

M.A. ENGLISH
Syllabus
(SESSIONS 2021-22, 2022-23& 2023-24)
Semester I

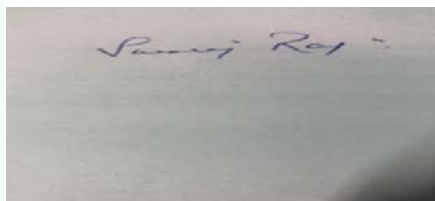
CODE	PAPER	TITLE	CREDITS	INTERNAL	EXTERNAL	TOTAL
MAE 001	CORE PAPER I	Introduction to Poetry: Medieval and Renaissance	5	30	70	100
MAE 002	CORE PAPER II	Classical and Elizabethan Drama	5	30	70	100
MAE 003	CORE PAPER III	Beginnings of the Novel	5	30	70	100
MAE 004A	ELECTIVE IV (i)	English Phonetics and Phonology	5	30	70	100
MAE 004B	ELECTIVE IV (ii)	William Shakespeare: From Stage to Screen	5	30	70	100
MAE 005	INTER-DISCIPLINARY V	Seminar	03	50	-	50

Semester II

CODE	PAPER	TITLE	CREDITS	INTERNAL	EXTERNAL	TOTAL
MAE 006	CORE PAPER VI	Literary Criticism	5	30	70	100
MAE 007	CORE PAPER VII	Poetry from Neoclassical to Victorian Age	5	30	70	100
MAE 008	CORE PAPER VIII	Nineteenth Century Fiction	5	30	70	100
MAE 009 A	ELECTIVE IX (i)	Modern Drama	5	30	70	100
MAE 009 B	ELECTIVE IX (ii)	South Asian Literature	5	30	70	100
MAE 009 C	ELECTIVE IX (iii)	Modern English Grammar and Usage	5	30	70	100
MAE 010	INTER-DISCIPLINARY X	Seminar	03	50	-	50



. Gurpreet Kaur



Dr. Swaraj Raj

Dr. Ajay Verma

M.A English-I (Semester-I & II)

2021-22, 2022-23 & 2023-24

M.A. English-I (Semester-I)

MAE 001(Core Course-I)

Introduction to Poetry: Medieval & Renaissance

Time Allowed: 3 Hours

Periods per week: 5

Credits: 05

Teaching Hours: 75

Max. Marks: 100

Written Examination: 70

Internal Assessment: 30

Pass Percentage: 35%

Instructions for the Paper Setter: The question paper will carry 70 marks and will be of three hours duration. The paper will consist of three Units. Following shall be the unit wise marks division:

- Unit-I – 20 Marks
- Unit-II – 20Marks
- Unit-III – 30Marks

Note:- We humbly request that the paper setter consults the testing pattern given in testing section.

Instructions for the candidates: Candidates are required to attempt all the questions as per the instructions given in the testing section.

Course Objectives:

The objective of this paper is to acquaint the students with historical as well as literary background of Medieval & Renaissance poetry. The purpose of teaching this paper is to develop an inclination towards literature among the students. The paper will also help the students to develop critical understanding of poetry as a genre.

Pedagogy: Primarily the chalk and duster method will be used to teach this course. To evoke the interest of the students in the curriculum due emphasis will be laid on assignments, homework and periodic tests.

UNIT-I

- Terry Eagleton - "How to Read a Poem"
(Chapter 5 from How to Read a Poem)
- Chaucer - *Prologue to the Canterbury Tales*

UNIT-II

- John Donne - Poems: "The Flea", "The Good Morrow",
"The Sun Rising", "The Canonization",
"The Anniversary", "Valediction: Forbidding
Mourning" "Holy Sonnets: Oh my Black Soul",
"This is my play's last scene"
- John Milton - *Paradise Lost* (Book I)

Testing

Unit-I

1. The paper setter shall set one-essay-type question with internal alternative from Terry Eagleton's 'How to Read a Poem' (Chapter 5)prescribed in Unit-I. 10Marks
2. The paper setter shall set one-essay type question with internal alternative from Chaucer's *Prologue to the Canterbury Tales* prescribed in Unit-I. 10 Marks

Unit-II

3. The paper setter shall set one-essay type question with internal alternative from John Donne's Poems prescribed in Unit-II. 10 Marks

M.A English-I (Semester-I & II)

4. The paper setter shall set one-essay type question with internal alternative from John Milton's *Paradise Lost* Book-I prescribed in Unit-II. 10 Marks

Unit-III

5. There shall be 10 short-answer type questions. All the questions are compulsory. This section will cover the entire syllabus (Unit-I & II). Each question will carry 3 marks. 10X3=30 Marks

Course Learning Outcomes:

1. Students will get an opportunity to delve deep in the world of literature.
2. Students will have a better understanding of history of English literature especially about the periods mentioned in the title of the paper.
3. The course will familiarise the students with different form of poetry.

Suggested Readings:

Geoffrey Chaucer

Geoffrey Chaucer, Wyatt-J., ed., *Chaucer: The Prologue*, University Tutorial Press, London 1997
Bowden, Muriel: *A Commentary on the General Prologue*, Macmillan: London, 1948
Chesterton, G.K.: *Chaucer* Faber, London.
Coghill, N.: *The Poet Chaucer*, London, 1961.

John Donne

Gardner, Helen, ed., *John Donne: A Collection of Critical Essays*, Prentice-Hall, 1982.
Gerald, Hammond, *The Metaphysical Poets*, Macmillan, 1974.
Julian Lovelock, *Songs & Sonnets*. Macmillan, 1973.

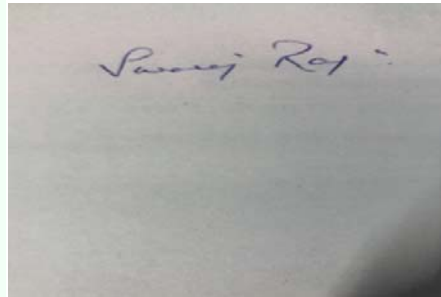
John Milton

Martz, Louis L., ed., *Milton: A Collection of Critical Essays*, Prentice Hall, N.J., 1966.
Waldock, A. J., *Paradise Lost and Its Critics*, Cambridge University Press, 1966.
Pattison, Mark. *Milton*, Lyall Book Depot, Chandigarh, 1966



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M.A English-I (Semester-I & II)

2021-22, 2022-23 & 2023-24
M.A. English-I (Semester-I)
MAE 002 (Core Course-II)
Classical and Elizabethan Drama

Time Allowed: 3 Hours

Periods per week: 5

Credits: 05

Teaching Hours: 75

Max. Marks: 100

Written Examination: 70

Internal Assessment: 30

Pass Percentage: 35%

Instructions for the Paper Setter: The question paper will carry 70 marks and will be of three hours duration. The paper will consist of three Units. Following shall be the unit wise marks division:

- Unit-I – 20 Marks
- Unit-II – 20Marks
- Unit-III – 30Marks

Note:- We humbly request that the paper setter consults the testing pattern given in testing section.

Instructions for the candidates: Candidates are required to attempt all the questions as per the instructions given in the testing section.

Course Objectives:

The objective of this paper is to acquaint the students with historical as well as literary background of Classical and Elizabethan Drama. The paper aims at enhancing the critical faculties of the students through the inclusion of critical and genre based texts. The major objective is to enrich the critical, historical and textual knowledge of students.

Pedagogy: Primarily the chalk and duster method will be used to teach this course. To evoke the interest of the students in the curriculum due emphasis will be laid on assignments, homework and periodic tests.

Unit-I

Aristotle	-	<i>Poetics</i>
Sophocles	-	<i>Oedipus Rex</i>

Unit-II

Shakespeare	-	<i>King Lear</i>
Marlowe	-	<i>Dr. Faustus</i>

Testing

Unit-I

1. The paper setter shall set one-essay type question with internal alternative from Aristotle's *Poetics* prescribed in Unit-I. 10Marks
2. The paper setter shall set one-essay type question with internal alternative from Sophocles *Oedipus Rex* prescribed in Unit-I. 10 Marks

Unit-II

3. The paper setter shall set one-essay type question with internal alternative from Shakespeare's *King Lear* prescribed in Unit-II. 10 Marks
4. The paper setter shall set one-essay type question with internal alternative from Marlowe's *Dr. Faustus* prescribed in Unit-II. 10 Marks

Unit-III

5. There shall be 10 short-answer type questions. All the questions are compulsory. This section will cover the entire syllabus (Unit-I &II). Each question will carry 3 marks. 10X3=30 Marks

Course Learning Outcomes:

M.A English-I (Semester-I & II)

1. Students will have an ample knowledge relating to the development of drama from Classical to Elizabethan age.
2. The study of the course will enhance the understanding of fundamentals of drama.
3. The course will familiarise the students with dramas of different eras.

Suggested Readings:

Aristotle

House, Humphry	:	<i>Aristotle's Poetics</i>
Lucas, D.W.	:	<i>Aristotle's Poetics</i>
Olson, Edder (ed.)	:	<i>Aristotle's Poetics and English Literature</i>
Halliwell, Stephen	:	<i>Aristotle's Poetics</i>

Sophocles

Bloom, Harold. *Sophocles' Oedipus Rex* (Modern Critical Interpretation). Chelsea House 2007.
O'Brien, Michael J. (Ed.) *Twentieth Century Interpretation of Oedipus Rex: A Collection of Critical Essays*. Prentice-Hall, 1968.
Sheehan, Sean. *Sophocles' 'Oedipus the King': A Reader's Guide*. Bloomsbury Publishing, 2012.
Travis, Roger. *Allegory and the Tragic Chorus in Sophocles' Oedipus at Colonus*. Rowman & Littlefield, 1999.

William Shakespeare

Adelman, J: *King Lear: Twentieth Century Interpretations*, Prentice Hall Inc, Englewood Cliffs, N.J., 1978.
Bradley, A.C. *Shakespearean Tragedy*, 1904.
Hellman, R., *Image and Structure in King Lear*, 1948.
Muir, Kenneth, *Shakespeare's Tragic Sequence*, 1972.

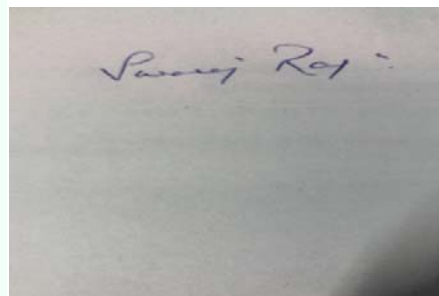
Christopher Marlowe

Cheney, Patrick. *The Cambridge Companion to Christopher Marlowe*. Cambridge UP, 2004.
Kastan, David Scott (Ed.) *Doctor Faustus*. (Norton Critical Edition).
Leech, Clifford. *Marlowe: A Collection of Critical Essays*. Prentice-Hall, 1964.
Levin, Harry. *The Overreacher*. Faber, 1954.
Wilson, Richard. *Christopher Marlowe*. Longman Critical Series, 1999



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M.A English-I (Semester-I & II)

2021-22, 2022-23 & 2023-24
M.A. English-I (Semester-I)
MAE 003 (Core Course-III)
Beginnings of the Novel

Time Allowed: 3 Hours

Periods per week: 5

Credits: 05

Teaching Hours: 75

Max. Marks: 100

Written Examination: 70

Internal Assessment: 30

Pass Percentage: 35%

Instructions for the Paper Setter: The question paper will carry 70 marks and will be of three hours duration. The paper will consist of three Units. Following shall be the unit wise marks division:

- Unit-I – 20 Marks
- Unit-II – 20Marks
- Unit-III – 30Marks

Note:- We humbly request that the paper setter consults the testing pattern given in testing section.

Instructions for the candidates: Candidates are required to attempt all the questions as per the instructions given in the testing section.

Course Objectives:

The main objective of the paper is to induce the analytical approach in the students through the critical understanding of genre of fiction. To create the better understanding of the texts prescribed; the information about the factors responsible for the rise and growth of fiction will also be discussed in this paper.

Pedagogy: Primarily the chalk and duster method will be used to teach this course. To evoke the interest of the students in the curriculum due emphasis will be laid on assignments, homework and periodic tests.

Unit-I

- | | |
|--------------|---|
| Orhan Pamuk | -“What Our Minds Do When We Read Novels”
(From <i>The Naïve and the Sentimental Novelist</i> by
Orhan Pamuk. Penguin, 2010) |
| Daniel Defoe | - <i>Robinson Crusoe</i> |

Unit-II

- | | |
|-----------------|-------------------------|
| Henry Fielding | - <i>Joseph Andrews</i> |
| Charles Dickens | - <i>Hard Times</i> |

Testing

Unit-I

1. The paper setter shall set one-essay type question with internal alternative from Orhan Pamuk’s “What Our Minds Do When We Read Novels” (From *The Naïve and the Sentimental Novelist* by Orhan Pamuk. Penguin, 2010) prescribed in Unit-I. 10Marks
2. The paper setter shall set one-essay type question with internal alternative from Daniel Defoe’s *Robinson Crusoe* prescribed in Unit-I. 10 Marks

Unit-II

3. The paper setter shall set one-essay type question with internal alternative from Henry Fielding’s *Joseph Andrews* prescribed in Unit-II. 10 Marks
4. The paper setter shall set one-essay type question with internal alternative from Charles Dickens’ *Hard Times* prescribed in Unit-II. 10 Marks

Unit-III

M.A English-I (Semester-I & II)

5. There shall be 10 short-answer type questions. All the questions are compulsory. This section will cover the entire syllabus (Unit-I &II). Each question will carry 3 marks.

10X3=30 Marks

Course Learning Outcomes:

1. Students will develop acumen to analyse the fiction from various perspectives.
2. To make the students familiarize with the factors leading to the rise of the novel.
3. To make the students understand the novels of different eras.
4. Students will have an ample knowledge relating to the beginning and development of fiction.
5. The students will be able to analyse the fiction as a genre.

Suggested Readings:

Orhan Pamuk

Göknaar, Erdag. *Orhan Pamuk, Secularism and Blasphemy: The Politics of the Turkish Novel*, 2013.

GurrÃa-Quintana, Ãngel. Orhan Pamuk, The Art of Fiction No. 187. *The Paris Review*. <<http://www.theparisreview.org/interviews/5587/the-art-of-fiction-no-187-orhan-pamuk>>

McGaha, Michael D. *Autobiographies of Orhan Pamuk: The Writer in His Novels*. University of Utah Press, 2008.

Daniel Defoe

Blewett, David. *Defoe's Art of Fiction*. Toronto: Toronto University Press, 1979.

Bloom, Harold, ed. *Robinson Crusoe*. New York: Chelsea House Publishers, 1995.

Earle, Peter. *The World of Defoe*. London: Atheneum, 1977.

Fitzgerald, Brian. *Daniel Defoe: A Study in Conflict*. London: Secker and Warburg, 1954.

Rogers, Pat. *Robinson Crusoe*. London: George Allen and Unwin, 1979.

Schönhorn, Manuel. *Defoe's Politics: Parliament, Power, Kingship, and Robinson Crusoe*. New York: Cambridge University Press, 1991.

Starr, George A. *Defoe and Spiritual Autobiography*. Princeton, New Jersey: Princeton University Press, 1965.

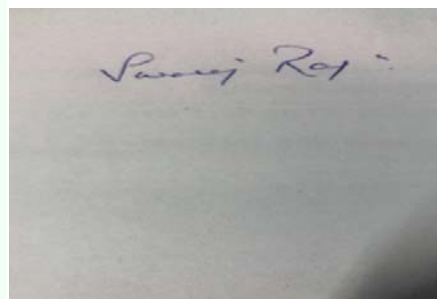
Henry Fielding

Paulson, Ronald. ed., *Fielding: A Collection of Critical Essays*.

Battessin, M.C.: *The Moral Basis of Fielding's Art: A Study of Joseph Andrews*.

Jenkins, Elizabeth, *Henry Fielding*.

Watt, Ian: *The Rise of the English Novel*.



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M.A English-I (Semester-I & II)

2021-22, 2022-23 & 2023-24
M.A. English-I (Semester-I)
MAE 004A [Elective Course-IV-(i)]
English Phonetics and Phonology

Time Allowed: 3 Hours

Periods per week: 5

Credits: 05

Teaching Hours: 75

Max. Marks: 100

Written Examination: 70

Internal Assessment: 30

Pass Percentage: 35%

Instructions for the Paper Setter: The question paper will carry 70 marks and will be of three hours duration. The paper will consist of three Units. Following shall be the unit wise marks division:

- Unit-I – 20 Marks
- Unit-II – 20Marks
- Unit-III – 30Marks

Note:- We humbly request that the paper setter consults the testing pattern given in testing section.

Instructions for the candidates: Candidates are required to attempt all the questions as per the instructions given in the testing section.

Course Objectives:

The objective of the paper is to provide an introduction to the study of language with special focus on speech sounds and English pronunciation. This optional paper is included with the objective of making the students understand the English phonetics and phonology. The course aims at inculcating the scientific and analytical approach towards the language among the students. The study of this course will enhance the pronunciation and syntactic knowledge of the students. .

Pedagogy: Lecture methodology along with modern technical aids will be used to teach this course. To evoke the interest of the students in the curriculum due emphasis will be laid on assignments, homework, periodic tests and practice.

Unit-I

Chapter 2: The production of speech sounds

Chapter 3: Long vowels, diphthongs and triphthongs

Chapter 4: Voicing and consonants

Chapter 5: Phonemes and symbols

Chapter 6: Fricatives and affricates

Chapter 7: Nasals and other consonants

Prescribed Text for Unit-I:

1. Roach, Peter. *English Phonetics and Phonology: A Practical Course*. Fourth Edition. Cambridge University Press, 2009. Reprinted 2016.
Chapters to be studied in Unit-I: 2, 3, 4, 5, 6, 7.

Supplementary Text:

Gimson, A.C. and Ramsaran, Susan. *An Introduction to the Pronunciation of English*. ELBS, 1992.

Unit-II

Chapter 8: The syllable

Chapter 9: Strong and weak syllables

Chapter 10: Stress in simple words

Chapter 11: Complex word stress

Chapter 12: Weak Forms

Chapter 14: Aspects of connected speech

Chapter 15: Intonation (from Sethi. J. and P.V Dhamija. *A Course in Phonetic and Spoken English*. Second Edition)

Prescribed Text for Unit-II:

1. Roach, Peter. *English Phonetics and Phonology: A Practical Course*. 4th Edition. Cambridge University Press, 2009. Reprint 2012. The following chapters from this book are prescribed: Chapters to be studied in Unit-II: 8, 9, 10, 11, 12 and 14.
2. Sethi. J. and P.V Dhamija. *A Course in Phonetic and Spoken English*. Second Edition. Delhi: PHI Learning Pvt. Ltd., 1999. Thirty First Printing, 2017.

Unit-III

This section comprises providing **phonemic transcription** and marking primary stress, wherever required, on the RP variety of common English words using IPA symbols.

Prescribed Text:

Daniel Jones' *Cambridge English Pronouncing Dictionary* edited by Peter Roach, Jane Setter & John Esling, 18th (Low-Priced) Edition, Cambridge University Press, 2012.

This section also comprises pointing out of phonemic differences in **minimal pairs**.

Testing

Unit-I

1. The examiner shall set one question with internal alternative from the chapters 2,3 and 4 from Peter Roach's book as mentioned in Unit-I. Candidate is required to attempt any one out of the given two. 10 Marks
2. The examiner shall set one question with internal alternative from the chapters 5,6 and 7 from Peter Roach's book as mentioned in Unit-I. Candidate is required to attempt any one out of the given two. 10 Marks

Unit-II

3. The examiner shall set one question with internal alternative from the chapters 8,9,10 and 11 from Peter Roach's book as mentioned in Unit-I. Candidate is required to attempt any one out of the given two. 10 Marks
4. The examiner shall set one question with internal alternative from the chapters 12, 14(Peter Roach) & chapter 15 (J. Sethi. and P.V Dhamija) as mentioned in Unit-I. Candidate is required to attempt any one out of the given two. 10 Marks

Unit-III

5. The examiner will set 25 common English words whose phonemic transcription is to be provided by the candidates using IPA symbols. Primary stress would also be marked wherever required. Candidate is required to attempt any 18 out of the given 25. Each word carries 1 Mark. 18X1=18 Marks
6. The examiner will set 15 minimal pairs for pointing out the phonemic/ phonetic differences. The candidate is required to attempt any 12 of these pairs. Each pair carries 1 mark. 12X1=12 Marks

Note: The scope of the questions shall be defined strictly in accordance with the prescribed chapters of the texts.

COURSE LEARNING OUTCOMES:

1. By the end of the course, the students will have basic insights into the sound system of English and the central analytic concepts of phonetics and phonology.
2. They will be able to understand how speech sounds are used to create meanings and how appropriate sounds are vital to the sense of an utterance.
3. They will be able to apply this knowledge to improve their own pronunciation and to analyze linguistic material.
4. The command over linguistic concepts will give the students an edge in their professional prospects.

Suggested Readings:

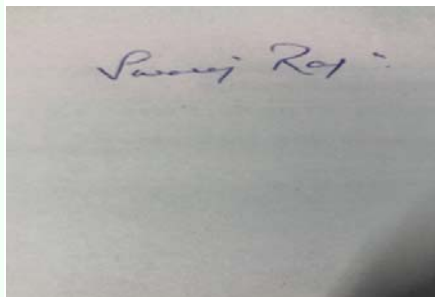
Bloomfield, L. *Language*, New York: Holt, Rinehart and Winston, 1993.

M.A English-I (Semester-I & II)

- Chomsky, N. *Reflections on Language*, New York: Pantheon, 1976.
Chomsky, N and Halle, M. *The Sound Pattern of English*, New York: Harper& Row, 1991.
Crystal, D. *Linguistics*, Harmondsworth: Penguin, 1971.
Culler Jonathan, *Saussure*, London: Fontana Modern Classics, 1978.
Gimson, A.C. *Introduction to the pronunciation of English*, London: Arnold, 1988.
Gimson, A.C. and Ramsaran, Susan. *An Introduction to the Pronunciation of English*. ELBS, 1992.
Gleason, H.A. *An Introduction to Descriptive Linguistics*
Hockett, C.F. *A Course in Modern Linguistics*
Lyons, John. *Language and Linguistics*, Cambridge: CUP, 1982.
Lyons, John. *Introduction to Theoretical Linguistics*, Cambridge University Press, 1968.
O'Connor, J.D. *Phonetics*, London: Penguin, 1991.
O'Connor, J.D. *Better English Pronunciation*, Cambridge University Press, 2000.
Robins, R.H. *General Linguistics*, 3rdedn., London: Longman, 1980.
Sapir, *Language*
Saussure. *Course in General Linguistics*, Trans. W. Baskin. Fontana/Collins, 1974.
Spitzer, L. *Linguistics and Literary History*.



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M.A English-I (Semester-I & II)

2021-22, 2022-23 & 2023-24

M.A. English-I (Semester-I)

MAE 004B [Elective Course-IV-(ii)]

William Shakespeare: From Stage to Screen

Time Allowed: 3 Hours

Periods per week: 5

Credits: 05

Teaching Hours: 75

Max. Marks: 100

Written Examination: 70

Internal Assessment: 30

Pass Percentage: 35%

Instructions for the Paper Setter: The question paper will carry 70 marks and will be of three hours duration. The paper will consist of three Units. Following shall be the unit wise marks division:

- Unit-I – 20 Marks
- Unit-II – 20Marks
- Unit-III – 30Marks

Note:- We humbly request that the paper setter consults the testing pattern given in testing section.

Instructions for the candidates: Candidates are required to attempt all the questions as per the instructions given in the testing section.

Course Objectives:

The paper will enhance the understanding of the students about Shakespearean drama. The paper also aims at providing the historical information about Elizabethan age. The study of this course will ameliorate the analytical approach of the students through the study of various types of drama. In addition, the students will learn important biographical aspects related to life and literature of Shakespeare.

Pedagogy: Primarily the chalk and duster method will be used to teach this course. To evoke the interest of the students in the curriculum due emphasis will be laid on assignments, homework and periodic tests.

Unit-I

Hamlet+ Film directed by Kenneth Branagh, 1996

A Midsummer Night's Dream

Unit-II

Henry IV Part I

The Tempest + Film (Directed by Julie Taymor, 2010)

Testing

Unit-I

1. The paper setter shall set one-essay type question with internal alternative from Shakespeare's *Hamlet* prescribed in Unit-I. 10Mark
2. The paper setter shall set one-essay type question with internal alternative from Shakespeare's *A Midsummer Night's Dream* prescribed in Unit-I. 10 Marks

Unit-II

3. The paper setter shall set one-essay type question with internal alternative from Shakespeare's *Henry-IV Part-I* prescribed in Unit-II. 10 Marks
4. The paper setter shall set one-essay type question with internal alternative from Shakespeare's *The Tempest* prescribed in Unit-II. 10 Marks

Unit-III

5. There shall be 10 short-answer type questions. All the questions are compulsory. This section will cover the entire syllabus (Unit-I &II). Each question will carry 3 marks. 10X3=30 Marks

Course Learning Outcomes:

1. Students will get acquainted with Shakespeare and his dramas.
2. Students will learn the important attributes of Shakespearean comedy, tragedy and tragicomedy.
3. Students will also gather the knowledge about the contribution of Shakespeare to literature.

Suggested Readings:

William Shakespeare Tragedies

- Bloom, Harold. *Hamlet*. (Modern Critical Interpretation), 2009
Bradley, A.C.: *Shakespearean Tragedy*, London, Macmillan, 1905.
Knight, G. Wilson: *The Wheel of Fire*, London, Methuen, 1949.
Laurence, L. *Shakespeare's Tragedies: An Anthology of Modern Criticism*, Harmondsworth, Middlesex, Penguin Books, 1970.
Muir, Kenneth: *Shakespeare: The Great Tragedies*, London, The British Council, 1961 (Writers and their Work Series).

Comedies

- Brown, John Russell: *Shakespeare and His Comedies*, London, Methuen, 1957.
Charlton, H.B.: *Shakespearean Comedy*, London, Methuen, 1957.
Leech, Clifford. (ed.): *Shakespeare's Comedies*, Harmondsworth, Middlesex, Penguin Books, 1967.
Palmer, D.J.(ed.): *Shakespeare's Later Comedies*, Harmondsworth, Middlesex, Penguin Books, 1971.

Histories

- Knight, G. Wilson: *The Imperial Theme*, London, Methuen, 1965.
Knights, L.C.: *Shakespeare: The Histories*, London, The British Council, 1962. (Writers and Their Work Series)
Waith, Eugene M.: *Shakespeare: The Histories: A Collection of Critical Essays*, Englewood Cliffs, N.J., Prentice Hall, 1965.

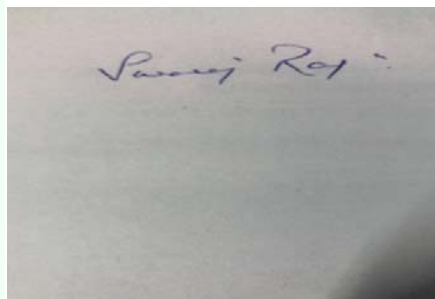
Films

- Anderegg, Michael. *Cinematic Shakespeare*, Rowman and Littlefield Publishers, 2003.
Russell, Jeckson: *The Cambridge Companion to Shakespeare on Film*. (Cambridge Companions to Literature) Cambridge University Press, 2000.
Monaco, James. *How to Read a Film: Movies, Media, and Beyond*. 2009.



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M.A English-I (Semester-I & II)

2021-22, 2022-23 & 2023-24

M.A. English-I (Semester-I)

MAE 005 (Seminar)

Max. Marks: 50

Credits: 03

Teaching Hours: 45

Note: The evaluation will be done by internal examiner.

Instructions for the Paper Setter:

The evaluator shall give the marks according to the following criteria:

- Assignment (content and language) : 20 marks
- Presentation (confidence, delivery, eye contact) : 30 marks

Instructions for the Candidates:

The syllabus for the seminar is given in the section ‘**Topics to be Studied**’. The candidates are required to select any five topics out of given ten. The candidates are required to prepare assignments and give presentations on the selected topics.

Course Objectives:

The objective of the seminar is to boost the confidence of the students through paper presentations and course related critical discussions. This course mainly aims at improving the writing and speaking skills of the students. Besides, critical thinking and argumentative approach will also be developed.

Pedagogy:

To evoke the interest of the students and to achieve the objective of the course much emphasis will be laid on practical work (assignments and presentations). Lecture methodology along with visual aids will be used to teach this course.

Topics to be Studied

1. The supernatural elements in Shakespearean Drama.
2. The theme of Utilitarianism in Charles Dickens’ *Hard Times*.
3. Aristotle’s theory of Imitation.
4. John Donne as a metaphysical poet.
5. Chaucer as a representative and chronicler of his age.
6. Discuss *Tempest* as a post-colonial text.
7. The theme of power and ambition in Christopher Marlowe’s *Dr Faustus*.
8. Hero in the John Milton’s *Paradise Lost*.
9. Theme of revenge and internal conflict in Shakespeare’s *Hamlet*.
10. Identity and Independence in Charlotte Bronte’s *Jane Eyre*.

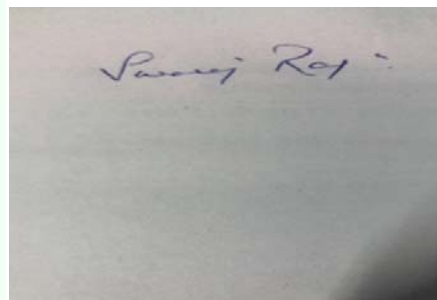
Course Learning Outcomes:

1. Research aptitude of students will improve.
2. Students will inculcate the presentation skills along with public speaking skills.
3. Argumentative approach will also develop among the students.



Dr. Gurpreet Kaur

Dr. Ajay Verma



Dr. Swaraj Raj

M.A English-I (Semester-I & II)

2021-22, 2022-23 & 2023-24

M.A. English-I (Semester-II)

MAE 006 (Core Course-VI)

Literary Criticism

Time Allowed: 3 Hours

Periods per week: 5

Credits: 05

Teaching Hours: 75

Max. Marks: 100

Written Examination: 70

Internal Assessment: 30

Pass Percentage: 35%

Instructions for the Paper Setter: The question paper will carry 70 marks and will be of three hours duration. The paper will consist of three Units. Following shall be the unit wise marks division:

- Unit-I – 20 Marks
- Unit-II – 20Marks
- Unit-III – 30Marks

Note:- We humbly request that the paper setter consults the testing pattern given in testing section.

Instructions for the candidates: Candidates are required to attempt all the questions as per the instructions given in the testing section.

Course Objectives:

The course aims to familiarize the students with critical texts within the broad framework of literature. Students will acquire the knowledge about critical frameworks and methodologies for better analysis and interpretation of literary texts.

Pedagogy: Primarily the chalk and duster method will be used to teach this course. To evoke the interest of the students in the curriculum due emphasis will be laid on assignments, homework and periodic tests.

Unit-I

Samuel Johnson	Preface to <i>Shakespeare</i>
William Wordsworth	Preface to <i>Lyrical Ballads</i>

Unit-II

Matthew Arnold	The Function of Criticism at the Present Time
T.S. Eliot	Tradition and the Individual Talent

Testing

Unit-I

1. The paper setter shall set one-essay-type question with internal alternative from Samuel Johnson's *Preface to Shakespeare* prescribed in Unit-I. 10 Marks
2. The paper setter shall set one-essay type question with internal alternative from William Wordsworth's *Preface to Lyrical Ballads* prescribed in Unit-I. 10 Marks

Unit-II

3. The paper setter shall set one-essay type question with internal alternative from Matthew Arnold's *The Function of Criticism at the Present Time* prescribed in Unit-II. 10 Marks
4. The paper setter shall set one-essay type question with internal alternative from T.S. Eliot's *Tradition and the Individual Talent* prescribed in Unit-II. 10 Marks

Unit-III

5. There shall be 10 short-answer type questions. All the questions are compulsory. This section will cover the entire syllabus (Unit-I &II). Each question will carry 3 marks. 10X3=30Marks

M.A English-I (Semester-I & II)

Course Learning Objectives:

1. After completing the course, the students will understand the function of criticism in relation to literary works.
2. Studying different critical traditions will help them to cultivate the critical faculty.
3. Students will be equipped with a working knowledge of the dominant concepts, terms and trends in literary criticism.
4. Acquaint themselves with the works of principal literary critics and theoreticians.

Suggested Readings:

Samuel Johnson

- Anderson, Robert : *The Life of Samuel Johnson with Critical Observations on His Works.*
- Arthur Sherbo : *Samuel Johnson's Critical Opinions: A Reexamination.*
- Greene, Donal : *Samuel Johnson.*
- Bate, Walter Jackson : *The Achievement of Samuel Johnson.*
- Robert DeMaria Jr. : *The Life of Samuel Johnson: A Critical Biography*
- Boulton, Jameson T. : *Samuel Johnson: The Critical Heritage*

William Wordsworth

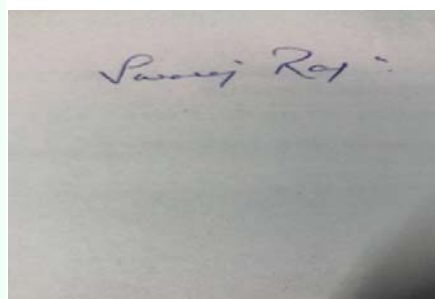
- Mason, Emma : *The Cambridge Introduction to William Wordsworth*
- Richards, I.A. : *Coleridge on Imagination*
- Abrams, M.H. : *The Mirror and the Lamp*

Matthew Arnold

- Wellek, Rene : *A History of Literary Criticism, I & II.*
- Trilling, Lionel : *Matthew Arnold*
- Waugh, Patricia : *An Oxford Guide to Literary Theory and Criticism*
- Latham, Jacqueline E.M.(ed.) : *Critics on Matthew Arnold*

T. S. Eliot

- Frye, Northrop : *T.S. Eliot*
- Lucy, Sean : *T.S. Eliot and the Idea of Tradition.*
- Hardwood, John : *Eliot to Derrida*
- Tate, Allen : *T.S. Eliot: The Man and His Mask*
- Gardner, Helen : *The Art of T.S. Eliot*
- Spender, Stephen : *T.S. Eliot*



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Dr. Swaraj Raj

M.A English-I (Semester-I & II)

2021-22, 2022-23 & 2023-24
M.A. English-I (Semester-II)
MAE 007 (Core Course-VII)
Poetry from Neo-Classical to Victorian Age

Time Allowed: 3 Hours

Periods per week: 5

Credits: 05

Teaching Hours: 75

Max. Marks: 100

Written Examination: 70

Internal Assessment: 30

Pass Percentage: 35%

Instructions for the Paper Setter: The question paper will carry 70 marks and will be of three hours duration. The paper will consist of three Units. Following shall be the unit wise marks division:

- Unit-I – 20 Marks
- Unit-II – 20Marks
- Unit-III – 30Marks

Note:- We humbly request that the paper setter consults the testing pattern given in testing section.

Instructions for the candidates: Candidates are required to attempt all the questions as per the instructions given in the testing section.

Course Objectives:

The paper will provide the glimpses into the historical shifts that had occurred in the literary world between 17th and 19th century. Besides, the paper will also help the students to understand the various poetical genres.

Pedagogy: Primarily the chalk and duster method will be used to teach this course. To evoke the interest of the students in the curriculum due emphasis will be laid on assignments, homework and periodic tests.

Unit-I

- Alexander Pope - *The Dunciad* Book IV
William Wordsworth -Ode: Intimations of Immortality
-Tintern Abbey
-Michael

Unit-II

- John Keats - "Ode to a Nightingale"
- "Ode on Melancholy"
- "Ode to Autumn"
- "Ode on a Grecian Urn"
- "Ode to Psyche"
Robert Browning - "Porphyria's Lover"
- "My Last Duchess"
- "The Bishop Orders His Tomb"
- "The Last Ride Together"
- "Rabbi Ben Ezra"
- "Andrea Del Sarto"
- "Fra Lippo Lippi"

Testing

Unit-I

1. The paper setter shall set one-essay type question with internal alternative from Alexander Pope's *The Dunciad Book-IV* prescribed in Unit-I. 10 Marks
2. The paper setter shall set one-essay type question with internal alternative from William Wordsworth's poems prescribed in Unit-I. 10 Marks

Unit-II

3. The paper setter shall set one-essay type question with internal alternative from John Keats' poems prescribed in Unit-II. 10 Marks

M.A English-I (Semester-I & II)

4. The paper setter shall set one-essay type question with internal alternative from Robert Browning's poems prescribed in Unit-II. 10 Marks

Unit-III

5. There shall be 10 short-answer type questions. All the questions are compulsory. This section will cover the entire syllabus (Unit-I & II). Each question will carry 3 marks.

10X3=30 Marks

.Course Learning Outcomes:

1. Students will get acquainted with the social, historical, literary and cultural elements of Neo-classical and Victorian poetry.
2. Students will be able to analyze and appreciate the representative poems of Neo-classical and Victorian Poetry.
3. Students will get familiarized with the thematic issues related to Neo-classical and Victorian poetry.

Suggested Readings:

Alexander Pope

- Bernard, John. *Alexander Pope: The Critical Heritage*. Routledge 2003.
Mack, Maynard. "Wit and Poetry and Pope", *Eighteenth Century English Literature*, ed., Clifford. Brower, R.A. *Alexander Pope: The Poetry of Allusion*.

John Keats

- Selected Poems and letters ed. by Robert Gittings Heineman, 1966.
Muir, K. ed., *John Keats A Reassessment* (Liverpool, 1958).
Bate, W.J., *John Keats* (Cambridge Mass, 1963).
Chatterjee, Bhabatosh. *The Mind and Art of John Keats* (Orient Longmans).
Casebook Series on Odes.

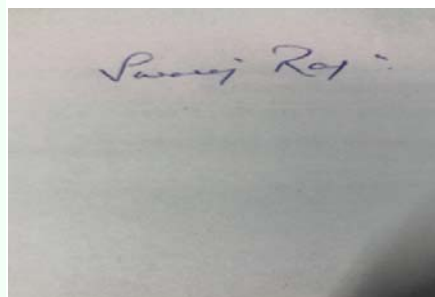
Robert Browning

- Faverty, F.E.L : *The Victorian Poets: A Guide to Research* (2nd ed.) Cambridge.
Johnson, E.D.H.: *The Alien Vision of Victorian Poetry*. Princeton, 1982.
Miller, J.H : *The Disappearance of God*, Law Press, 1963.
De Vance, W.C.: *A Browning Handbook*.
Flower, Betty S.: *Browning and the Modern Tradition*.
Drew, Philip ed.,: *A Collection of Critical Essays on Browning*.
Tracy, Clarence: *Browning's Mind and Art: Essay*



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Dr. Swaraj Raj

M.A English-I (Semester-I & II)

2021-22, 2022-23 & 2023-24
M.A. English-I (Semester-II)
MAE 008 (Core Course-VIII)
Nineteenth Century Fiction

Time Allowed: 3 Hours

Periods per week: 5

Credits: 05

Teaching Hours: 75

Max. Marks: 100

Written Examination: 70

Internal Assessment: 30

Pass Percentage: 35%

Instructions for the Paper Setter: The question paper will carry 70 marks and will be of three hours duration. The paper will consist of three Units. Following shall be the unit wise marks division:

- Unit-I – 20 Marks
- Unit-II – 20Marks
- Unit-III – 30Marks

Note:- We humbly request that the paper setter consults the testing pattern given in testing section.

Instructions for the candidates: Candidates are required to attempt all the questions as per the instructions given in the testing section.

Course Objectives:

The objective of teaching this paper is to encourage the students into the comprehensive understanding of the modern fiction. The paper will also provide the platform for comparative studies. This syllabus of this paper is composed to discuss the progress of fiction from the classical to modern age. This paper includes the fictional works from various corners of the globe.

Pedagogy: Primarily the chalk and duster method will be used to teach this course. To evoke the interest of the students in the curriculum due emphasis will be laid on assignments, homework and periodic tests.

Unit-I

Mary Shelley	-	<i>Frankenstein</i>
Thomas Hardy	-	<i>Tess of the d'urbervilles</i>

Unit-II

Gustave Flaubert	-	<i>Madame Bovary</i>
F. Dostoevsky	-	<i>Notes from the Underground</i>

Testing

Unit-I

1. The paper setter shall set one-essay type question with internal alternative from Mary Shelley's *Frankenstein* prescribed in Unit-I. 10 Marks
2. The paper setter shall set one-essay type question with internal alternative from Thomas Hardy *Tess of the d'urbervilles* prescribed in Unit-I. 10 Marks

Unit-II

3. The paper setter shall set one-essay type question with internal alternative from Gustave Flaubert's *Madame Bovary* prescribed in Unit-II. 10 Marks
4. The paper setter shall set one-essay type question with internal alternative from F. Dostoevsky's *Notes from the Underground* prescribed in Unit-II. 10 Marks

Unit-III

5. There shall be 10 short-answer type questions. All the questions are compulsory. This section will cover the entire syllabus (Unit-I & II). Each question will carry 3 marks.

10X3=30 Marks

Course Learning Outcomes:

1. Interest to read literary fiction from different parts of the world will develop among the students.

M.A English-I (Semester-I & II)

2. The students will understand how society and culture played a significant role in the lives of the writers of a particular nation.
3. The students will be able to comprehend the variations in the form and content of fictional works from across the globe.

Suggested Readings:

Mary Shelley

Harold Bloom	:	<i>Mary Shelley's Frankenstein</i>
Debra Doyle	:	<i>Frankenstein</i>
Timothy Morton	:	<i>A Routledge Literary Sourcebook on Mary Shelley's Frankenstein</i>
Mary Shelley	:	<i>Frankenstein</i> (Second Edition) (Norton Critical Editions)
Graham Allen	:	<i>Shelley's Frankenstein</i>
Nicholas Marsh	:	<i>Mary Shelley: Frankenstein</i>

Thomas Hardy

Cox, R.G. Hardy: *The Critical Heritage*.
Millgate, Michael: *Thomas Hardy*.
Williams, Merryn: *A Preface to Hardy*.
Gregor, Ian, *The Great Web: The Form of Hardy's Major Fiction*.
Ebbatson, Roger: *Thomas Hardy: The Margin of the Unexpressed*.
Page, Norman: *Thomas Hardy: The Novels*.

Gustave Flaubert

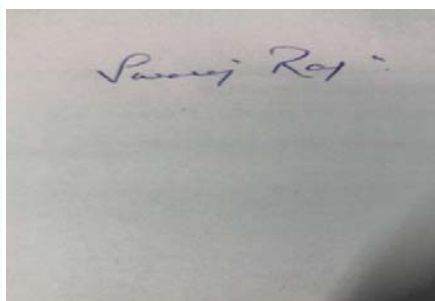
Cohen, Margaret and Eleanor Marx Aveling: *Madame Bovary*. (Norton Critical Edition), 2005.
Heath, Stephen. *Flaubert: Madame Bovary*. Cambridge University Press, 1992.
James, Henry: *French Poets and Novelists*, London, 1876.
Lubbock, Percy: *The Craft of Fiction*, New York and London, 1924.
Porter, Laurence M. and Eugene F. Gray. *Gustave Flaubert's Madame Bovary: A Reference Guide*. Greenwood Publishing Group, 2002
Ullman, Stephen: *Style in the French Novel*, Camb. 1957.
Unwin, Timothy. *Flaubert*. Cambridge University Press, 2004.

F. Dostoevsky

Bird, Richard. *Fyodor Dostoevsky*. Reaktion Books, 2013.
Gide, André. *Dostoevsky*. Textbook Publishers, 2003.
Girard, René. *Resurrection from the Underground: Feodor Dostoevsky*. MSU Press, 2012.
Peace, Richard. *Dostoevsky's: Notes from Underground* (BCP Critical Studies in Russian Literature), 2010
Katz, Michael R. and F. Dostoevsky. *Notes from the Underground*. (Norton Critical Edition), 2000.



Dr. Ajay Verma



Dr. Swaraj Raj

Dr. Gurpreet Kaur

M.A English-I (Semester-I & II)

2021-22, 2022-23 & 2023-24
M.A. English-I (Semester-II)
MAE 009A [Elective Course-IX (i)]
Modern Drama

Time Allowed: 3 Hours

Periods per week: 5

Credits: 05

Teaching Hours: 75

Max. Marks: 100

Written Examination: 70

Internal Assessment: 30

Pass Percentage: 35%

Instructions for the Paper Setter: The question paper will carry 70 marks and will be of three hours duration. The paper will consist of three Units. Following shall be the unit wise marks division:

- Unit-I – 20 Marks
- Unit-II – 20Marks
- Unit-III – 30Marks

Note:- We humbly request that the paper setter consults the testing pattern given in testing section.

Instructions for the candidates: Candidates are required to attempt all the questions as per the instructions given in the testing section.

Course Objectives:

The paper will help the students to understand the paradigm shift in the genre of Drama. The prescribed texts will help in understanding various types of drama. The major objective is to enrich the critical, historical and textual knowledge of students.

Pedagogy: Primarily the chalk and duster method will be used to teach this course. To evoke the interest of the students in the curriculum due emphasis will be laid on assignments, homework and periodic tests.

Unit-I

- Eugène Ionesco - *The Chairs*
- Henrik Ibsen - *A Doll's House*

Unit-II

- Samuel Beckett - *Waiting for Godot*
- Mahesh Dattani - *Final Solutions*

Testing

Unit-I

1. The paper setter shall set one-essay type question with internal alternative from Eugène Ionesco's *The Chairs* prescribed in Unit-I. 10Marks
2. The paper setter shall set one-essay type question with internal alternative from Henrik Ibsen's *A Doll's House* prescribed in Unit-I. 10Marks

Unit-II

3. The paper setter shall set one-essay type question with internal alternative from Samuel Beckett *Waiting for Godot* prescribed in Unit-II. 10 Marks
4. The paper setter shall set one-essay type question with internal alternative from Mahesh Dattani's *Final Solutions* prescribed in Unit-II. 10 Marks

Unit-III

6. There shall be 10 short-answer type questions. All the questions are compulsory. This section will cover the entire syllabus (Unit-I &II). Each question will carry 3 marks. 10X3=30 Marks

Course Learning Outcomes:

1. Students will get acquainted with the concept of modernism and its relation to drama.
2. Ample knowledge will be acquired by the students about modern playwrights.
3. Students will get familiarized with the emergence and evolution of the modern drama.

Suggested Readings:

Henrik Ibsen

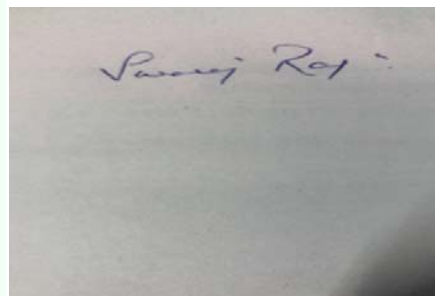
- Lucas, F.L. : *Drama of Ibsen and Strindberg*
Macfarlaine, James : *Penguin Critical Anthology on Ibsen*
Bradbrook, M.C. : *Ibsen: The Norwegian*
Rolfs, Fgelde (ed.) : *Ibsen: A Collection of Critical Essays (20th Century Views)*
Williams, Raymond : *Ibsen to Brecht*

Samuel Beckett

- Alvarez, A. *Beckett* 2nd Edition. Fontana Press, 1992.
Cronin, A. *Samuel Beckett The Last Modernist*. Flamingo, 1997.
Esslin, Martin.(ed.) *Samuel Beckett: A Collection of Critical Essays*. Prentice-Hall, 1965.
----- *The Theatre of the Absurd*. Pelican Books, 1968.
Hoffman, Frederick J. *Samuel Beckett: The Language of the Self*. Southern Illinois University Press, 1962.
Kenner, Hugh. *Samuel Beckett: A Critical Study*. Grove Press, 1961; John Calder, 1962.

Eugene Ionesco

- Modern Classics Rhinoceros Chairs Lesson (Penguin Modern Classics). Derek Prouse, et al. | 29 August 2000.



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M.A English-I (Semester-I & II)

2021-22, 2022-23 & 2023-24
M.A. English-I (Semester-II)
MAE 009B [Elective Course-IX (ii)]
South Asian Literature

Time Allowed: 3 Hours

Periods per week: 5

Credits: 05

Teaching Hours: 75

Max. Marks: 100

Written Examination: 70

Internal Assessment: 30

Pass Percentage: 35%

Instructions for the Paper Setter: The question paper will carry 70 marks and will be of three hours duration. The paper will consist of three Units. Following shall be the unit wise marks division:

- Unit-I – 20 Marks
- Unit-II – 20Marks
- Unit-III – 30Marks

Note:- We humbly request that the paper setter consults the testing pattern given in testing section.

Instructions for the candidates: Candidates are required to attempt all the questions as per the instructions given in the testing section.

Course Objectives:

Literary works from different countries have been included in this course to build the multi-dimensional approach of the students. The paper will also enhance the multi-cultural knowledge of the students as the works incorporated in this paper are written by authors belonging to diverse ethnicities.

Pedagogy: Primarily the chalk and duster method will be used to teach this course. To evoke the interest of the students in the curriculum due emphasis will be laid on assignments, homework and periodic tests.

Unit-I

Arundhati Roy – *The God of Small Things*
Michael Ondaatje – *Anil's Ghost*

Unit-II

Khalid Hosseni: *The Kite Runner*
Mohsin Hamid: *The Reluctant Fundamentalist*

Testing

Unit-I

1. The paper setter shall set one-essay type question with internal alternative from Arundhati Roy – *The God of Small Things* prescribed in Unit-I. 10Marks
2. The paper setter shall set one-essay type question with internal alternative from Michael Ondaatje – *Anil's Ghost* prescribed in Unit-I. 10Marks

Unit-II

3. The paper setter shall set one-essay type question with internal alternative from Khalid Hosseni: *The Kite Runner* prescribed in Unit-II. 10 Marks
4. The paper setter shall set one-essay type question with internal alternative from Mohsin Hamid: *The Reluctant Fundamentalist* prescribed in Unit-II. 10 Marks

Unit-III

5. There shall be 10 short-answer type questions. All the questions are compulsory. This section will cover the entire syllabus (Unit-I &II). Each question will carry 3 marks.

10X3=30 Marks

M.A English-I (Semester-I & II)

Course Learning Outcomes:

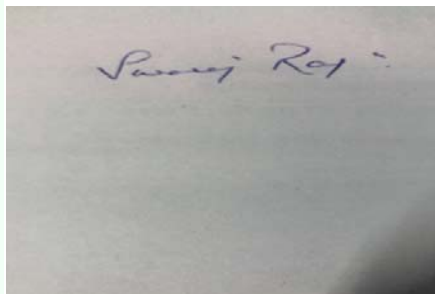
1. An inclination will develop among the students relating to the social, historical, literary and cultural elements of South Asian Literature.
2. Students will be able to critically analyse the works of South Asian Literature.
3. The study of writers belonging to varied cultural backgrounds will enhance the idea of global belongingness.

Suggested Readings:

- Ahmed, Imtiaz, ed. *Understanding Terrorism in South Asia, Beyond Statist Discourses*. Manohar, Regional Centre for Strategic Studies, 2006.
- Ali, Tariq. *The Clash of Fundamentalisms: Crusades, Jihads and Modernity*. Rupa& Co., 2002.
- Bhasin, Kamla, Ritu Menon and Said Nighat Khan. *Against All Odds: Essays on Women, Religion and Development from India and Pakistan*. Kali for Women, 1997.
- de Silva, Chandra Richard. *Sri Lanka: A History*. Vikas Publishing House Pvt Ltd, 1992. 5.
- Hussain, Yasmin. *Writing Diaspora: South Asian Women, Culture and Ethnicity*. Ashgate Publication Limited, 2004.
- Loomba, Ania. *Colonialism/ Postcolonialism*. Routledge, 1998.



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M.A English-I (Semester-I & II)

2021-22, 2022-23 & 2023-24
M.A. English-I (Semester-II)
MAE 009C [Elective Course-IX (iii)]
Modern English Grammar and Usage

Time Allowed: 3 Hours
Periods per week: 5
Credits: 05
Teaching Hours: 75

Max. Marks: 100
Written Examination: 70
Internal Assessment: 30
Pass Percentage: 35%

Course Objectives:

The objective of the paper is to help the students in understanding the various nuances of English language. The paper will make the students aware about the basics and latest developments in English language. The paper will provide theoretical as well as practical framework. The usage part of English language will also be thoroughly discussed to enhance the practical understanding of students.

Instructions for the Candidates:

Candidates shall attempt five questions in all, all questions being compulsory. Candidates shall attempt two questions from Unit I and two from Unit II. In Unit III, comprising short-answer questions, candidates shall attempt ten out of the given ten questions. Each of these short-answer questions shall be answered in 120-150 words and shall be of three marks each, carrying a total of $10 \times 3 = 30$ marks.

Instructions for the Paper Setter:

In Unit I, there shall be two questions set in the following manner:

Question No. I- This question, of 10 marks, with an internal alternative, shall pertain to Chapter 1: Referring to people and things and Chapter 2: Giving information about people and things in Unit I. Both the alternatives shall be theoretical in nature.

Question No. II- This question of 10 marks shall pertain to the exercises from Katy Shaw's *English Grammar Exercises* covering Chapters 1 and 2 of Unit I.

This will be a compulsory question. There will be no internal alternative in this question.

In Unit II, there shall be two questions set in the following manner:

Question No. III- This question, of 10 marks, with an internal alternative shall pertain to Chapter 3: Making a message, Chapter 4: Varying the message, Chapter 5: Expressing time and Chapter 6: Expressing manner and place. Both the alternatives shall be theoretical in nature.

Question No. IV- This question, of 10 marks, shall pertain to the exercises from Katy Shaw's *English Grammar Exercises* covering Chapters 3, 4, 5 and 6 of Unit II.

This will be a compulsory question. There will be no internal alternative in this question.

In Unit III there shall be one question set in the following manner:

Question No. V- The paper-setter shall set ten short-answer questions, at least one from each of the six prescribed chapters in Units I and II, carrying a weightage of 30 marks. Each question shall be answered in 100-150 words and shall be of three marks.

Important Note:

The scope of the questions shall be defined strictly in accordance with the content of the prescribed chapters and the exercises relevant to these chapters in the prescribed books. The objective-type questions shall also be strictly from the exercises relevant to the prescribed chapters in *Collins Cobuild English Grammar Exercises* by Katy Shaw.

Unit-I

Chapter 1: Referring to people and things.

Introduction to the noun group; Identifying people and things: nouns; Referring to people and things without naming them: pronouns; Identifying what you are talking about: determiners.

Exercises relevant to Chapter 1 in *Collins Cobuild English Grammar Exercises* by Katy Shaw.

Chapter 2: Giving information about people and things.

M.A English-I (Semester-I & II)

Introduction; Describing things: adjectives; Modifying using nouns: noun modifiers; Indicating possession or association: possessive structures; Talking about quantities and amounts; Referring to an exact number of things: numbers; Expanding the noun group: qualifiers.

Exercises relevant to Chapter 2 in *Collins Cobuild English Grammar Exercises* by Katy Shaw.

Unit-II

Chapter 3: Making a message

Indicating how many participants are involved: transitivity; Describing and identifying things: complementation; Talking about closely linked actions: using two verbs together in phase.

Chapter 4: Varying the message

Statements, questions, orders, and suggestions; Negation; Using modals.

Exercises relevant to Chapters 3 and 4 in *Collins Cobuild English Grammar Exercises* by Katy Shaw.

Chapter 5: Expressing time

Introduction; The present; The past; The future; Other uses of tenses; Timing by adjuncts; Time expressions and prepositional phrases; Frequency and duration.

Chapter 6: Expressing manner and place

Introduction to adjuncts; Giving information about manner: adverbs; Giving information about place: prepositions.

Exercises relevant to Chapters 5 and 6 in *Collins Cobuild English Grammar Exercises* by Katy Shaw.

Prescribed Texts for Units I & II:

1. *Collins Cobuild English Grammar*. Third Edition, 2011. Editor-in-Chief John Sinclair; Managing Editor Penny Hands. Harper Collins Publishers: Great Britain. Reprint Indian Edition, 2012.

The following chapters from this book are prescribed: Chapters 1, 2, 3, 4, 5 and 6.

2. Shaw, Katy. *Collins Cobuild English Grammar Exercises*. New Delhi: Indus (An imprint of Harper Collins Publishers India), 1991. Third impression 1994.

The following chapters from this book are prescribed: Chapters 1, 2, 3, 4, 5 and 6.

Supplementary Text:

Quirk, Randolph and Greenbaum, Sidney. *A University Grammar of English*. New Delhi: Pearson Education, 1973. Ninth Indian Reprint, 2005.

Course Learning Outcomes:

1. Students will get acquainted with the basics of English grammar.
2. The study of this paper will enhance the communication skills of the students.
3. The grasp over communicative language will create more job opportunities.

Suggested Readings:

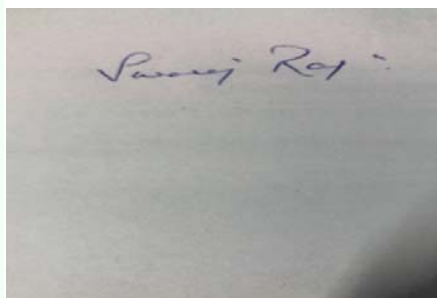
1. Greenbaum, Sidney and Quirk, Randolph. *A Student's Grammar of the English Language*. New Delhi: Pearson Education.
2. Leech, Geoffrey and Svartvik, Jan. *A Communicative Grammar of English*. New Delhi: Pearson Education.
3. Quirk, Randolph et al. *A Grammar of Contemporary English*. Cambridge University Press.
4. *Collins Cobuild Student's Grammar*. Practice Material by Dave Willis. New Delhi: Harper Collins, 1994.
5. Swan, Michael and Walter, Catherine. *How English Works (With Answers)*. Oxford University Press, 2006.
6. Yule, George. *New Oxford Practice Grammar*. Advanced (With Answers). Oxford University Press, 2006.
7. Thomson, A.J. and Martinet, A.V. *A Practical English Grammar*. Intermediate to Advanced. Oxford University Press, 2006.
8. Thornbury, Scott. *Natural Grammar*. Oxford University Press, 2006.
9. Hewings, Martin. *Advanced Grammar in Use*. Upper Intermediate to Proficiency. Edition with Answers. Cambridge University Press, 2007.

M.A English-I (Semester-I & II)

10. Haines, Simon et al. *Advanced Grammar in Use Supplementary Exercises*. Upper Intermediate to Proficiency. Cambridge University Press, 2007.
11. Carter, Ronald and McCarthy, Michael. *Cambridge Grammar of English*. A Comprehensive Guide. Advanced, Proficiency and Above. Cambridge University Press, 2007.
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Dr. Ajay Verma



Dr. Swaraj Raj

Dr. Gurpreet Kaur

M.A English-I (Semester-I & II)

2021-22, 2022-23 & 2023-24
M.A. English-I (Semester-II)
MAE 010 (Seminar)

Max. Marks: 50
Teaching Hours: 45

Credits: 03

Note: The evaluation will be done by internal examiner.

Instructions for the Paper Setter:

The evaluator shall give the marks according to the following criteria:

- Assignment (content and language) : 20 marks
- Presentation (confidence, delivery, eye contact) : 30 marks

Instructions for the Candidates:

The syllabus for the seminar is given in the section ‘**Topics to be Studied**’. The candidates are required to select any five topics out of given ten. The candidates are required to prepare assignments and give presentations on the selected topics.

Course Objectives:

The objective of the seminar is to boost the confidence of the students through paper presentations and course related critical discussions. This course mainly aims at improving the writing and speaking skills of the students. Besides, critical thinking and argumentative approach will also be developed.

Pedagogy:

To evoke the interest of the students and to achieve the objective of the course much emphasis will be laid on practical work (assignments and presentations). Lecture methodology along with visual aids will be used to teach this course.

Topics to be Studied

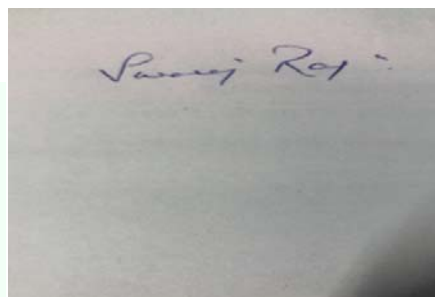
1. Dr. Johnson as a critic of literature.
2. Dream vision in Coleridge’s poetry.
3. Nature and beauty in John Keats’ Odes.
4. Major themes of Robert Browning’s poetry.
5. Theme of Injustice and Fate in Thomas Hardy’s *Tess of the d’Urbervilles*.
6. *A Doll’s House* as a feminist play.
7. Absurdism.
8. Nature Vs Nurture in Mary Shelley’s *Frankenstein*.
9. Wordsworth’s conception of poetry.
10. T.S Eliot’s theory of impersonality.

Course Learning Outcomes:

1. Research aptitude of students will improve.
2. Students will inculcate the presentation skills along with public speaking skills.
3. Argumentative approach will also develop among the students.



Dr. Ajay Verma



Dr. Swaraj Raj

Dr. Gurpreet Kaur

