

**SYLLABUS**  
**M.A.II (ENGLISH)**  
**SEMESTER III & IV**  
**(SESSIONS 2021-22, 2022-23 & 2023-24)**

**Semester III**

CODE	PAPER	TITLE	CREDITS	INTERNAL	EXTERNAL	TOTAL
MAE 011	CORE COURSE XI	LITERATURE AND MODERNITY	5	30	70	100
MAE 012	CORE PAPER XII	TWENTIETH CENTURY POETRY AND FICTION	5	30	70	100
MAE 013	CORE PAPER XIII	LITERATURE AND POSTCOLONIALITY	5	30	70	100
MAE 014A	ELECTIVE XIV (i)	LITERATURE AND GENDER	5	30	70	100
MAE 014B	ELECTIVE XIV(ii)	CREATIVE WRITING	5	30	70	100
MAE014C	ELECTIVE XIV(iii)	MODERN INDIAN LITERATURE IN TRANSLATION	5	30	70	100
MAE 015	INTER-DISCIPLINARY XV	SEMINAR	03	50	-	50

**Semester IV**

CODE	PAPER	TITLE	CREDITS	INTERNAL	EXTERNAL	TOTAL
MAE 016	CORE COURSE XVI	LITERARY AND CULTURAL THEORY	5	30	70	100
MAE 017	CORE COURSE XVII	EUROPEAN DRAMA	5	30	70	100
MAE 018	CORE COURSE XVIII	AMERICAN LITERATURE	5	30	70	100
MAE 019 A	ELECTIVE XIX (i)	LITERATURE AND POLITICS	5	30	70	100
MAE 019 B	ELECTIVE XIX (ii)	LITERARY NON-FICTION	5	30	70	100
MAE 019 C	ELECTIVE XIX (iii)	INDIAN WRITING IN ENGLISH	5	30	70	100
MAE 020	INTER-DISCIPLINARY XX	SEMINAR	03	50	-	50

Ajay

Swaraj Raj

Dr. Gurpreet Kaur

Dr. Ajay Verma

Dr. Swaraj Raj

**2021-22, 2022-23 & 2023-24**  
**M.A. English-II (Semester-III)**  
**MAE 011 (Core Course XI)**  
**Literature and Modernity**

**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 aim of the course is to critically examine a range of literary works. The texts included in the course are to be scrutinized in the light of contemporary trends and developments. The course will enhance the understanding of the students about the concept of modernity.

**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, apart from seminars and group discussions.

**Unit-I**

- |                  |   |                                     |
|------------------|---|-------------------------------------|
| George Orwell    | - | “Politics and the English Language” |
| Virginia Woolf - | - | “Modern Fiction”                    |

**Unit-II**

- |                 |   |  |
|-----------------|---|--|
| Walter Benjamin | - | “The Work of Art in the Age of Mechanical<br>Reproduction” |
| Jeff Wallace    | - | “Introduction” from the book <i>Beginning Modernism</i>    |

**Testing**

**Unit-I**

1. The paper setter shall set one-essay-type question with internal alternative from George Orwell’s *Politics and the English Language* prescribed in Unit-I. 10Marks
2. The paper setter shall set one-essay type question with internal alternative from Virginia Woolf’s *Modern Fiction* prescribed in Unit-I. 10 Marks

**Unit-II**

3. The paper setter shall set one-essay type question with internal alternative from Walter Benjamin's *The Work of Art in the Age of Mechanical Reproduction* prescribed in Unit-II. 10 Marks
4. The paper setter shall set one-essay type question with internal alternative from Jeff Wallace's "Introduction" 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. The study of this paper will enhance the critical thinking of the students.
2. Students will obtain ample knowledge about the various critical approaches.
3. Students will thoroughly understand the concept of modernity and its relationship with literature.

**Suggested Readings:**

**George Orwell**

- Miller, James. "Is Bad Writing Necessary? George Orwell, Theodor Adorno, and the Politics of Literature". *Lingua features*. Vol. 9, No.9. Dec/Jan. 2000.
- Rai, Alok. *Orwell and the Politics of Despair: A Critical Study of the Writings of George Orwell*. CUP Archive, 1990.
- Rodden, John (Ed.) *The Cambridge Companion to George Orwell*. Cambridge University Press, 2007.
- . *George Orwell: The Politics of Literary Reputation*. Transaction Publishers, 2001.
- Scrivener, Michael and Louis Finkelman. "The Politics of Obscurity: The Plain Style and Its Detractors". *Philosophy and Literature*. Volume 18, Number 1, April 1994

**Virginia Woolf**

- Briggs, Julia. *Reading Virginia Woolf*. Edinburgh University Press, 2006.
- Goldman, Jane. *The Cambridge Introduction to Virginia Woolf*. Cambridge University Press, 2006.
- DiBattista, Maria. *Imagining Virginia Woolf: An Experiment in Critical Biography*. Princeton University Press, 2009.
- Bryony Randall, Jane Goldman. *Virginia Woolf in Context*. Cambridge University Press, 2012.

**Walter Benjamin**

- Benjamin, Andrew E. and Charles Rice. *Walter Benjamin and the Architecture of Modernity*. repress, 2009.
- Eiland, Howard. *Walter Benjamin*. Harvard University Press, 2014.
- Osborne, Peter. *Walter Benjamin: Modernity*. Taylor & Francis, 2005.
- Preziosi, Donald. *The Art of Art History: A Critical Anthology*. Oxford University Press,

M.A. English-II (Semester III & IV)

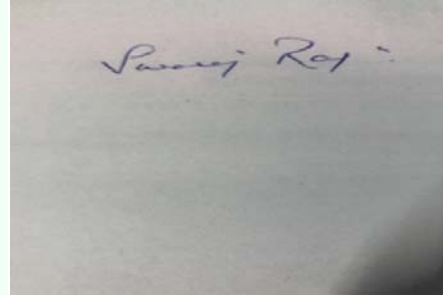
Steiner, Uwe. *Walter Benjamin: An Introduction to His Work and Thought*. University of Chicago Press, 2012.

**Jeff Wallace:** *Beginning Modernism*.



Dr. Gurpreet Kaur

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Dr. Swaraj Raj

**2021-22, 2022-23 & 2023-24**  
**M.A. English-II (Semester-III)**  
**MAE 012 (Core Course XII)**  
**Twentieth Century Poetry and 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 aim of teaching this paper is to familiarize the students with history of twentieth century English Literature. The paper will provide the comprehensive study of socio-cultural, socio-political and socio-economic conditions highlighted in the given 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, apart from seminars and group discussions.

**Unit-I**

W.B. Yeats	-	“No Second Troy” “A Dialogue of Self and Soul” “Sailing to Byzantium” “Among School Children” “Leda and the Swan” “The Second Coming”
T.S. Eliot	-	“The Hollow Men” “Journey of the Magi” “Love Song of Alfred J. Prufrock”

**Unit-II**

Franz Kafka	-	<i>The Trial</i>
Albert Camus	-	<i>The Plague</i>

**Testing**

**Unit-I**

1. The paper setter shall set one-essay-type question with internal alternative from the poems of W.B. Yeats prescribed in Unit-I. 10Marks
2. The paper setter shall set one-essay type question with internal alternative from the poems of T.S. Eliot prescribed in Unit-I. 10 Marks

**Unit-II**

3. The paper setter shall set one-essay type question with internal alternative from the Franz Kafka's *The Trial* prescribed in Unit-II. 10 Marks
4. The paper setter shall set one-essay type question with internal alternative from Albert Camus' *The Plague* 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. The students will be able to comprehend the variations in the form and content of fictional and poetical works.
2. The students will be able to appreciate and understand the paradigm shift in the field of poetry and fiction.
3. The students will be able to deduce the difference between the concepts of existentialism and utilitarianism.

**Suggested Readings:**

**W.B. Yeats**

- Berryman, Charles. *W. B. Yeats: Design of Opposites: A Critical Study*. Exposition Press, 1967.  
Ross, David A. *Critical Companion to William Butler Yeats: A Literary Reference to His Life and Work*. Infobase Publishing, 2009.  
Smith, Stan. *W.B. Yeats: A Critical Introduction*. Rowman & Littlefield, 1990.

**T.S. Eliot**

- Brauhardt, Marcel. *Essay on Thomas Stearns Eliot "The Hollow Men"*. GRIN Verlag, 2010  
Chinitz, David E (Ed.). *A Companion to T. S. Eliot Blackwell Companions to Literature and Culture*. John Wiley & Sons, 2009.  
Moody, A. David (Ed.). *The Cambridge Companion to T. S. Eliot. Cambridge Companions to Literature*. Cambridge University Press, 1994.

**Franz Kafka**

- Angles, Flores and : *Franz Kafka Today*  
Charles, Neider : *The Frozen Sea: A Study of Franz Kafka*  
Roy, Pascal : *The German Novel*  
Emrich, Withelm : *Franz Kafka: A Study of his Writings*

**Albert Camus**

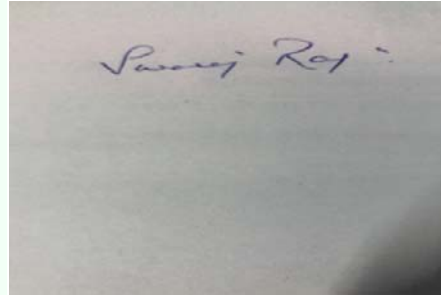
- Luppe, R de : *Albert Camus*

M.A. English-II (Semester III & IV)

Thody, P. : *Albert Camus: A Study of His Work*  
Hanna, T. : *The Thought and Art of Albert Camus*  
Cruickshank, A. : *Albert Camus and the Literature of Revolt*  
Bree, Germaine (ed.) : *Camus: A Collection of Critical Essays*  
(20th Century Views)



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**2021-22, 2022-23 & 2023-24**  
**M.A. English-II (Semester-III)**  
**MAE 013 (Core Course XIII)**  
**Literature and Postcoloniality**

**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 instruct the students about the historical discourses of race and ethnicity. The texts included in the course will sensitise the students and provide them deep insights about colonial and postcolonial contexts of literature.

**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, apart from seminars and group discussions.

**Unit-I**

- Joseph Conrad - *Heart of Darkness*
- J.M. Coetzee - *Life and Times of Michael K*

**Unit-II**

- Alice Walker - *The Color Purple*
- Derek Walcott - From *The Arkansas Testament*:  
'St. Lucia's First Communion'  
'Elsewhere'  
From *Derek Walcott: Selected Poetry*  
(Oxford: Heinemann, 1993):  
'Ruins of a Great House'  
'The Castaway'  
'Far Cry from Africa'



**Testing**

**Unit-I**

1. The paper setter shall set one-essay-type question with internal alternative from Joseph Conrad's *Heart of Darkness* prescribed in Unit-I. 10Marks
2. The paper setter shall set one-essay type question with internal alternative from J.M. Coetzee's *Life and Times of Michael K* prescribed in Unit-I. 10 Marks

**Unit-II**

3. The paper setter shall set one-essay type question with internal alternative from Alice Walker's *The Color Purple* prescribed in Unit-II. 10 Marks
4. The paper setter shall set one-essay type question with internal alternative from the poems of Derek Walcott 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 be able to interpret the texts in the light of colonial and postcolonial theories.
2. The impact of colonialism on the overall social structures will be learnt by the students.
3. The students will develop varied perspectives and approaches towards the texts.

**Suggested Readings:**

- Peter Barry : *Beginning Theory*, 2005.  
Patricia Waugh : *Literary Theory and Criticism*, Oxford, 2006.  
Prמוד K. Nayar : *Contemporary Literary and Cultural Theory*, Pearson, 2010.

**Joseph Conrad**

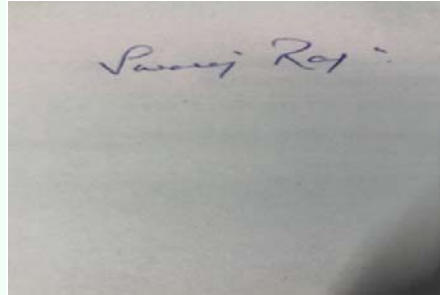
- Frederick Karl : *A Reader's Guide to Joseph Conrad*  
Christopher Cooper : *Conrad and the Human Dilemma*  
Robert Giddings (ed.) : *Literature and Imperialism*  
Hulme, Peter : *Colonial Encounters: Europe and the Native Caribbean 1492-1797*  
Abdul Jan Mohammad : *Manichean Aesthetics: The Politics of Literature in Colonial Africa*

**Derek Walcott**

- Ngugi Wa Thiong'O : *Home Coming: Essays on Africa and Caribbean Literature, Culture and Politics*  
Edward Said : *Culture and Imperialism*  
Bruce King (ed.) : *Caribbean Literature*  
William Walsh : *A Manifold Voice: Studies in Commonwealth Literature*  
David Cook : *African Literature: A Critical View*

Charles Larson

: *The Emergence of African Fiction*



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2021-22, 2022-23 & 2023-24  
M.A. English-II (Semester-III)  
MAE 014A [Elective Course XIV (i)]  
Literature and Gender

**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 sensitise the students regarding gender issues. The study of this paper will inculcate the sense of gender equality among the students. The course will examine the similarities and differences among women within and across cultures and at different historical moments.

**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, apart from seminars and group discussions.

**Unit-I**

Margaret Atwood - *Surfacing*  
Shashi Deshpande - *That Long Silence*

**Unit-II**

Virginia Woolf - *A Room of One's Own*  
“Feminism” - an essay by Fiona Tolan from *An Oxford Guide to Literary Theory and Criticism* edited by Patricia Waugh

**Testing**

**Unit-I**

1. The paper setter shall set one-essay-type question with internal alternative from Margaret Atwood’s *Surfacing* prescribed in Unit-I. 10Marks

## M.A. English-II (Semester III & IV)

2. The paper setter shall set one-essay type question with internal alternative from Shashi Deshpande's *That Long Silence* prescribed in Unit-I. 10 Marks

### Unit-II

3. The paper setter shall set one-essay type question with internal alternative from Virginia Woolf's *A Room of One's Own* prescribed in Unit-II. 10 Marks
4. The paper setter shall set one-essay type question with internal alternative from Fiona Tolan's essay *Feminism* 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 be able to analyze literary texts through the perspectives of gender.
2. Identify some of main topics in women's literature in English that concern gender studies.
3. Detect myths and representations of womanhood and women's responses to those myths and representations and to other cultural impulses.

### Suggested Readings:

Freidan, Betty	:	<i>The Feminine Mystique</i>
Susan Griffin	:	<i>Woman and Nature: The Roaring Inside Her</i>
Freedman, Jane	:	<i>Feminism</i>
Lola Chatterjee Ed.	:	<i>Woman Image Text</i>
Adrienne Rich	:	<i>Of Woman Born</i>
Maggie Humm:	:	<i>Feminist Criticism</i>
Judith Evans	:	<i>Feminist Theory Today</i>
Maggie Fuller	:	<i>Woman in the Nineteenth Century</i>
Sandra Gilbert and Susan Gubar	:	<i>Mad Woman in the Attic</i>
Jasbir Jain, ed.	:	<i>Women's Writing</i>
IqbalKaur, ed.	:	<i>Kate Chopin's The Awakening: Critical Essays.</i>
Landry, Donna	:	<i>The Spivak Reader</i>
Roseann, P. Bell	:	<i>Study Blacke Bridges</i>
Nan Baian Maglin	:	<i>The Literature of Matrilineage</i>
Hari Prasanna	:	<i>Image of Woman in Shashi Deshpande's Fiction: A Study</i>

### Virginia Woolf

- Briggs, Julia. *Reading Virginia Woolf*. Edinburgh University Press, 2006.
- Goldman, Jane. *The Cambridge Introduction to Virginia Woolf*. Cambridge University Press, 2006.
- DiBattista, Maria. *Imagining Virginia Woolf: An Experiment in Critical Biography*. Princeton University Press, 2009.
- Bryony Randall, Jane Goldman. *Virginia Woolf in Context*. Cambridge University Press, 2012.
- Rosenman, Ellen Bayuk. *A Room of One's Own: Women Writers and the Politics of Creativity*. Twayne Publishers, 1995.

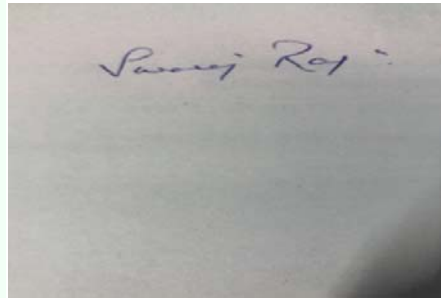
M.A. English-II (Semester III & IV)

**Shashi Deshpande**

- Atrey, Mukta and Kirpal Viney : *Shashi Deshpande: A Feminist Study of Her Fiction*  
Dhawan, R.K. : *Indian Women Novelists*  
Pathak, R.S. : *The Fiction of Shashi Deshpande*  
Rajeshwar, M. : *Indian Women Novelists and Psychoanalysis*  
Roy, Anuradha : *Patterns of Feminist Consciousness in Indian Women Writers*

**Patricia Waugh**

- : *An Oxford Guide to Literary Theory and Criticism*



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M.A. English-II (Semester III & IV)

2021-22, 2022-23 & 2023-24  
M.A. English-II (Semester-III)  
MAE 014B [Elective Course XIV (ii)]  
Creative Writing

**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:**

UNIT-I shall have two questions (of a theoretical/semi-theoretical nature) with internal alternatives from the prescribed texts. These questions shall carry 10+10=20 marks.

UNIT-II shall have two questions with internal alternatives. The paper-setter shall, giving **specific** instructions/problem(s)/challenge(s), ask the candidate to demonstrate her/his creative writing abilities by producing one original piece of fiction and another of non-fiction. Each piece shall be of 800 words. The two questions shall carry 10+10=20 marks.

UNIT-III, covering the prescribed texts, shall be of 30 marks. It shall comprise ten short-answer questions: of these, **six** questions shall be based on the prescribed Chapter 19 of *The Oxford Essential Guide to Writing* by Thomas S. Kane; the remaining **four** shall be based on the terms, concepts, genres and practices discussed in the chapters prescribed from the other three books. Each question is expected to be answered in about 80-100 words and shall carry 3 marks.

**Instructions for the Candidates:**

UNIT-I shall have two questions (of a theoretical/semi-theoretical nature) with internal alternatives from the prescribed texts. These questions shall carry 10+10=20 marks.

UNIT-II shall have two questions with internal alternatives. The paper-setter shall, giving **specific** instructions/problem(s)/challenge(s), ask the candidate to demonstrate her/his creative writing abilities by producing one original piece of fiction and another of non-fiction. Each piece shall be of 800 words. The two questions shall carry 10+10=20 marks.

UNIT-III, covering the prescribed texts, shall be of 30 marks. It shall comprise ten short-answer questions: of these, **six** questions shall be based on the prescribed Chapter 19 of *The Oxford Essential Guide to Writing* by Thomas S. Kane; the remaining **four** shall be based on the terms, concepts, genres and practices discussed in the chapters prescribed from the other three books. Each question is expected to be answered in about 80-100 words and shall carry 3 marks.

**Course Objectives:**

The paper aims at honing the creative skills among the students. The study of this paper will help the students in recognizing the requirements for creative writing. The course will enhance the imaginative and technical knowledge of the 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, apart from seminars and group discussions.

**Unit-I**

**Prescribed Texts:**

## M.A. English-II (Semester III & IV)

1. *The Cambridge Introduction to Creative Writing* by David Morley (2007). Chapters 4, 5, 6 & 7 are prescribed.
2. *On Writing Well* by William Zinsser (2006;1976). Chapter 12 ("Writing about People: The Interview") and Chapter 13 (Writing about Places: The Travel Article"), both from Part III : Forms, are prescribed.
3. *About Writing: Seven Essays, Four letters, & Five Interviews* by Samuel R. Delany. (2005). The following two essays, both from Part I, are prescribed: "Thickening the Plot" and "Character".
4. *The Oxford Essential Guide to Writing* by Thomas S. Kane (Berkley Edition, 2000). Chapter 19 ("Sentence Styles") from Part IV is prescribed.

### Unit-II

1. Writing an original piece of fiction in 800 words.
- II. Writing an original piece of non-fiction in 800 words.

### Unit-III

As mentioned in the instructions for the paper-setter above.

### Course Learning Outcomes:

1. The writing skills of the students will develop.
2. Students will demonstrate an ability to revise and edit for content, grammatical and stylistic clarity.
3. The imaginative faculty of the students will develop that will open up new avenues for them.

### Suggested Readings:

Amanda Boulter	:	Writing Fiction: Creative and Critical Approaches
brevitymag.com/	:	Brevity: A Journal of Concise
David Morley & Philip Neisen	:	The Cambridge Companion to Creative Writing
E.M. Forster	:	Aspects of the Novel
Ezra Pound	:	ABC of Reading
Graeme Harper	:	A Companion to Creative Writing
Graeme Harper	:	Teaching Creative Writing
Ernest Hemingway	:	On Writing
Jeri Kroll, Graeme Harper	:	Research Methods in Creative Writing
Meenakshi Sharma, ed.	:	The Wordsmiths
Francine Prose	:	Reading Like a Writer
The Paris Review	:	The Art of Fiction Interviews
Stephen King	:	On Writing
Steven Earnshaw	:	The Handbook of Creative Writing



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M.A. English-II (Semester III & IV)

2021-22, 2022-23 & 2023-24  
M.A. English-II (Semester-III)  
MAE 014C [Elective Course XIV (iii)]  
Modern Indian Literature in Translation

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:**

This course will introduce the works of some of the significant Indian writers which are available in English translation. The study of this paper will create an awareness of sub cultural variations in translated works.

**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, apart from seminars and group discussions.

**Unit-I**

Girish Karnad - *Tughlaq*  
Mahasweta Devi - *Draupadi*

**Unit-II**

Gurdial Singh - *Marhi Da Deeva*  
Intezar Hussain - *Basti*

**Testing**

**Unit-I**

6. The paper setter shall set one-essay-type question with internal alternative from Girish Karnad's *Tughlaq* prescribed in Unit-I. 10Marks
7. The paper setter shall set one-essay type question with internal alternative from Mahasweta Devi's *Draupadi* prescribed in Unit-I. 10 Marks



**Unit-II**

8. The paper setter shall set one-essay type question with internal alternative from Gurdial Singh's *Marhi Da Deeva* prescribed in Unit-II. 10 Marks
9. The paper setter shall set one-essay type question with internal alternative from Intezar Hussain's *Basti* prescribed in Unit-II. 10 Marks

**Unit-III**

10. 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 modern Indian writers.
2. Students will get an exposure to the major authors, texts and contexts.
3. Develop a broader knowledge of human ideas, beliefs, and social values through the study of the prescribed texts.
4. Develop a comparative perspective to study the texts.
5. Students will be able to critically respond to Indian texts.

**Suggested Readings:**

**Girish Karnad**

Jaydipsinh Dodiya: *The plays of Girish Karnad: Critical perspectives*  
Nand Kumar: *Indian English Drama: A Study in Myths*  
P. Gopichand : *Indian Drama in English: A Kaleidoscopic View*  
Punam Pandey : *The Plays of Girish Karnad: A Study in Existentialism*  
Naikar, Basavaraj (Ed.). *Indian English Literature*. Atlantic Publishers&Dist,2007  
Dodiya, Jaydipsinh. *The plays of Girish Karnad: Critical Perspectives*. Series on Indian Drama.Prestige, 1999.

**Mahasweta Devi**

Mishra, Pallavi. *Mahasweta Devi's Literary Canvas: A Critical Reading*. Authors press, 2017.  
Sen, Nandini. Ed. *Mahasweta Devi: Critical Perspectives*. Pencraft International, 2011.  
Sen, Nivedita and N. Yadav. *Mahasweta Devi: An Anthology of Recent Criticism*. Pencraft International, 2008.  
Bhowal, Sanatan. *The Subaltern Speaks: Truth and Ethics in Mahasweta Devi's Fiction on Tribals*. Orient Blackswan private Limited, 2016.

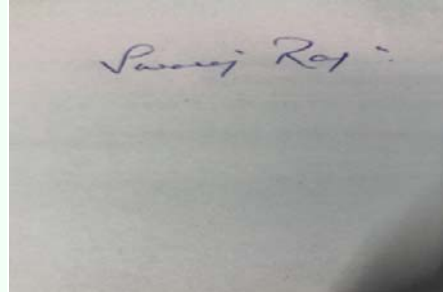
**Gurdial Singh**

AmareshDatta: *Encyclopaedia of Indian Literature*, Volume 2  
Jeremy Munday: *Introducing Translation Studies: Theories and Applications*  
Nagendra: *Indian Literature*

**IntezarHussain**

M.A. English-II (Semester III & IV)

Muhammad Shoaib Pervez: *Security Community in South Asia: India-Pakistan*  
Tarun K. Saint: *Witnessing Partition: Memory, History, Fiction*



Dr. Gurpreet Kaur

Dr. Ajay Verma

Dr. Swaraj Raj

## M.A. English-II (Semester III & IV)

2021-22, 2022-23 & 2023-24  
M.A. English-II (Semester-III)  
MAE 015 (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. Theme of homeland and exile in Khaled Hosseini’s *The Kite Runner*.
2. Theme of postcoloniality in *Life and Times of Michael K*
3. Themes in T.S Eliot’s Poetry.
4. Imperialism in Joseph Conrad’s *Heart of Darkness*.
5. The female identity in Margaret Atwood’s *Surfacing*.
6. Mahasweta Devi’s *Draupadi* as a feminist text.
7. Girish Karnad’s *Tughlaq* as a historical play.
8. Women and Writing in Virginia Woolf’s “A Room of One’s Own.”
9. Themes in Derek Walcott’s poetry.
10. Thematic concerns of Albert Camus’ *The Plague*.

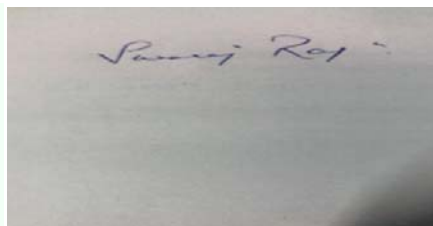
### **Course Learning Outcomes:**

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.



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Dr. Ajay Verma



Dr. Swaraj Raj

**SEMESTER IV**

**2021-22, 2022-23 & 2023-24**  
**M.A. English-II (Semester-IV)**  
**MAE 016 (Core Course XVI)**  
**Literary and Cultural Theory**

**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 at enhancing the critical thinking of the students through the study of literary and cultural theory. Through this course the students will explore varied layers of cultural interpretations of literary texts. The paper will make the students understand the deep connection between literary works and capital markets.

**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, apart from seminars and group discussions.

**Unit-I**

- Roland Barthes - "From Work to Text"
- Benedict Anderson - "The Origins of National Consciousness"  
(From *Imagined Communities*)

**Unit-II**

- Elaine Showalter - "Feminist Criticism in the Wilderness"
- Frederic Jameson - "Postmodernism or, the Cultural Logic of Late Capitalism" (From *Postmodernism or The Cultural Logic of Late Capitalism*)

**Testing**

**Unit-I**

1. The paper setter shall set one-essay-type question with internal alternative from Roland Barthes *From Work to Text* prescribed in Unit-I. 10Marks
2. The paper setter shall set one-essay type question with internal alternative from Benedict Anderson's *The Origins of National Consciousness* prescribed in Unit-I. 10 Marks

**Unit-II**

3. The paper setter shall set one-essay type question with internal alternative from Elaine Showalter's *Feminist Criticism in the Wilderness* prescribed in Unit-II. 10 Marks
4. The paper setter shall set one-essay type question with internal alternative from Frederic Jameson's *Postmodernism or, the Cultural Logic of Late Capitalism* 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 principal literary theories.
2. Students will get familiarized with recent critical trends like structuralism, feminism, post-modernism and post-colonialism.
3. Students will be able to compare and contrast the unique qualities of the authors under consideration.

**Suggested Readings:**

**Roland Barthes**

- Graham Allen : *Roland Barthes*  
Jay Clayton, Eric Rothstein : *Influence and Intertextuality in Literary History*  
Michael Moriarty : *Roland Barthes*  
Jay Clayton, Eric Rothstein  
Patrizia Lombardo : *The Three Paradoxes of Roland Barthes*  
Seán Burke : *The Death and Return of the Author: Criticism and Subjectivity in Barthes, Foucault and Derrida*  
Stephen Barker,(ed.) : *Signs of Change: Premodern - Modern - Postmodern*

**Benedict Anderson**

- Athena S. Leoussi : *Encyclopaedia of Nationalism*  
Benedict Anderson : *Imagined Communities: Reflections on the Origin and Spread of Nationalism*  
Bill Ashcroft, Gareth Griffiths, Helen Tiffin: *The Post-colonial Studies Reader*  
Paul Gillen, Devleena Ghosh : *Colonialism & Modernity*  
Pheng Cheah, Jonathan Culler : *Grounds of Comparison: Around the Work of Benedict Anderson*

M.A. English-II (Semester III & IV)

**Elaine Showalter**

Moi, Toril	:	<i>Sexual Textual Politics: Feminist Literary Theory</i>
Millett, Kate	:	<i>Sexual Politics</i>
Showalter, Elaine	:	<i>A Literature of their Own</i>
Spender, Dale	:	<i>Man Made Language</i>
Woolf, Virginia	:	<i>Women and Writing</i>
Eagleton, Mary (ed.)	:	<i>Feminist Literary Theory: A Reader</i>
Jacobus, Mary (ed.)	:	<i>Women Writing and Writing about Women</i>
Hester, Eisenstein	:	<i>Contemporary Feminist Thought</i>
Kemp, Sandra and Squire, Judith (ed.)	:	<i>Feminisms</i>

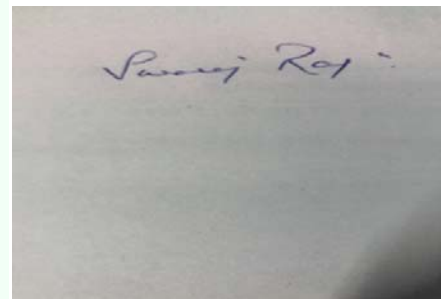
**Frederic Jameson**

Smart, Berry	:	<i>Postmodernity (Key Ideas)</i>
Bauman, Zygmunt	:	<i>Intimations of Postmodernity</i>
Callinicos, Alex	:	<i>Against Postmodernism: A Marxist Critique</i>
Foster, H. (ed.)	:	<i>Postmodern Culture</i>
Hutcheon, Linda	:	<i>A Poetics of Postmodernism</i>
Eagleton, Terry	:	<i>Illusions of Postmodernism</i>
Docherty, Thomas	:	<i>Postmodernism: A Reader</i>

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2021-22, 2022-23 & 2023-24  
M.A. English-II (Semester-IV)  
MAE 017 Core Course XVII  
European 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 object of the course is to provide an insight into the classical and modern drama of European continent. Through the study of this paper the students will be able to understand the chief characteristics of European drama. The paradigm shift in the European drama 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, apart from seminars and group discussions.

**Unit-I**

Aeschylus - *Agamemnon*  
Euripides - *Electra*

**Unit-II**

Pirandello - *Six Characters in Search of an Author*  
F.G. Lorca - *Yerma*

**Testing**

**Unit-I**

1. The paper setter shall set one-essay-type question with internal alternative from Aeschylus' *Agamemnon* prescribed in Unit-I. 10Marks
2. The paper setter shall set one-essay type question with internal alternative from Euripides' *Electra* prescribed in Unit-I. 10 Marks

**Unit-II**

3. The paper setter shall set one-essay type question with internal alternative from Pirandello's *Six Characters in Search of an Author* prescribed in Unit-II. 10 Marks
4. The paper setter shall set one-essay type question with internal alternative from F.G. Lorca's *Yerma* 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 develop a broader knowledge of human ideas, beliefs and social values through the study of prescribed European literary texts.
2. Students will understand the European style, form and content of writing.
3. Students will get acquainted with general trends in European literature over the ages.

**Suggested Readings:**

**Aeschylus**

- Aeschylus, David Raeburn, Oliver Thomas: *The Agamemnon of Aeschylus: A Commentary for Students*
- Barbara Goward : *Aeschylus: Agamemnon*
- John Herington : *Aeschylus, 1986.*
- Gilbert Murway : *Aeschylus: The Gender of Tragedy, 1940.*
- H.D.F. Kitto : *Form and Motif in Drama, 1956.*
- Harsh H. McCall, ed. : *Aeschylus: A Collection of Critical Essays, 1972.*

**Euripides**

- H. M. Roisman, C. A. E. Luschnig : *Euripides' Electra: A Commentary*
- John Ferguson : *Euripides Medea & Electra: a companion to the Penguin translation of Philip Vellacott*
- Robert J. Milch : *Cliffs Notes on Euripides' Medea & Electra*

**Pirandello**

- Jennifer Lorch : *Pirandello: Six Characters in Search of an Author*
- Glauco Comban : *Twentieth-Century Views on Pirandello.*

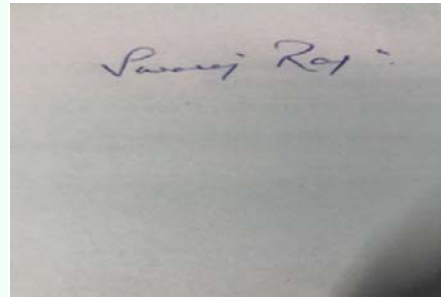
**Lorca**

- Ángel Sahuquillo : *Federico Garcia Lorca and the Culture of Male Homosexuality*
- Donald J. Childs : *Scenic Design for Lorca's Blood Wedding*



M.A. English-II (Semester III & IV)

Gabrielle H. Cody, Evert Sprinchorn : *The Columbia Encyclopedia of Modern Drama, Volume 1*  
Paul Julian Smith : *The Theatre of García Lorca: Text, Performance, Psychoanalysis*  
Manuel Duran : *Twentieth-Century Views on Lorca.*



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2021-22, 2022-23 & 2023-24  
M.A. English-II (Semester-IV)  
MAE 018 Core Course XVIII  
American 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:**

Through this course the students will be introduced to various concepts like Antebellum and Postbellum America, Puritanism, Transcendentalism etc. The paper will provide an insight of American literature, culture and theory.

**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, apart from seminars and group discussions.

**Unit-I**

Nathaniel Hawthorne	:	<i>The Scarlet Letter</i>
Robert Frost	:	“Home Burial” “After Apple-Picking” “The Road Not Taken” “Birches” “Design” “Death of the Hired Man” “Fire & Ice”

**Unit-II**

Tennessee Williams	:	<i>A Street Car Named Desire</i>
Toni Morrison	:	<i>The Bluest Eye</i>

**Testing**

M.A. English-II (Semester III & IV)

**Unit-I**

1. The paper setter shall set one-essay-type question with internal alternative from Nathaniel Hawthorne's *The Scarlet Letter* prescribed in Unit-I. 10Marks
2. The paper setter shall set one-essay type question with internal alternative from the poems of Robert Frost prescribed in Unit-I. 10 Marks

**Unit-II**

3. The paper setter shall set one-essay type question with internal alternative from Tennessee Williams' *A Street Car Named Desire* prescribed in Unit-II. 10 Marks
4. The paper setter shall set one-essay type question with internal alternative from Toni Morrison's *The Bluest Eye* 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 learn about the history and development of American Literature.
2. Students will understand the American literary texts in terms of themes, forms and socio historical context.
3. Students will comprehend the unyielding American Dream.

**Suggested Readings:**

**Nathaniel Hawthorne**

Bloom, Harold : *Nathaniel Hawthorne's The Scarlet Letter.*

**Robert Frost**

F. Lentricchia : *Robert Frost: Modern Poetics and the Landscapes of Self*  
R. Poirier : *Robert Frost: The Work of Knowing*  
L.W. Wagner : *Robert Frost: The Critical Reception*  
P.L. Garber : *Robert Frost*  
D.H. Hall : *Robert Frost: Contours of Belief*

**Tennessee Williams**

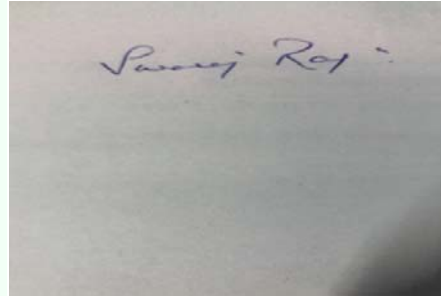
Boxill, Roger : *Tennessee Williams*  
Spoto, Donald : *The Kindness of Strangers: The Life of Tennessee Williams*  
Stanton, Stephen (ed.) : *Tennessee Williams: A Collection of Critical Essays*  
Leavilt, R.F.(ed.) : *The World of Tennessee Williams*

**Toni Morrison**

Peach, Linden (ed.) Peterson, Nancy: *Toni Morrison: Contemporary Critical Essays* (Casebook Series 1998)  
*Toni Morrison: Critical Approaches* (John Hopkins university Press, 1997)

M.A. English-II (Semester III & IV)

*Literary Masters: Toni Morrison* Vol. 4, Gale, 1999.



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2021-22, 2022-23 & 2023-24  
M.A. English-II (Semester-IV)  
MAE 019A [Elective Course XIX (i)]  
Literature and Politics

**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 will provide an opportunity to the students to appreciate literature's ability to elicit feeling, cultivate the imagination and understand the political implications on society. It will also enhance their capacity to judge the aesthetic and ethical value 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, apart from seminars and group discussions.

**Unit-I**

Aleksandr Solzhenitsyn - *One Day in the Life of Ivan Denisovich*  
Saadat Hasan Manto - *Toba Tek Singh*

**Unit-II**

Toni Morrison - *Beloved*  
Sharan Kumar Limbale - *The Outcaste (Akkarmashi)*

**Testing**

**Unit-I**

1. The paper setter shall set one-essay-type question with internal alternative from Aleksandr Solzhenitsyn's *One Day in the Life of Ivan Denisovich* prescribed in Unit-I. 10Marks
2. The paper setter shall set one-essay type question with internal alternative from Saadat Hasan Manto' *Toba Tek Singh* prescribed in Unit-I. 10 Marks

**Unit-II**

3. The paper setter shall set one-essay type question with internal alternative from Toni Morrison's *Beloved* prescribed in Unit-II. 10 Marks
4. The paper setter shall set one-essay type question with internal alternative from Sharan Kumar Limbale 's *The Outcaste (Akkarmashi)* 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 exhibit an ability to interpret the political connotations of literary texts.
2. Students will understand the various political concepts-such as capitalism, democracy, freedom, equality, community, oppression and racism etc.
3. Students will develop critical thinking skills to evaluate the political environment.

**Suggested Readings:**

**Aleksandr Solzhenitsyn**

- Alexis Klimoff : *One Day in the Life of Ivan Denisovich: A Critical Companion*
- Nicholas J. Karolides : *Censored Books: Critical Viewpoints, Volume 1*
- Ben Hellmann : *Filming the Unfilmable: Casper Wrede's One Day in the life of Ivan Denisovich*
- Alastair Renfrew : *Critical Theory in Russia and the West*
- Elisa Kriza : *Alexander Solzhenitsyn: Cold War Icon, Gulag Author, Russian Nationalist?: A Study of His Western Reception*

**Sadat Hasan Manto**

- M. Keith Booker : *Encyclopedia of Literature and Politics*
- Saadat Hasan Manto : *Toba Tek Singh: The Story in Multiple Translations*
- Ayesha Jalal : *Pity of Partition*
- Leslie A. Flemming : *The Life and Works of Saadat Hasan Manto: A Critical Survey*
- Christi A. Merrill : *Riddles of Belonging: India in Translation and Other Tales of Possession*
- Tarun K. Saint : *Witnessing Partition: Memory, History, Fiction*
- Nandi Bhatia : *Partitioned Lives: Narratives of Home, Displacement, and Resettlement*

**Toni Morrison**

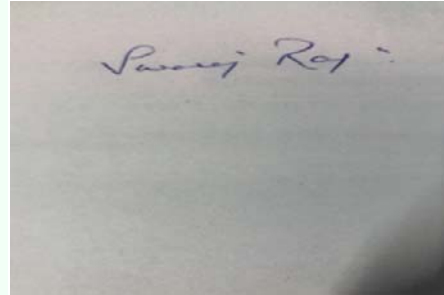
- Paul McDonald : *Reading Toni Morrison's Beloved*
- Jennifer Lee Jordan Heinert : *Narrative Conventions and Race in the Novels of Toni Morrison*
- Carmen Gillespie : *Critical Companion to Toni Morrison: A Literary Reference to Her Life and Work*
- Eleanor Branch : *Toni Morrison's Beloved*

M.A. English-II (Semester III & IV)

William L. Andrews	:	<i>Toni Morrison's Beloved: A Casebook</i>
Elizabeth Ann Beaulieu	:	<i>The Toni Morrison Encyclopedia</i>
G.K. Hall	:	<i>Critical Essays on Toni Morrison's Beloved</i>
Harold Bloom	:	<i>Toni Morrison's Beloved</i>

**Sharan Kumar Limbale**

Sharan Kumar Limbale, Santosh Bhoomkar	:	<i>The Outcaste: Akkarmashi</i>
Amar Nath Prasad	:	<i>Dalit Literature: A Critical Exploration</i>
Jeremy Munday	:	<i>Translation as intervention</i>
Śaran Kumāra Limbāle, Alok Mukherjee	:	<i>Towards an Aesthetic of Dalit Literature: History, Controversies, and Considerations</i>



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2021-22, 2022-23 & 2023-24  
M.A. English-II (Semester-IV)  
MAE 019B [Elective Course XIX (ii)]  
Literary Non-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 the course is to introduce the students to genre of non-fiction. Students will be taught the literary diversity, flexibility and complexity through the prescribed texts. The study of this paper will acquaint the students with important theoretical constructs relating to life writing and memoirs.

**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, apart from seminars and group discussions.

**Unit- I**

John Hersey	-	<i>Hiroshima</i>
Malala Yousafzai	-	<i>I am Malala</i>

**Unit-II**

Elie Wiesel	-	<i>Night</i>
Svetlana Alexievich	-	<i>Chernobyl Prayer</i>

**Testing**

**Unit-I**

1. The paper setter shall set one-essay-type question with internal alternative from John Hersey's *Hiroshima* prescribed in Unit-I. 10Marks
2. The paper setter shall set one-essay type question with internal alternative from Malala Yousafzai's *I am Malala* prescribed in Unit-I. 10 Marks

**Unit-II**

3. The paper setter shall set one-essay type question with internal alternative from Elie Wiesel's *Night* prescribed in Unit-II. 10 Marks



4. The paper setter shall set one-essay type question with internal alternative from Svetlana Alexievich's *Chernobyl Prayer* 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 learn to review and analyze literary elements in non-fiction.
2. An understanding to differentiate between fiction and non-fiction will develop among the students.
3. Students will learn the value of reason and imagination as discussed by different authors in their texts.

**Suggested Readings:**

Judith Butler. *Giving an Account of Oneself*. (excerpt) Fordham University Press, 2005. (Reader)

Carl Thompson. "Writing the Self: Travel Writing's Inward Turn". In *Travel Writing. Critical Idiom*, 2011.

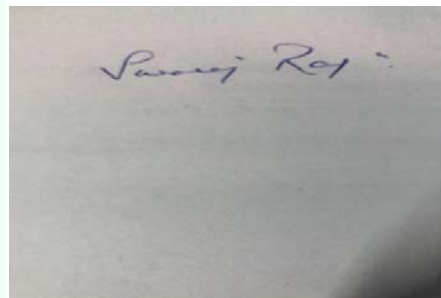
K. Satchidanandan. 'Reflections: Autobiography Today'. *Indian Literature*, Vol. 54, No. 2, April, 2010.

Ghosh, Amitav. "The Ghosts of Mrs Gandhi." 17 July 1995. [amitavghosh.com](http://amitavghosh.com). Web. 12 Oct 2015.

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



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M.A. English-II (Semester III & IV)

2021-22, 2022-23 & 2023-24  
M.A. English-II (Semester-IV)  
MAE 019C [Elective Course XIX (iii)]  
Indian Writing in English

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 at acquainting the students to the corpus of Indian writing in English. The study of this paper will aware the students about socio-political and cultural contexts of Indian writing in English. The paper will also provide the historical framework for understanding and examining the different genres of Indian writing in English.

**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, apart from seminars and group discussions.

**Unit-I**

Raja Rao	-	<i>Kanthapura</i>
Nissim Ezekiel	-	“Ganga”, “The Patriot”, “The Professor”
A.K. Ramanujan	-	“A River”, “Of Mother, Among Other Things”, “Small Scale Reflections on a Great House”

**Unit-II**

Manjula Padmanabhan	-	<i>Lights Out!</i>
Amitav Ghosh	-	<i>The Hungry Tide</i>

**Testing**

**Unit-I**

1. The paper setter shall set one-essay-type question with internal alternative from Raja Rao’s *Kanthapura* prescribed in Unit-I. 10Marks

## M.A. English-II (Semester III & IV)

2. The paper setter shall set one-essay type question with internal alternative from the poems of Nissim Ezekiel & A.K. Ramanujan prescribed in Unit-I. 10 Marks

### Unit-II

3. The paper setter shall set one-essay type question with an internal alternative from Manjula Padmanabhan's *Lights Out* prescribed in Unit-II. 10 Marks
4. The paper setter shall set one-essay type question with an internal alternative from Amitav Ghosh's *The Hungry Tide* 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 familiar with major Indian writers and their works.
2. Students will get meaningful insights of the Indian social, cultural milieu through the prescribed texts.
3. Identify the significance and relevance of the works prescribed and relate to the ideas embedded in them.
- 4.

### Suggested Readings:

- M. K., Naik. *A History of Indian English Literature*. New Delhi: Sahitya Akademi, 2009.
- Nanavati, U.M. and Prafulla C. Kar, Eds. *Rethinking Indian English Literature*. Delhi: Pencraft International, 2000.
- Ramakrishnan, E. V. ed. *Narrating India: The Novel in Search of the Nation*. New Delhi: Sahitya Akademi, 2005.
- Ramanujan, A.K. *The Collected Poems*. Oxford University Press, 1995.

### Nissim Ezekiel & A.K. Ramanujan

- Meenakshi Mukherji : *The Twice Born Fiction*
- Bruce King : *Indian Poetry in English*
- William Walsh : *Indian Literature in English*
- Chindhade, Shirish. : *Five Indian Poets: Nissim Ezekiel, A K Ramanujan, Arun Kolatkar, Dilip Chitre, Parthasarathy*. Atlantic Publishers, New Delhi, 2001.

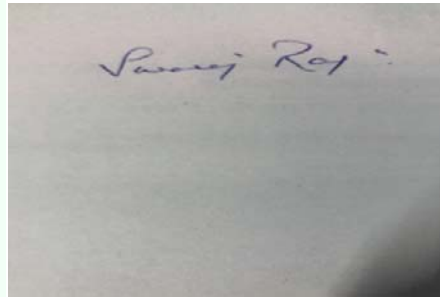
### Manjula Padmanabhan

- M. K. Naik, Shyamala A. Narayan : *Indian English literature, 1980-2000: a critical Survey*
- Neeru Tandon : *Perspectives and Challenges in Indian-English Drama*
- Basavaraj S. Naikar : *Indian English Literature, Volume 3*
- Lakshmi Subramanyam : *Muffled Voices: Women in Modern Indian Theatre*
- Natesan ShardaIyer : *Musings on Indian Writing in English: Drama*
- Varun Gulati, Mythili Anoop : *Contemporary Women's Writing in India*

M.A. English-II (Semester III & IV)

**Amitav Ghosh**

Bibhash Chowdry	:	<i>Amitav Ghosh: Critical Essays</i>
Ali Behdad, Dominic Thomas	:	<i>A Companion to Comparative Literature</i>
Shubha Tiwari	:	<i>Amitav Ghosh: A Critical Study</i>
B. K. Sharma	:	<i>The Fiction of Amitav Ghosh</i>
Aysha Iqbal Viswamohan	:	<i>Postliberalization Indian Novels in English: Politics of Global Reception and Awards</i>



Dr. Gurpreet Kaur

Dr. Ajay Verma

Dr. Swaraj Raj

## M.A. English-II (Semester III & IV)

2021-22, 2022-23 & 2023-24  
M.A. English-II (Semester-IV)  
MAE 020 (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**

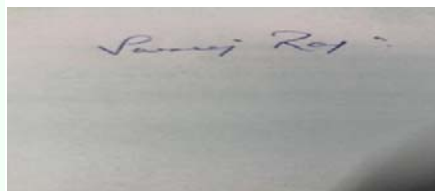
1. Gender roles in Aeschylus’ *Agamemnon*.
2. Themes in Robert Frost’s poetry.
3. Prominent Characteristics of Literary Non-fiction.
4. Violence against women in Malala Yousafzai’s *I am Malala*.
5. Indian Identity in the poetry of Nissim Ezekiel.
6. Raja Rao’s *Kanthapura* as a typical Indian text.
7. Nuclear Narratives and the Environment in Svetlana Alexievich’s *Chernobyl Prayer*.
8. The theme of Trauma and Memory in Toni Morrison’s *Beloved*.
9. Theme of sin and redemption in *The Scarlet Letter*.
10. *Yerma* as a European Drama.

### **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

