

M.A. (English) (CBCS 2018 Course) Semester – III
PGENG 31 : Literature in English 1832 to 1980 – I

Course Outcomes:

At the end of this course, a student shall be able to:

- understand the tradition of English literature from 1832 to 1980
- demonstrate in-depth knowledge and understanding of the religious, socio-intellectual and cultural thoughts of English literature from 1832 to 1980
- engage with the major genres and forms of English literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts
- appreciate and analyze the poems, plays and fiction in the larger socio-political and religious contexts of the time
- examine critically key themes in representative texts of the period
- show their appreciation of texts in terms of plot-construction, socio-cultural contexts and genre of poetry, drama and fiction
- analyze literary devices forms and techniques in order to appreciate and interpret the texts

Total Credits: 04

Total Lectures: 60

Course content:

Historical background to the period with special reference to the texts.

A) Poetry:

1. Alfred Tennyson : i. Ulysses
ii. The Lady of Shalott
2. Robert Browning : i. The Last Ride Together
ii. The Patriot
3. W.B. Yeats : i. The Second Coming
ii. Leda and the Swan

B) Drama:

1. G.B. Shaw : *Pygmalion*

C) Fiction:

1. E.M. Forster : *A Passage to India*

Note: Standard and authentic editions of the texts published by the publishers like OUP, CUP, Longman, Macmillan, Penguin, Routledge, Signet Classic, Allen and Unwin etc.

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M.A. (English) (CBCS 2018 Course) Semester – III
PGENG 32 : Contemporary Critical Thoughts - I

Course Outcomes:

At the end of this course, a student shall be able to:

- have a historical overview of major literary theorists, particularly of the 20th century
- show an understanding of historical and philosophical contexts that led to the development of literary theory and its practices
- develop awareness of various literary theories and the way they enrich and change our thinking about language, literature and society
- historically situate literary theorists whose works had informed and shaped various literary theoretical discourses
- identify theoretical concepts with theorists and movements with which they are associated and in the process understand their contexts
- apply various theoretical frameworks and concepts to literary and cultural texts
- evaluate and analyze strengths and limitations of theoretical frameworks and arguments
- sharpen interpretative skills in the light of various theoretical frameworks
- learners will be able to apply various theoretical frameworks and concepts to literary and cultural texts

Total Credits: 04

Total Lectures: 60

Course content:

An introduction to the following contemporary critical approaches / schools / ideas.

1. Liberal Humanism
2. Structuralism
3. Post-structuralism and deconstruction
4. Postmodernism
5. Psychoanalytic criticism
6. Feminist criticism
7. Marxist criticism
8. New historicism and cultural materialism
9. Postcolonial criticism

Reading List

1. Ramaswami and Sethuraman (eds.) (1986), *The English Critical Tradition*, Vol. 1 (Macmillan) For Samuel Johnson and William Wordsworth.
2. Hardy and Westbrook (eds.) (1974), *20th Century Criticism*, (Light and Life Publishers, New Delhi) for T.S. Eliot, I. A. Richards, Cleanth Brooks, Richard Chase, and Ernest Jones.
3. Ramaswami and Sethuraman (eds.) (1986), *The English Critical Tradition*, Vol. II (Macmillan) for Wimsatt and Beardsley.
4. Lodge, David (1989), *20th Century Literary Criticism* (London Longman) For George Lukacs
5. Sethuraman (ed.), *Contemporary Criticism: An Anthology*, (Macmillan), for Roland Barthes, Stanley Fish, M.H. Abrams, and Elaine Showalter.
6. Barry, Peter (2007), *Beginning Theory : An Introduction to Literary and Cultural Theory*, Manchester University Press

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M.A. (English) (CBCS 2018 Course) Semester – III
EN33 : Research Methodology – I

Course Outcomes:

At the end of this course, a student shall be able to:

- develop a critical thinking to understand the concept of research
- collect data based on a survey and arrive at inferences using a small sample
- discuss and draft a plan for carrying out a piece of work systematically
- refer to authentic sources of information and document the same properly
- provide proper explanation for technical terms in simple language

Total Credits: 04

Total Lectures: 60

Course content:

A. Introduction:

1. Meaning and objectives of research, Qualities of a Good Researcher
2. Key terms in research: investigation, exploration, examination, analysis, hypothesis data, methods and techniques, results and findings, etc.
3. Dimensions and Different methods of research in Language and Literature

B. Process of Research:

1. Research Area and Research Topic, Preparing Bibliography for Background Reading, Formulating the Research Problem, Extensive Survey of Relevant Literature
2. Developing Hypothesis and Defining Aims and Objectives, Deciding the Scope and Limitations
3. Adopting Appropriate Research Methodology, Writing a Research Proposal

C. Research Process

1. Collecting and Classifying Data (books, anthologies, thesauruses, encyclopedias, conference proceedings, unpublished theses, newspaper articles, journals, govt publications, e-journals, web references, research sites, printed and web indexes, etc.; e-mail discussion groups, special libraries, advanced study centers, virtual libraries, web search engines, etc.)
2. Analyzing the Data, Arriving at Interpretations and Generalizations, Preparing Chapter wise Design

D. Presentation of Research

1. Format of the Thesis, Logical Writing, Introductions and Conclusions, Presentation of Findings,
2. Footnotes and Endnotes, Writing Bibliography Using Standard Style sheets
3. Writing a Short Research Paper, Writing a Short Dissertation

Reference Books:

1. Adam Sirjohn (2004), *Research Methodology: Methods & Techniques*, Delhi: New Age
2. Ballou, Stephen V. *A Model for Thesis and Research Papers*
3. Campbell, William *Form and Style in Thesis Writing*
4. Hillway, George *Introduction to Research*
5. Gibaldi, Joseph, *MLA Handbook for Writers of Research Papers*, New York: MLA Association
6. Lenburg, Jeff (2007), *Guide to Research*, Viva Books
7. Rajannan, B. (1968), *Fundamentals of Research*, ASRC Hyderabad
8. Sinha, M.P. *Research Methods in English*
9. Robinson, *Research Design and Statistical Measures*
10. Campbell, William *Form and Style in Thesis Writing*
11. Watson, George *The Literary Thesis*

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M.A. (English) (CBCS 2018 Course) Semester – III
PGENG 34 : a) Postcolonial Indian English Literature – I

Course Outcomes:

At the end of this course, a student shall be able to:

- understand the social-historical-political-economic contexts of colonialism and postcolonialism in India
- see through a corpus of representative postcolonial texts from different colonial locations: the effects of colonial rule on the language, culture, economy and habitat of specific groups of people affected by it
- understand the scope of postcolonial literatures in India
- appreciate and analyze the growing spectres of inequality arising out of colonial occupation and the role played by postcolonial literatures to resist it in India
- critically engage with issues of racism and imperialism during and after colonial occupation
- appreciate the changing role and status of English in postcolonial literatures link colonialism to modernity

Total Credits: 04

Total Lectures: 60

Course content:

A) The Basic Concepts:

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|---|---------------------------------------|
| 1. Introduction: situating the postcolonial | 2. Postcolonial issues in performance |
| 3. Postcolonial fiction | 4. Postcolonial poetry |

B) Texts: Poetry:

The following prose articles from *Interrogating the Raj: Indian Response to Colonialism* edited by Shubhangi Raykar, Diamond Publications (2008)

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|--------------------------|---|---|
| a) Raja Ram Mohan Roy | : | i. Address to Lord William Bentinck; 2. Anti Suttee Petition |
| b) Jotirao Phule | : | i. Preface to Slavery |
| c) Pandita Ramabai | : | i. A Letter about Yamuna; 2. Her Own Story |
| d) Mahadev Govind Ranade | : | i. Address to the Third Annual Social Conference
ii. Address to the Fifth Annual Social Conference |
| e) Mahatma Gandhi | : | i. From the Hind Swaraj |
| f) Jawaharlal Nehru | : | i. The Record of the British Rule |
| g) Babasaheb Ambedkar | : | i. Annihilation of Cast |

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

1. A. K. Ramanujan: i) Obituary
2. Nissim Ezekiel: i) The Poet, Lover and Bird Watcher
3. Kamala Das: i) Sunshine Cat
4. Keki N. Daruwalla: i) Ghaghra in Spate
5. Arun Kolatkar: i) The Boat Ride

Reference Books:

1. Gandhi, Leela : *Post-Colonial Theory: A Critical Introduction*.
2. Kripal, Vinay : *The New Indian Novel in English: A Study of the 1980s*.
3. Loomba, Ania : *Colonialism/Post-Colonialism*.
4. Nabar, Vrinda & Nilufer Bharucha (ed.) : *Post-Colonial Perspective on the Raj & its Literature*.
5. Sing, A.K. : *Contemporary Indian Fiction in English*.
6. Mukherjee, Meenakshi: *Realism and Reality: The Novel and Society in India*.
7. –?– : *The Twice Born fiction: Themes and Techniques of the Indian Novel in English*.
8. Elleke Boehmer, *Colonial and Postcolonial Literature: Migrant Metaphores*. OUP, 2005.

M.A. (English) (CBCS 2018 Course) Semester – III
PGENG 35 : b) Semantics and Pragmatics – I

Course Outcomes:

At the end of this course, a student shall be able to:

- recognize/understand the structure and various parts of the language
- understand the existence of language in the form of different dialects based on a set of established factors
- identify the various functions a language performs and the roles assigned to it
- understand that all languages behave alike and develop a tolerance for other languages
- understand that making errors is a process of learning and not hesitate to use language for the fear of making errors

Total Credits: 04

Total Lectures: 60

Course content:

1. The terms ‘Semantics’ and ‘Meaning’
2. Surface structure and Deep structure
3. Denotations and connotations
4. Seven types of meanings
5. Components and contrast of meaning (synonym, antonym, hyponymy, prototype)
6. Lexical relations (homonymy, homophony, polysemy, metonymy)
7. Semantics and lexicon
8. Entailment
9. Semantics and logic

Books for reference:

1. Leech, G. (1974) *Semantics*, Penguin : Harmondsworth.
2. Leech, G. (1980) *Explorations in Semantics and Pragmatics*, John Benjamins, Amsterdam.
3. Lyons, J. (1977) *Semantics*, (two vols) CUP.
4. Palmer, F.R. (1981) *Semantics*, CUP.
5. Searle, J. R. (1969) *Speech Acts*, CUP.
6. Searle, J.R. (1979) *Expression and Meaning*, CUP.
7. Levinson, S.C. (1983) *Pragmatics*, CUP.
8. Leech, R.N. (1983) *Principles of Pragmatics*, Longman.
9. Thorat, A.R. (2001) *A Discourse Analysis of Five Great Indian Novels*, Macmillan.
10. Mey, J.L. (1993) *Pragmatics : An Introduction*, Blackwell, Oxford.
11. Grundy, Peter (1995) *Doing Pragmatics*, Edward Arnold, London.
12. Verchuren, Jet (1999) *Understanding Pragmatics*, OUP, New York.
13. Yule, G (1996) *Pragmatics*, OUP.
14. Taylor, P.J. (1987) *Analyzing Conversation*, Pergamon Press.
15. Hudson. ‘*Sociolinguistics*’ CUP.

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M.A. (English) (CBCS 2018 Course) Semester – III
PGENG 36 : c) Contemporary American Literature and Culture - I

Course Outcomes:

At the end of this course, a student shall be able to:

- understand the depth and diversity of American literature, keeping in mind the history and culture of the United States of America
- understand the historical, religious and philosophical contexts of the American spirit in literature; social-cultural-ecological-political contexts
- appreciate the complexity of the origin and reception of American literature, given its European and non-European historical trajectories
- critically engage with the complex nature of American society, given its journey from specific religious obligations and their literary transformations (such as Puritanism, Unitarianism, Transcendentalism, etc.) to the growth of anti- or non-Christian sensibilities
- critically appreciate the diversity of American literature in the light of regional variations in climate, cultural traits, economic priorities
- explore and understand the nature of the relationships of human beings to other human beings and other life forms in relation to representative literary texts in various genres
- analyze the American mind from global and Indian perspectives and situate the American in the contemporary world

Total Credits: 04

Total Lectures: 60

Course content:

A study of the historical and socio-cultural background of Twentieth Century American Literature with reference to the following topics:

i) Pragmatism ii) Naturalism iii) Expressionism iv) The Lost Generation v) The Southern Renaissance

A) Poetry

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|--------------------|---|--------------------------------|
| 1. Robert Frost | : | i) Mending Wall |
| | | ii) The Death of the Hired Man |
| | | iii) The Road Not Taken |
| 2. Hart Crane | : | i) At Melville's Tomb |
| | | ii) Voyages |
| 3. Wallace Stevens | : | i) The Farmer's Wife |
| | | ii) The Emperor of Icecream |
| | | iii) Anecdote of the Jar |

B) Drama

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|-------------------|---|------------------------------|
| 1. Eugene O'Neill | : | <i>Desire Under the Elms</i> |
| 2. Arthur Miller | : | <i>Death of a Salesman</i> |

Books for reference:

1. Frederick J. Hoffman, *The 20th American Writing in the Post War Decade*
2. Robert Spiller et. al, *A Literary History of the United State*
3. Roy Harvey Pearce, *The Continuity of American Poetry*
4. Alan Downer, *American Theater*
5. Jean Gould, *Modern American Playwrights*
6. R.W. Horton and H.W. Edwards, *Background of American Literary Thought*

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M.A. (English) (CBCS 2018 Course) Semester – III
PGENG 37 : d) World Classics in English Translation – I

Course Outcomes:

At the end of this course, a student shall be able to:

- critically appreciate literary achievements of some of the significant writers in the world whose works are available in English Translation
- create an awareness of sub cultural variations in the translated works
- acquaint with major ancient, medieval and modern movements in the world thought as reflected in the translated works
- acquaint to compare the treatment of different themes and styles in the genres of fiction, poetry and drama as reflected in the prescribed translations

Total Credits: 04

Total Lectures: 60

Objectives:

1. To acquaint the students with selected masterpieces of European literature.
2. To familiarise them with the important literary and historical movements of the period.

Course content:

1. Sophocles : *Antigone*
2. Moliere : *The Misanthrope*
3. Tolstoy : *Resurrection*
4. Dostoevsky : *The Idiot*

Books for reference:

1. Bieber, M. (1959) *The History of the Greek and Roman Theatre*, Princeton.
2. Harsh, Philip W. (1960) *A Hand book of Classical Drama*, Stanford University.
3. Le grand, P.E. *The New Greek Comedy*, London Norwood, Gilbert.
4. Adam Antoine (1974) *Grandeur and Illusion French Literature & Society 1600-1715*, Harmondsworth, Penguin.
5. Eossmann Lionel (1969) *Men and Masks, A Study of Moliere* Baltimore the Johns Hopkins Press.
6. Guichamaud Jacques (1964) *Moliere : A Collection of Critical Essays*, Englewood Cliffs : Prentice-Hall.
7. Bayley John (1966) *Tolstoy and the Novel*, London: Chatto & Windus.
8. Christian R.F. (1969) *Tolstoy: A critical Introduction*, Cambridge: C.U.P.
9. Carr Edward Hallett (1962) *Dostoevsky: 1821-1881*, London: Unwin Books.
10. Hingley Ronald (1962) *The Undiscovered Dostoyevsky*, London : Harmish Hamilton.
11. Hodquist Michael. (1977) *Dostoevsky and the Novel*, Princeton : Princeton University Press.
12. Brustein Robert (1965) *The Theatre of Revolt: An Approach to Modern Drama*, London: Methuen.
13. Cambon elau, *Pirandello : A collection of Critical Essays*, Englewood Cliffs: Prentice Hall.

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M.A. (English) (CBCS 2018 Course) Semester – III

PGSEC 31: Developing Soft Skills

Course Outcomes

At the end of the course, a student shall be able to:

- communicate with others effectively
- exhibit qualities of leadership
- take responsibility to undertake a work and complete it.
- aware of their own weaknesses
- work in groups either as members or leaders
- think critically or laterally and solve problems
- be flexible to the needs of others
- negotiate with others to solve problems (conflict resolution)
- cope with pressure and yet produce results

Course Contents

30 Hours

1. Soft Skills: Meaning and definition; Employability skills, Life skills, Corporate skills.
2. Developing positive attitude: Ethics, Values, Manners & Etiquettes
3. SWOT analysis and Career Planning: Strengths, Weaknesses, Opportunities and Threats
4. Curriculum Vitae, Resume, Bio-Data: Types of personal and educational information, preparing CV according to the job requirements
5. Interview Techniques: Types of interviews, Personal appearance, basic research, Confidence, knowledge preparation, interview style
6. Time Management: Competency-building skills; identifying use of time, management of on-time task, identifying reasons for poor time management, and taking corrective action; overall time-planning; and learning where to go for information or guidance
7. Stress Management: coping with stress and anger; recognizing/understanding others' point of view; problem solving; peer negotiation and resistance; conflict management; active listening and effective communication; acceptance and/or tolerance of diversity groups; and telephone skills
8. Confidence building and Personal Integration:
9. Teamwork and Leadership: Group discussion, effective communication skills, Group behaviour, helping nature
10. Developing work culture: sincerity, negotiation techniques, summarizing information; summarizing information about specific points; organizing studies

Reference Books

1. Covey Sean, *Seven Habits of Highly Effective Teens*, New York, Fireside Publishers, 1998.
2. Carnegie Dale, *How to win Friends and Influence People*, New York: Simon & Schuster, 1998.
3. Daniel Coleman, *Emotional Intelligence*, Bantam Book, 2006
4. Fredrick H. Wentz, *Soft skills Training - A workbook to develop skills for employment*
5. Barun K. Mitra *Personality Development and Soft skills*, Oxford University Press

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