poets' poet'
- Shakespeare's *Sonnets* : Analysis of the literary scenario of Elizabethan Age, particularly with reference to the blossoming of the genre of lyric, most notably that of sonnet; understanding the thematic as well as stylistic aspects of Shakespearean sonnets
- *Canonization, Death be Not Proud, Of Valediction : Of my name in the window* : Conceptual clarity about Metaphysical Poetry and its different features; John Donne's contribution to the field of Metaphysical poetry, Donne's style
- *Paradise Lost Book I* : John Milton and the Puritan Age; *Paradise Lost* as an epic, its iconic status in literature

After completing this Course, the students will have an in-depth understanding of English poetry from 14<sup>th</sup> till 17<sup>th</sup> century.

### **Course II Drama Excluding Shakespeare**

**( Course Code 731162 )**

This Course aims at a comprehensive understanding of the evolution of the genre of drama right from the Elizabethan age till the modern age. The following texts and their interpretation from multiple angles are required to be studied:

- *Dr Faustus* as a Morality Play, Renaissance elements in *Dr Faustus*, Marlowe's contribution in the evolution of Blank Verse, *Dr Faustus* as a tragedy
- Ben Jonson and Comedy of Humours, *The Alchemist* as a mirror of its age, Satire in *The Alchemist*, Role of Disguise in *The Alchemist*

- *The Duchess of Malfi* as a Revenge Tragedy, Themes in *The Duchess of Malfi*: Theme of Politics and Corruption, Theme of Class, Theme of religion and sin, Theme of Guilt ,Death and Suffering
- *The Way of the World* as a Comedy of Manners, Political ,Social and Literary background of Restoration Age, Wit and Irony in *The Way of the World* .
- *Man and Superman* as a Play of Ideas ,G B Shaw as a dramatist, , G B Shaw ‘s concept of Life Force, Allegory of Don Juan in *Man and Superman* ,Philosophical and Political Themes in *Man and Superman*

As an outcome of this Course, the students will learn about the contribution of Elizabethan dramatists ( excluding Shakespeare) like Marlowe and Webster ; the journey of drama through successive ages such as Jacobian Age, Restoration Age and Modern Age by reading representative texts of the genre of Revenge Tragedy, Comedy of Humours, Restoration Comedy and Problem Play .

### **Course III Early Humanists’ Literature**

**(Course Code 731163 )**

This Course comprises the scholarly works of Latin, Greek and early European writers of 13 th and 14 th century embracing different branches of study such as rhetoric, literature, philosophy and encompassing politics. The objective of the present Course is to apprise the students the importance of practical wisdom by making an in-depth study of the following texts:

- Renaissance Humanism: General Background  
Origin and Meaning of Humanitas ,Characteristics of Humanist Literature
- Thomas More- *Utopia*  
A literary piece of satire on Europe’s political corruption and religious hypocrisy
- Niccolo Machiavelli- *The Prince*  
A document guiding and addressing Prince Medici help to achieve eminence with illustrations of great men from history, Political Philosophy of *The Prince*
- Michel de Montaigne-*The Essays: A Selection*: On fear, On Solitude, On Prayer, On the affection of fathers for their children  
A French philosopher credited with establishing the essay as a recognized genre in literature
- Desiderius Erasmus –*Praise of Folly*

Influential literary piece of satire driven by desire to reform religion and education

At the end of this Course students will have a comprehensive understanding of the complex relationship between the humanists and the European classical tradition. Students will identify the real value of scholarly life as it lies in active participation in life.

#### **Course IV      Literary Criticism 1**

**( Course Code 731164 )**

This Course aims to introduce the classical Graeco-Roman critics like Plato, Aristotle and Longinus alongwith the Renaissance and neo classical English critics like Philip Sydney and John Dryden and the rules formulated by them to maintain the aesthetic value of the literary text. This Course broadly covers the period from 5<sup>th</sup> century B C till 17<sup>th</sup> century A. D.

- *Republic*, Book X : Plato's Concept of "Mimesis" , Reasons of banishment of poets from State
- *Poetics*: Aristotle's definitions and formulation of the elements of different dramatic and poetic forms, specially Tragedy & Epic , Theory of Catharsis, Concept of tragic hero
- *On the Sublime* : Longinus' concept of "Sublime" :Five sources of sublimity and analysis of literary works
- *An Apology for Poetry* : Philip Sydney as a Renaissance critic, Beginning of criticism in Renaissance age in England ; focus on the pragmatic value of literature
- *An Essay of Dramatic Poesy* : John Dryden and comparative criticism , Comparative study of representative authors belonging to different ages and countries

This Course enables the students to interpret and evaluate literary writings as works of art. At the end of this Course, the students will be familiar with certain parameters which impart literary value to a literary text.

**Course V English Prose**  
( Course Code 731165 )

This course deals with the origin and development of the English Essay. It also introduces the student to the socio-political and economic conditions of the society from the 16<sup>th</sup> century to 19<sup>th</sup> century.

- ‘*Of Truth,*’ ‘*Of Studies,*’ ‘*Of Simulation and Dissimulation,*’ ‘*Of Marriage and Single Life,*’ ‘*Of Travel*’  
Life and works of Francis Bacon, Bacon’s writing style (aphoristic) and language, a critical analysis of his essays.
- ‘*Dream Children: A Reverie,*’ ‘*All Fools Day,*’ ‘*New Year’s Eve*’ : Lamb’s style and language , Elements of humour and pathos in Lamb’s essays, Autobiographical elements in Lamb’s Essays
- ‘*The Indian Jugglers,*’ ‘*On The Ignorance of the Learned,*’ ‘*On Going a Journey*’ Life and works of William Hazlitt , his style and language, Hazlitt as a representative of his age, the autobiographical note in his essays.
- *The Spectator:* ‘The Spectator’s Account of Himself’, ‘Of the Club’, ‘Sir Roger at Home’, ‘On Ghosts and Apparitions’ Addison and Periodical Essay, Socio-political background of Addison’s time, a critical analysis of the characters in *The Spectator*
- *Unto This Last* Ruskin as an essayist, a critical analysis of *Unto This Last*, Ruskin’s philosophy of education

At the end of the Course the student will be able to have a comprehensive idea about the evolution of the genre of Essay from the time of Francis Bacon, its further development during the eighteenth century , early nineteenth century till the Victorian age.

**Course VI : American Literature**  
( Course Code 732166 )

This Course focuses on the culture and history of America and great works of American authors such as Ralph Waldo Emerson, Emily Dickinson, Mark Twain, Hawthorne and Eugene O Neill .

- *American Scholar:* Transcendentalist movement of the mid-19th century and the American romantic movement, the life and works of Emerson, main ideas of American Scholar.
- ‘*On the Beach at Night,*’ ‘*One’s Self I Sing,*’ ‘*I Celebrate Myself,*’ ‘*Animals*’ : Whitman as a representative of his age, theme of individualism as depicted in his poems, ‘*Mending*

*Wall*, *The Road Not Taken*, *Birches* ;, Themes of nature and isolation as reflected in Frost's poems, *Success is Counted Sweetest*, *The Soul Selects her Own Society*, *Because I could not stop for Death*, *A Light Exists in Spring* Autobiographical elements , themes of nature, death and immortality in Dickinson's poetry

- *The Adventures of Huckleberry Finn* Life and works of Twain, Twain's style and humour, themes of cruelty of slavery and the dehumanizing of African Americans by the white nineteenth-century culture
- *The Scarlet Letter* : , Seventeenth-century Puritan New England, themes of sin, compassion and hypocrisy as depicted in *The Scarlet Letter*
- *The Hairy Ape* Life and works of Eugene O' Neill, forms and techniques used in American drama, the concept of "American Dream" in relation to the selected texts, themes, characters and setting with respect to modern American life and culture

At the end of the Course the student will be able to understand the history of American literature and know about the life, culture, language and society through the study of American literature

## **Course VII William Shakespeare**

**( Course Code 732161 )**

This course aims at providing an in-depth study of the various genres of drama composed by William Shakespeare like History play, Tragi-comedy , Tragedy , Revenge Tragedy and Dramatic Romance etc, through reading the following representative texts:

- *King Henry IV Part I* : Historical and political background of the reign of King Henry IV, political instability and violent rebellion by Henry Hotspur, themes of legitimacy of rulership, the nature of honour
- *Hamlet*: *Hamlet* as a tragedy, themes of madness, decay, decomposition, procrastination, misogyny ,spying and stratagems, appearance vs reality in *Hamlet*,
- *King Lear* : Generational conflict in *King Lear*, theme of Justice in *King Lear*, self knowledge, flattery and emptiness of authority in *King Lear*, Animal imagery in *King Lear*
- *The Tempest*: Characteristics of dramatic romance, elements of magic and supernatural in *The Tempest*, Theme of colonialism in *The Tempest*, Dramatic structure of *The Tempest*, Feminist criticism of *The Tempest*

- *The Merchant of Venice* : Shylock as an antagonist, Shylock and the antisemitism debate, themes of wealth, friendship, love and revenge in *The Merchant of Venice*, *The Merchant of Venice* as a romantic comedy

At the end of this Course, the students will have a glimpse of the multifaceted genius of Shakespeare as a dramatist.

### **Course VIII Eighteenth Century Literature ( Course Code 732162 )**

The course aims to give a broad introduction to the literature and culture of eighteenth-century Britain through novels /poems written by famous writers like John Dryden, Jonathan Swift, Henry Fielding, Alexander Pope, William Collins and Thomas Gray.

- *The Rape of the Lock* : Alexander Pope as a neo-classical poet, literary, historical and cultural context of this period, *The Rape of the Lock* as a mock heroic epic, and the supernatural machinery in *The Rape of the Lock*
- *Absalom and Achitophel* : Life and works of Dryden, Dryden and Heroic Couplet, *Absalom and Achitophel* as a political satire and allegory, the themes of politics, power and patriarchy in *Absalom and Achitophel*
- *Gulliver's Travels* : Horatian and Juvenalian styles of satire, *Gullivers Travels* as a comic satire, Swift's art of characterisation, conflict and symbolism in *Gulliver's Travels*
- *Tom Jones* : Fielding as the Father of the English novel, Fielding's art of characterization, his narrative style and themes of virtue and innocence in the novel *Tom Jones*, *Tom Jones* as a picaresque novel.
- 'Ode to Evening', 'Elegy Written in a Country Churchyard': Transitional poetry, William Collins as a precursor of the Romantic movement, Theme, diction, form and imagery used by Collins in the poem 'Ode to Evening' Gray as a transitional poet, definition and kinds of elegies, Themes and diction in 'An elegy written in a Country Churchyard'

On successful completion of the Course the student will be able to develop an understanding of the socio-political background that shaped the literary texts of eighteenth century English literature

## **Course IX    Literary Criticism 2**

**( Course Code 732163 )**

In this Course, the students are introduced to the critics who are credited with Expressive theory and the gradual progression of criticism from subjectivity to objectivity.

- *Preface to Shakespeare* : Samuel Johnson as a literary critic, Representation of impartial view of critic by appreciating the contribution and criticizing the pitfalls of William Shakespeare's works
- *Preface to Lyrical Ballads* : William Wordsworth's contribution in breaking new ground in the field of literary criticism, Beginning of new literary age with the changed perception towards poetic content and form, the process of poetic creation
- *A Defence of Poetry*: P.B. Shelley  
Amalgamation of reason and imagination in perceiving beauty ; poets as harbingers of civilization
- *The Study of Poetry* : Matthew Arnold and Touchstone Method  
Importance of poetry to revive values and culture,
- '*Tradition and Individual Talent*', '*Hamlet and His Problems*', '*The Metaphysical Poets*'  
T S Eliot's Theory of Impersonality and Objective Correlative, Acknowledgment of the contribution of Metaphysical poets

At the end of this Course, the students would be familiar with the nuances of literary elements which impart 'literariness' to the texts, identify the immense power of poetry. On the basis of the present Course, they would be able to delineate the gradual shift of literary criticism from content to form.

## **Course X: English Romantic Poetry**

**( Course Code 732164 )**

The course aims at the study of origin and traits of Romantic poetry and discusses some of the most recognized Romantic poets like William Wordsworth, S.T. Coleridge, John Keats and P. B. Shelley through the reading of the following:

- *Lines Composed a Few Miles above 'Tintern Abbey', 'Solitary Reaper', 'Ode: Intimations of Immortality, 'The World Is Too Much with us'* Wordsworth and the Romantic movement, The concept and significance of nature in Wordsworth's poetry,
- *'The Rime of the Ancient Mariner', 'Kubla Khan', 'Dejection: An Ode'* Gothic elements in romantic literature, blend of nature and supernatural in Coleridge's poetry
- *'Ode to a Nightingale', 'Ode to Autumn', 'Ode on a Grecian Urn,' 'Ode on Melancholy'* Keats as a romantic poet, Hellenic influence in his works, themes of sensuousness, life and death, vision and reality in his poetry
- *'Ode to the West Wind'* : Pantheism in Shelley's poems, themes of death and rebirth, poetry and rebirth in *'Ode to the West Wind'*, Shelley as a lyric poet.
- *Songs of Innocence: 'The Lamb', 'The Chimney Sweeper', 'The Divine Image', 'Holy Thursday'* *Songs of Experience: 'Earth's Answer', 'Holy Thursday', 'The Chimney Sweeper', 'The Tyger'* Poetic language and devices adopted by Blake in his poems, the themes of colonialism, childhood (innocence) and adulthood (experience) in his poetry

On successful completion of this Course the student will be able to comprehend the historical development of the poetry of the Romantic Period, define Romanticism and identify its various themes and characteristics.

## Course XI Nineteenth Century Literature

( Course Code 732165 )

This Course exhibits the rich panorama of English literature of the nineteenth century to the students, particularly in the genres of poetry and fiction through the reading of the following texts :

- *Morte de Arthur, Lady of Shallot, , Lotos Eaters* : Alfred Tennyson as the representative poet of Victorian Age, Lyricism in Tennyson's Poetry, Tennyson as a poetic craftsman
  - *Andrea del Sarto, Rabbi Ben Ezra, Prospice, Last Ride Together* : Robert Browning as an exponent of Dramatic Monologue, Browning's philosophy, historical settings of Browning's poems, stylistic innovations, obscurity of

Browning's style, irony ,dark humour and psychological aspects of Browning's art of characterization

- *Scholar Gypsy* : Matthew Arnold 's poetry as the mirror of the intellectual tenor of the Victorian era, elegiac strain in Arnold's poetry, appreciation for the culture and thought of classical antiquity, contemplation of the shortcomings of modern age in Arnold's poetry
- *Jude the Obscure*: Thomas Hardy's contribution in the field of English novel, portrayal of Wessex in Hardy's novels, Main Characteristics of Hardy's philosophy, Hardy's views on social conventions , marriage , religion and nature
- *Middlemarch* George Eliot and the psychological novel, The imperfection of marriage in *Middlemarch*, Themes of self knowledge, harshness of social expectations , in *Middlemarch*, Epigraphs in *Middlemarch*, Plot construction of *Middlemarch*

As the outcome of this Course, the students would be familiarized with the cross currents of romanticism and realism, conflict between science and religion , faith and skepticism , industrialization , urbanisation and the streak of pessimism evident in the literature of this period.

## **Course XII Indian Writing in English**

( Course Code 732166 )

This Course deals with the poetry and novels written in English in India since 1930s till the last decade of 20<sup>th</sup> century. The objective of this Course is to acquaint students with certain features of writings written before independence and afterwards.

- 'A River', 'Still Life', 'Small Scale Reflections on a Great House', 'The Striders'  
A.K. Ramanujan as a poet, Reflections of an expatriate poet; Depiction of mysticism
- 'A Morning Walk', 'Case Study', 'Night of the Scorpion', 'Philosophy', 'Patriot'  
Nissim Ezekiel as the Foundational figure/father of Postcolonial Indian Poetry;  
Representation of Indian variant of English language

- *'The Indian Weavers', 'The Pardah Nashin'* Sarojini Naidu 's contribution in Indian English Poetry, Representation of Indian culture and tradition along with concern regarding social issues
- *The Serpent and the Rope* : Raja Rao as a novelist, A saga of an individual's struggle between illusion and reality
- *Untouchable* : Mulk Raj Anand's realism, ), depiction of the society of pre independence India on the basis of one day happenings/events of a Dalit teenager protagonist (Bakha)

As an outcome of this Course, the students will be able to trace the difference in perception and approach of writers towards the societal and individual issues .

### **Course XIII Twentieth Century Poetry**

( **Course Code 733161** )

This Course would acquaint the students with the diverse trends manifested in twentieth century poetry such as symbolism, imagism, mysticism, esotericism, stark realism and so on by the perusal of the poetry of representative poets like W B Yeats, T S Eliot, W H Auden , G M Hopkins and Stephen Spender. The following literary texts would form the basis of this course:

- *Sailing to Byzantium, The Second Coming, When You Are Old* : Theme of Art vs Nature in Yeats' Poetry, Symbolism in Yeats' Poetry, Irish Uprising and Yeats, Influence of Maud Gonne in Yeats' Poetry, Yeats and Occultism.
- *The Waste Land , Love Song of J Alfred Prufrock* : *The Waste Land* as a land mark poem of 20<sup>th</sup> century , T S Eliot as modernist poet , Sources of *The Waste Land*, Structure of *The Waste Land*, Style of *The Waste Land*, Allusions in *Love Song of J Alfred Prufrock* , *Love song of J Alfred Prufrock* as an interior monologue
- *Lay Your Sleeping Head, On the Death of W B Yeats* : W H Auden as a love poet, Symbolism in Auden's poetry, Themes in Auden's Poetry
- *The Truly Great, An Elementary school classroom in a Slum* : Themes of Social injustice and inequality in Spender's Poetry, Imagery in Spender's poetry
- *The Wreck of Deutschland* : G M Hopkins as a religious poet, G M Hopkins and Sprung rhythm, Note of Desolation in Hopkins' Poetry, Nature Imagery in Hopkins' Poems

As the outcome of this Course, the students will have a kaleidoscopic view of the dominant trends of twentieth century poetry. They will also grasp thoroughly the political and social background of this age which witnessed two world wars, the great economic depression, which deeply impacted the literature of this period.

**Course XIV Indian Texts and Poetics**  
( Course Code 733162 )

This Course introduces the students to the rich heritage of Indian drama, poetry, prose and literary criticism through the perusal of the following texts and treatises on dramaturgy and language ( translated from Sanskrit and Hindi into English):

- *Natya Shastra* ( Chapter VI ,VII) Bharat Muni's concept of Rasa and Bhava, Kinds of Rasa and Bhava, Synopsis of Natya Shastra, Sthai Bhavas, Satvik Bhavas, Sanchari Bhavas, Vyabhichari Bhavas
- *Dhvanyalok* Anand vardhan's Theory of Dhvani ,Anand vardhan's contribution to Indian Poetics
- *Abhijnan Sakuntalam* Kalidas as a dramatist, Nature Imagery of Kalidas, Critical analysis of *Abhijnan Sakuntalam* as a play
- *Gitanjali* : Rabindranath Tagore as a multifaceted genius, Themes in *Gitanjali*, Style of *Gitanjali*
- *The Aim of Literature* : Munshi Prem Chand as a writer, Main Ideas of *The Aim of Literature*

As the outcome of this Course, the students will be exposed to the different genres of Indian literature right from the classical Sanskrit texts to the texts and treatises of modern period.

**Course XV Literary Criticism 3**  
( Course Code 733163 )

Literary criticism imparts insight to students for understanding and appreciating literature. This Course includes twentieth century literary theories which became popular mode of interpretation of literature based on different approaches to the texts as exemplified in the following units:

- **New Criticism/Formalism**  
Deviation from traditional criticism and emphasis on the interpretation of the text based on content and form
- **Structuralism and Post structuralism**  
Developed from linguistic theory and shifting of the centrality of the text
- **Marxism**  
Inspired from economics showing the role of class and economic struggle in the formation of the text
- **New Historicism**  
Focus on text in relation to the historical context during the creation and evaluation of the text
- **Cultural Materialism**  
A study to unravel the dominance of conservative social, political and religious assumptions

The study of this Course will give a broad view to students regarding literary criticism, as the emphasis is not entirely laid on the 'literariness of the text' but on diverse factors. There are no hidden meanings wrapped in metaphors or symbolism.

### **Course XVI (a) Commonwealth Literature ( Course Code 733461 )**

The purpose of this course is to introduce students to the literary works (poetry and fiction) from different nations of the world which were once under the British colonial rule as a part of English Literature and also acquaint them with the postcolonial traits of the following literary works of Commonwealth Literature.

- ‘Australia’, ‘The Wandering Islands’, ‘Imperial dam’, ‘Moschus Moschiferus’, ‘On an Engraving by Casserius’ Socio-political background to A D Hope’s times, themes and language of his poetry, his contribution to Commonwealth literature
- *A Fringe of Leaves* : Patrick White as a novelist, Themes of colonialism and exile and the characters in *A Fringe of Leaves*,
- *In the Castle of My Skin* : George Lamming’s art of characterisation, politics of post-colonialism, themes of colonialism and exile in George Lamming’s novels, *In the Castle of my Skin* as an autobiographical novel
- *Surfacing* : Margaret Atwood’s art of novel writing , the themes of postmodernism, feminism and alienation in *Surfacing*
- *Nectar in a Sieve* : Kamala Markandaya’s depiction of rural India in the twentieth century, themes of poverty, suffering survival and transformation in *Nectar in a Sieve*

On successful completion of the Course, the students will be able to define Commonwealth Literature, identify the geography of commonwealth literature and the characteristics of Commonwealth Literature .

#### **Course XVI (b) Translation Studies (Course Code 733462)**

This option is not being opted by students.

#### **XVII(a) World Classics in Translation ( Course Code )**

The aim of the Course is to provide an introduction to many of the great texts and significant literary genres that arose from the cultures of ancient Greece and Rome and discuss the following works by the major authors like Homer, Sophocles and Virgil and the influence of such texts upon the subsequent literature of the Western world:

- *Antigone* : Sophocles as a dramatist, The history of Greek tragedy, Theban plays, themes and characters in *Antigone*.
- *Metamorphoses*: ‘Appollo and Dephne’, ‘Echo and Narcissus’, ‘Orpheus and Euridyce’<sup>13</sup> : Ovid’s Life and works , his Narrative technique , themes and structure of *Metamorphoses*
- *Aeneid* : Virgil’s Life and works , epic poetry in the ancient world, *Aeneid*’s central themes and language, characters in the *Aeneid* .
- *The Divine Comedy*: ‘Inferno’ : Dante as an epic writer, characters and themes in *Inferno*

- *The Ramayana* ‘The Balakanda’ : Valmiki ‘s art of epic writing, Sanskrit literature, its significance and various theories related to it, basic aspects of conversational Sanskrit, cause and effect of incidents in *The Ramayana* , characters in *The Ramayana*.

After completion of this Course students will be able to understand about the rich classical texts from Greco-Roman literatures as well as Indian Sanskrit literature in translated and interpret these texts from contemporary points of view.

### **Course XVII (b) European Literature in Translation ( Course Code 733464 )**

This course will develop among students an ability to read and learn about the historical background of the European classical literature and appreciate a variety of classical literary texts in translation and familiarize them with the styles of different authors from different nations in the genres of poetry, novel and drama.

- *Anna Karenina* : Leo Tolstoy- The development of Russian Literature from the early 18<sup>th</sup> century to the late 20<sup>th</sup> century, Tolstoy’s religion and philosophy, themes of society and class, rural life, social change in the Russian society in 19<sup>th</sup> century, marriage and adultery in *Anna Karenina*.
- *The Duino Elegies*: ‘The First Elegy’, ‘The Second Elegy’, ‘The Third Elegy’, ‘The Fourth’ : Rainer Maria Rilke: Introduction to German poets translated into English , themes of Christian theology and Greek mythology in the works of Rilke , the interpretation of Duino elegies.
- *The Misanthrope*: Moliere : Seventeenth century French drama , Moliere’s life and works, *Misanthrope* as a social satire ,the themes of hypocrisy of social behaviour, the acceptance of human flaws and the irrationality of love
- *Dead Souls* : Nikolai Gogol : Russian fiction in the 19<sup>th</sup> century, Gogol as a short story writer and dramatist, his use of techniques of surrealism and grotesque in his works, the themes of social enslavement and education in the novel *Dead Souls*
- *The Trial* : Franz Kafka : German literature in translation, development of fiction writing from 19<sup>th</sup> to 20<sup>th</sup> century, the use of realism in the novel, themes of oppressive bureaucracy, justice and law, the universe against the individual in *The Trial*

After completion of this course students will be able to acquaint themselves with the world famous fiction writers like Nikolai Gogol, Leo Tolstoy, poets like Rainer Maria Rilke and dramatists like Moliere and their literary outputs and develop an awareness of the literary cultures like Australian, Russian and German culture

### **Course XVIII Modern Indian Writing ( Course Code 733465)**

The nineteen eighties witnessed the beginning of a new era in the realm of Indian Writing in English. This Course intends to introduce modern exemplary literary pieces belonging to various genres.

- *Midnight's Children* : Salman Rushdie and post colonial themes, Recounting the epic saga of Indian Independence with the use of 'Magic Realism' in *Midnight's Children*
- *Tughlaq* : Girish Karnad's art of playwriting, Tughlaq as an eccentric character, *Tughlaq* play as a mixture of historical representation and creativity
- *The God of Small Things* : Arundhati Roy's stylistic innovations in *The God of Small Things* , Glimpses of social, cultural and political life of contemporary India in *The God of Small Things* bearing the stamp of authorial context, textual context
- 'Woman', 'Irani Restaurant Bombay', 'Biograph', from *Jejury* : Arun Kolatkar as a modern poet, graphical representation of poetic ideas in *Jejury*
- 'Is there an Indian Way of Thinking' A.K. Ramanujan's comparative study of Indian and western cultures of thought on the basis of context-free and context-sensitive in the essay 'Is there an Indian Way of Thinking'
- Indian Tradition and the Western Imagination' in *The Argumentative Indian* : Amartya Sen's analysis of Western approaches to Indian Intellectual traditions

The completion of this Course would give an insight to students to examine texts as post-modernist texts and to show how texts radically changes and affects ideas of nation, religion, history, myth and literature.

### **Course XIX Twentieth Century Drama**

( Course Code 734161 )

This Course introduces the students to the different types of drama produced across the world by the modern dramatists of Germany, America, Ireland , France and England through the reading of the following plays:

- *Mother Courage and Her Children* : Bertolt Brecht's technique of play writing, *Mother Courage* as a scathing attack on war, *Mother Courage* as a History Play
- *Waiting For Godot* : Samuel Beckett and Absurd Drama, Structure of *Waiting for Godot*,
- *Death of a Salesman* : *Death of a Salesman* as an Impressionist Play, Theme of American Dream in *Death of a Salesman*, Realism in *Death of a Salesman*
- *Man and Superman* : G B Shaw and the Play of Ideas, Shaw's Philosophy of Life Force in *Man and Superman*, Wit and Humour of Shaw
- *Murder in the Cathedral* : T S Eliot and Verse Play, Theme of Martyrdom in *Murder in the Cathedral*, Symbols in *Murder in the Cathedral*, *Murder in the Cathedral* as a history play

After completing this Course, the students will be thoroughly familiar with the dominant themes and stylistic techniques of 20<sup>th</sup> century world drama.

### **Course XX : Colonial/ Postcolonial Literature and Theory ( Course Code 734162 )**

This course aims at studying literature written in English from formerly colonized nations in their historical and cultural contexts and examining the basic concepts in postcolonial studies. By reading colonial/ postcolonial texts, they can gain an understanding of how race, class, gender and identity are presented in these literary texts.

- *Hind Swaraj* : M. K. Gandhi 's contribution to Indian English Writing, *Hind Swaraj* as a critique of modern civilization, Political philosophy of *Hind Swaraj*
- *Heart of Darkness* : Joseph Conrad as a novelist, themes of history, politics and psychology of anti-colonialist resistance in *Heart of Darkness*
- *Orientalism* Edward Said From: 'The Scope of Orientalism'

Life and works of Edward Said, his contribution to post-colonial studies ,meaning of Orientalism, the cultural history of Orientalism and the definitions of orientalism according to Said.

- '*Literary Theory and Third World Literature*' Aijaj Ahmad as a literary theorist, his Marxist philosophy and literary theory , ideologies of immigration and the third world theory
- *Of Mimicry and man: The ambivalence of Colonial Discourse* ' Homi Bhabha  
'*Can the Subaltern Speak?*' Gayatri Chakravorty Spivak

Homi Bhabha as a critical theorist in post-colonial studies , Mimicry and hybridity, the role of mimicry in post-colonial theory, Gayatri Spivak as a feminist critic ,the representation of subaltern voices by Spivak

After completion of this Course students will be able to know how a literary text, represents various aspects of colonial oppression, understand and learn about the problem of post-colonial identity. Explore and understand ways in which literary theory applies to their own lives and cultures in Post-colonial literature.

### **Course XXI Modern Critical Thought (Course Code 734163 )**

This Course is based on analysis and interpretation of the main critical thoughts of the modern age as evidenced in the following texts of literary criticism :

- *The Work of Art in the Age of Mechanical Reproduction* : Walter Benjamin and Cultural Criticism, the concept of aura of the work of art, authenticity in work of art, aestheticisation of politics
- *Epic and Novel* : Mikhail Bakhtin's philosophy of language, Carnavalesque, heteroglossia, difference between epic and novel, polyphony
- *What is an Author* : Michel Foucault and history of ideas, Epistemology, discursive formation, Power- knowledge
- *Marxism and Literature* : Raymond Williams and Cultural Materialism, Marxist critique of culture and the arts, Concept of Hegemony
- *Ideology and Ideological State Apparatuses* : Louis Althusser and Structural Marxism, Epistemological break, Ideological State Apparatuses

As the outcome of this Course, the students will have a comprehensive knowledge of the different schools of criticism and their theoretical postulates in the modern age.

### **Course XXII (a) Literature of the Indian Diaspora**

**( Course Code 734461 )**

The aim of this Course is to help students to assess personal experiences (either real or fictional) involving displacement, relocation and complex sense of cultural identity ,examine the following works of authors of the Indian diaspora :

- *Jasmine* : Bharati Mukherjee as a novelist, the theme of identity in *Jasmine* , Feminist movement from the 1960's to 20<sup>th</sup> century, position of women and problems faced by them in India and abroad
- *Namesake* : Jhumpa Lahiri's depiction of immigrant experiences and issues of identity and cross cultural conflict in *The Namesake*
- *Shadow Lines* : Amitav Ghosh 's contribution to Indian writing in English, themes of diaspora and racism in *Shadow Lines*
- *A Fine Balance* : Rohinton Mistry's portrayal of diasporic experiences in his works, themes of home, nation and identity in *A Fine Balance*
- *A House for Mr. Biswas* : V. S. Naipaul's art of novel writing, themes, symbolism and characters in the novel *A House for Mr. Biswas*

After completion of this course students will be able to comprehend the phenomenon of diaspora , understand the issues of location, dislocation, relocation, acculturation and marginalization and the experiences of Indian diasporic writers regarding their cultural identities and belongingness.

#### **Course XXII (b) Special Study of Authors ( Course Code 734462 )**

This option is not being opted by students.

#### **Course XXIII- Literature and Gender ( Course Code 734164 )**

This Course highlights the contribution and scholarship of women in literary field. The remarkable point is to challenge and critically analyze general theories related to gender through the perusal of the following texts:

- *A Vindication of the Rights of Women* : Mary Wollstonecraft as one of the founding feminist philosophers, *A Vindication of the Rights of Women* as a manifesto of western feminism advocating equal opportunities for women
- *A Room of One's Own* : Virginia Woolf as a writer, Emphasis on financial and psychological independence of women to exercise their creative potential in *A Room of One's Own*

- *Towards a Feminist Poetics* : Elaine Showalter as a literary critic, Elaine Showalter and Gynocriticism, Recalling women's literary tradition to the present and suggesting an autonomous model of literary theory
- *Gender Trouble: Subjects of Sex/Gender/Desire* : Judith Butler as a gender theorist, Concept of gender performativity, Rethinking the most basic categorization of human identity for a better society
- *Douloti the Bountiful* : Mahasweta Devi as a socio political commentator of the marginalized communities, Portrayal of the exploitation of the tribals in terms of gender and social class in *Douloti the Bountiful*

Literature and Gender Course prepares students to pursue research work with changed perspective of underprivileged women. They will unravel the role of power and privilege in shaping experiences as individuals and members of community.

#### **Course XXIV -Dissertation & Viva Voce**

Dissertation & Viva Voce Course is meant to develop the critical writing skills of students. It leads them to disciplined and meaningful art of writing in academics, media and research field.

Stage I: To familiarize students with the research methodology (MLA Hand Book, 8th Edition) and to sensitize them regarding the menace of plagiarism

Stage II: Selection of the topic and justification of choice

Stage III: Process of Writing

Stage IV: Process of Editing

Stage V: Final draft of dissertation and preparation of Viva

As the outcome of this Course, the students wishing to pursue career in research field would be well versed in research methodology .On the basis of the development of writing skills, they can contribute in the field of academics, media and research writing.

### **Self Study Course**

- 1. Language and Linguistics** aims at understanding language as a communication system, the role of language in constructing social identities and the relationship between language and learning.
  - At the end of the course the student will be able to understand the concept, theory and methodology related to linguistic structure and patterns of languages and also to collect and analyse linguistic data from various languages
  
- 2. Popular Literature** aims to introduce students to the writings of popular writers such as Chetan Bhagat, Ruskin Bond, J.K. Rowling and A.P.J. Abdul Kalam
  - After completion of this course students will be able to differentiate between canonical and the popular literature..
  
- 3. English writings of Indian national Leaders** acquaints the students with the key areas which will make them understand the importance of national leaders like Mahatma Gandhi ,Pandit Jawaharlal Nehru and S. Radhakrishnan about their life and works and their contribution as statesmen.
  - After completion of this course students will be able to identify the causes that led to the rise of nationalism in India and discuss the various stages of the national movement in India and about Indian philosophy.
  
- 4. Literature and Films** aims at imparting a sound knowledge and understanding of the historical development and cultural impact of film as an art form.
  - At the end of the course the student will be able to focus on the concept of identities through a range of imaginative texts (poetry, drama, fiction and film) that will be contextualized for students in order to develop their skills in critical analysis.
  
- 5. Literature and Theatre:** The objective of this course is to develop among students an understanding and appreciation towards contemporary theatre, to encourage students to interpret texts and performances both in writing and orally.
  - At the end of the course the students will be able to interpret literary texts in English by nurturing their ability to understand drama in a skilled manner and enhance their ability to write about dramatic texts and theatrical productions.

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