



DEPARTMENT OF ENGLISH UNIVERSITY OF LADAKH

Kargil Campus, Khumbathang, Saliskote – 194105

SYLLABUS FOR MASTER'S DEGREE IN ENGLISH

Choice-Based Credit System (CBCS) Effective from 2022, as per New Education Policy

About the Department:

The inception of the Department of English dates back to late 2015, when it was established within the Leh Campus of the esteemed University of Ladakh. Its primary objective was to fulfill the educational requirements of students residing in the Ladakh region, known for its geographical remoteness. Subsequently, in early 2020, the department, along with its distinguished faculty, underwent a transition to the Kargil Campus, thereby extending its reach and influence.

The Department of English holds a position of paramount significance within the University, as it serves as a vital conduit for imparting higher education in a region that is geographically isolated. By offering intellectually stimulating programs, the department endeavours to acquaint students with the multifarious cultures and diverse perspectives of individuals hailing from various regional backgrounds. Furthermore, it aims to refine and enhance their linguistic prowess, creative aptitude, and critical thinking skills.

Since its very inception, the department has been steadfast in pursuing its mission to provide a comprehensive academic platform for students specializing in the disciplines of English Language and Literature. The underlying purpose is not only to acquaint them with the intricacies of language and literary works but also to expose them to the myriad worldviews and cultural nuances embodied within the realm of English studies. This holistic approach enables students to develop a profound understanding of the intricate connections between language, literature, and society.

In its pursuit of excellence, the Department of English also seeks to uphold the core constitutional values and principles that define the fabric of the nation. These fundamental ideals encompass moral integrity, unwavering honesty, compassion, and inclusivity. By imbuing these virtues within the academic discourse, the department aspires to nurture a generation of enlightened individuals who will contribute positively to the cultural and intellectual landscape of the Ladakh region and beyond.

The Department of English at the University of Ladakh stands as a bastion of knowledge, fostering academic growth and promoting cultural understanding among students. By offering intellectually enriching programs and upholding ethical principles, it endeavors to equip students

with the necessary tools to navigate the intricate tapestry of language, literature, and society, thereby empowering them to become influential contributors to their communities and beyond. The goals of the department are:

- A. To facilitate the students' cultivation of profound communicative prowess, encompassing both the realms of oral and written expression, thereby nurturing their literary aptitude and cognitive faculties.
- B. To refine and polish the discerning faculties of students, empowering them to fathom, admire, and critically evaluate an array of cultural manifestations and practices, thereby enriching their intellectual acumen.
- C. To equip students with the necessary competencies to thrive in the highly competitive job market, not only within the realm of academia but also across multifaceted socio-cultural and economic spheres.
- D. To establish an academically fertile ambiance within the University, fostering an environment conducive to the holistic development of the institution, wherein all stakeholders can effectively contribute to its intellectual and infrastructural progress.
- E. To actively contribute to the nurturing of socially conscious individuals, instilling in students a sense of responsibility towards their community and inspiring them to be agents of positive change in society.

To take forward the present syllabus revision at the Master's level, University constituted a Board of Studies comprising members of the department and from colleges. Two external experts reviewed the draft syllabus and suggested changes. After many revisions were received, inputs were added, and the syllabus was accordingly modified.

Programme Objectives (POs):

The syllabus of the MA English programme is designed to enhance a variety of literary, analytical, research, and theoretical skills among postgraduate students. The core and discipline-centric electives courses in the syllabus are created to encourage students to think deeply and to reflect on what they have learned across the spatio-temporal, socio-cultural and the economic-political transitions from ancient times to the present. It also aims to advance the domain of literary studies through an interdisciplinary pedagogical framework.

Programme-Specific Outcomes (PSOs):

By the end of the MA English programme, students will have an in-depth understanding of how literature and society shape each other. They will be able to apply proper research methods pertinent to English studies and related fields. In addition, they will also develop the ability to formulate research questions and write research papers and engage in critical writings.

Programme Structure:

For the master's programme in English, students are required to accumulate a minimum of 80 credits throughout the entire duration of the program. The program consists of Core Courses (CR),

Multidisciplinary Courses (MDC), Research Components (RES), and Dissertations (DR), all of which are compulsory.

In the first and second semesters, students must earn a minimum of 20 credits per semester. This includes 12 credits from Core Courses, 4 credits from Discipline-specific Electives (DCEs), 2 credits from Multidisciplinary courses, and 2 credits from Research or Minor Projects.

During the third semester, students are expected to earn 12 credits from Core Courses, 4 credits from Sister Disciplines (GE) or Massive Open Online Courses (MOOCs), 2 credits from a pool of DCEs, and 2 credits from Research or Minor Projects.

In the fourth and final semester, students must earn 12 credits from Core Courses, and allocate 8 credits towards their Dissertation.

Teaching:

The faculty of the Department of English is primarily responsible for organizing teaching-learning activities. Various teaching schedules are announced by the department at the commencement of the semester.

Eligibility for Admissions

As per existing departmental and university norms.

Pass Percentage & Promotion Criteria

As per existing departmental and university norms

Semester to Semester Progression

As per existing departmental and university norms

Attendance Requirement

As per existing university norms

Internal and External Marks distribution

Each paper with 4 credits carries 100 marks, out of which 70 marks are for external examination and 30 marks are for internal assessment. 2 credit courses carry 50 marks, 35 in external and 15 in internal.

A student can leave the course at three exit points:

20 Credits= Certificate Course in English Language and Literature

40 Credits= 1 Year Diploma in English Language and Literature

60 Credits= Post Graduate Diploma in English Language and Literature

80 Credits (Minimum)= Master's in English (Language and Literature)

SEMESTER-WISE PLAN

Semester I

Teaching Plan: 15 Weeks; 20 Credits(12CR+4DCE+2MDC+2RES); Marks: 500

S/No.	Course Title	Course Code	Credits	Marks
01.	Drama	PGENG-01-CR	04	100
02.	British Novel	PGENG-02-CR	04	100
03.	Poetry – I	PGENG-03-CR	04	100
04.	Literary Criticism and Theory-I	PGENG-04-DCE	04	100
05.	Literature and Environment (Multidisciplinary within Department)	PGENG-05-MDC	02	50
06.	Research Component/Mini Project	PGENG-06-RES	02	50

Semester II

Teaching Plan: 15 Weeks; 20 Credits(12CR+4DCE+2MDC+2RES); Marks: 500

S/No.	Course Title	Course Code	Credits	Marks
01.	Poetry- II	PGENG-07-CR	04	100
02.	Literary Criticism & Theory-II	PGENG-08-CR	04	100
03.	Indian Writing in English (Novel)	PGENG-09-CR	04	100
04.	English Language Teaching	PGENG-10-DCE	04	100
05.	Literature and Science (Multidisciplinary Course within Department)	PGENG-11-MDC	02	50
06.	Research Component/Mini Project	PGENG-12-RES	02	50

Semester III

Teaching Plan: 15 Weeks; 20 Credits(16CR+2MDC+2RES); Marks: 500

S/No.	Course Title	Course Code	Credits	Marks
01.	Poetry - III (Victorian & Modern)	PGENG-13-CR	04	100
02.	Literary Criticism and Theory-III	PGENG-14-CR	04	100
03.	American Literature (Novel)	PGENG-15-CR	04	100
04.	English Communication Skills	PGENG-16-CR	04	100
05.	Literature and Society (Sister Disciplines)/MOOCs	PGENG-17-MDC	02	50
06.	Research Component/ Mini Project	PGENG-18-Res	02	50

Semester IV

Teaching Plan: 15 Weeks; 20 Credits (12CR+8Res); Marks: 500

Serial	Course Title	Course Code	Credits	Marks
01.	New Literatures (Novel)	PGENG-19-CR	04	100
02.	American Literature: Poetry and Drama	PGENG -20-CR	04	100
03.	Literary Criticism and Theory-IV	PGENG -21-CR	04	100
04.	Dissertation	PGENG -22-Res	08	200 (80 Internal and 120 External)

SEMESTER-WISE COMPREHENSIVE CONTENT BREAKDOWN

PG ENGLISH (SEMESTER-I)

Teaching Plan: 15 Week; 20 Credits(12CR+4DCE+2MDC+2Res); Marks: 500

Course 1. Drama- I: (PGENG-01-CR) (04 Credits)

Course Objectives:

1. This course will introduce students with the Greek and Modern world through literary forms like Greek and English drama.
2. To familiarize students with political, religious and philosophical debates of Europe.

Contents:

- Unit 1: Sophocles: *Oedipus Rex*
- Unit 2: Christopher Marlow: *Doctor Faustus*
- Unit 3: William Shakespeare: *Hamlet*
- Unit 4: Samuel Beckett: *Waiting for Godot*

Suggested Readings:

- Paul Poplawski: *English Literature in Context*
- David Daiches: *Critical History of English Literature*
- A.C. Bradley: *Shakespearean Tragedy: Lectures on Hamlet, Othello, King Lear and Macbeth*
- Margreta De Grazia: *The Cambridge Companion to Shakespeare*

Stephen Greenblatt: *Renaissance Self Fashioning from More to Shakespeare*
Harold Bloom: *Sophocles*
Simon Goldhill: *Reading Greek Tragedy*
Quentin Skinner: *The Foundations of Modern Political Thought*
Dirk Van Hulle (ed.). *The New Cambridge Companion to Samuel Beckett*. CUP, 2015.
James

Course 2. British Novel: (PGENG -02-CR) (04 Credits)

Course Objectives:

1. To understand how fiction is shaped, records, and helps change ideological formations and socio-cultural realities of a society.
2. To understand different narrative techniques that fiction uses to create a fictional world.

Contents:

Unit 1: Henry Fielding: *Tom Jones*
Unit 2: Jane Austin: *Pride and Prejudice*
Unit 3: Charles Dickens: *Hard Times*
Unit 4: Joseph Conrad: *Heart of Darkness*

Suggested Readings:

Arnold Kettle. *Introduction to the Novel*, Vol. II. Universal Book Stall.
Terry Eagleton. *The English Novel: An Introduction*. Replika Press India.
Robert Kinbrough. *Heart of Darkness*. Norton.
C B Cox. *Conrad*. Casebook Series.
Tom Keymer, *Jane Austen: Writing, Society, Politics*.
Claudia L Johnson: *Jane Austen: Women, Politics, and the Novel*.
Mildred Newcomb: *The Imagined World of Charles Dickens*. Milan
Kundera: *The Art of the Novel*

Course 3. Poetry – I: (PGENG-03-CR) (04 Credits)

Course Objectives:

1. This course will familiarize students with poetry of the 16th and 17th Centuries with a focus on the poetry of important writers of the ages.
2. Epics, sonnets, and narrative poems will be taught in order to introduce students with various philosophical, religious and social concerns that shape literature and society.

Contents:

Unit 1: Geoffrey Chaucer: *Prologue to Canterbury Tales*
Unit 2: William Shakespeare: Sonnets 13,18, 66, 116,123
Unit 3: Metaphysical Poetry: a) John Donne: “Valediction Forbidding Mourning”, “Canonization”, “The Extasie”. b) Andrew Marvel: “To his Coy Mistress”, “The Garden

Unit 4: John Milton: *Paradise Lost*, Book I

Suggested Readings:

Quentin Skinner: *The Foundations of Modern Political Thought* vol. 1
Stephen Greenblatt: *Renaissance Self Fashioning from More to Shakespeare*
Louis Montrose: *Spenser and the Elizabethan Poetical Imaginary*
Rosalie Colie: *My Echoing Song: Andrew Marvell's Poetry of*
Christopher Hill: *Milton and the English Revolution*
Michael Schoenfeldt: *A Companion to Shakespeare's Sonnets*
Thomas Corns: *Blackwell Companion to Milton*
Donald Mackenzie: *The Metaphysical Poets*
Peter Brown: *Blackwell Companion to Milton*

Course 4. Literary Criticism and Theory-I: (PGENG-04-DCE) (04 Credits)

Course Objectives

1. To apprise students with significance of literary criticism.
2. To familiarize students with the development of literary criticism from classical Age to Romantic Age.

Contents:

Unit 1: Plato: *The Republic*, Part X
Unit 2: Aristotle: *The Poetics*, chapters 1-4, 6-19
Unit 3: Longinus: *On the Sublime*, and Philip Sidney: *A Defense of Poesy*
Unit 4: William Wordsworth: *Preface to Lyrical Ballads* (1802), S T Coleridge: *Biographia Literaria*, chapters 12-14, 17

Suggested Readings:

Classical Literary Criticism, translated by T. S. Dorsch. Penguin Books.
William Allan. *Introduction to Classical Literature*.
MAR Habib. *A History of Literary Criticism: From Plato to the Present* (2005) M H
Abrams. *The Mirror and The Lamp: Romantic Theory and the Critical Tradition*.
OUP.
J R De J Jackson. *Methods and Imagination in Coleridge's Criticism*. Routledge.
Rene Wellek. *A History of Modern Criticism: 1750-1950: The Romantic Age*, Vol. 2.
Jonathan Cape.

Course 5. Literature and Environment: (PGENG-05-DCE) (02 Credits)

Course Objectives

1. To acquaint students with environmental concerns in literature.
2. To Familiarize students in ecocritical perspective in literary studies.

Contents:

Unit 1: Ursula K Le Guin: *The New Atlantic*

Unit 2: Amitav Ghosh: Selections from *The Great Derangement*

Suggested Readings:

Clark, Timothy. *The Cambridge Introduction to Literature and the Environment*. Cambridge; New York, N.Y.; Melbourne: Cambridge University Press, 2010.

Carson, Rachel. *Selections from Silent Spring* (1962). Chapter 1 “A Fable for Tomorrow” and Chapter 2 “The Obligation to Endure”. (London: Penguin Classics, 2000): pp. 21-30.

Cronon, William. “Introduction: In Search of Nature”. *Uncommon Ground: Rethinking the Human Place in Nature*. (New York: W.W. Norton & Co., 1996): pp. 23-56.

Nixon, Rob. “Introduction” in *Slow Violence and the Environmentalism of the Poor*. (Cambridge: Harvard University Press, 2011): pp. 1-30.

06. Research Component/Mini Project: (PGENG-06-RES) (02 Credits)**Course Objectives:**

1. To acquaint the students with the art of research writing.
2. To familiarize the students with various technicalities of reviewing existing works of literature and formulating research questions, framing research objectives to execute the research topic under scrutiny.

Contents:

Unit 1: Introduction to Research Writing in English Literature

Course overview and objectives

Understanding the research process

Formulating research questions and objectives

Navigating academic databases and libraries

Unit 2: Literature Review

Conducting a comprehensive literature review

Evaluating sources for relevance and reliability

Annotating and organizing research materials

Suggested Readings:

Cooper, Harris M. *Integrating research: A guide for literature reviews*. Sage Publications, Inc, 1989.

Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. *The craft of research*. University of Chicago press, 2003.

Cooper, Harris M. *Synthesizing research: A guide for literature reviews*. Vol. 2. Sage, 1998.

Graff, Gerald, Cathy Birkenstein, and Cyndee Maxwell. *They say, I say: The moves that matter in academic writing*. Gildan Audio, 2014.

Aitchison, Claire, and Alison Lee. "Research writing: Problems and pedagogies." *Teaching in higher education* 11.3 (2006): 265-278.

MacArthur, Charles A., Steve Graham, and Jill Fitzgerald, eds. *Handbook of writing research*. Guilford Press, 2008.

Giltrow, Janet. *Academic Writing-: Writing and Reading Across the Disciplines*. Broadview Press, 2002.

PG ENGLISH (SEMESTER-II)

Teaching Plan: 15 Weeks; 20 Credits(12CR+4DCE+2MDC+2RES); Marks: 500

Course 7. Poetry- II: (PGENG-07-CR) (04 Credits)

Course Objectives:

1. To acquaint students with representative literary figures of Neoclassical period.
2. To introduce students to Romantic Poetry.

Contents:

Unit 1: Alexander Pope: *Rape of the Lock*

Unit 2: William Blake: *Songs of Innocence* "Introduction", *The Lamb*, *Holy Thursday*, *Songs of Experience* "Introduction", *The Tyger*, *London*

Unit 3: William Wordsworth: *The Prelude* (Book-1)

Unit 4: John Keats: *Hyperion*, *Ode to Autumn*, *Ode to Grecian Urn*

Suggested Readings:

James William Johnson. *The Formation of English Neo-classical Thought*. Princeton

John Dixon Hunt. *The Rape of Lock*. Casebook 49

M H Abrams. *The Mirror and The Lamp: Romantic Theory and the Critical Tradition*. Norton.

Marilyn Butler. *Romantic, Rebels and Reactionaries: English Literature and its Background*.

1760-1830. OUP.

John Middleton Murry. *William Blake*. London.

Northrop Frye. *Fearful Symmetry: A Study of W. Blake*. Princeton.

Joseph Wicksteed. *Blake's Innocence and Experience: A Study of the Songs and Manuscripts*. London.

F W Bateson. *Wordsworth: A Re-interpretation*. Longman.

Goeffrey H Hartman. *Wordsworth's Poetry*. Yale.U P.

E C Pettet. *On the Poetry of Keats*. CUP.

G S Fraser. *Keats, Odes*. Casebook. Palgrave.

J S Hill. *Keats: The Narrative Poems*. Macmillan

Patrick Swinden. *Shelly's Shorter Poems and Lyrics*. Macmillan.

Course 8. Literary Criticism and Theory-II (PGENG-08-CR) (04 Credits)

Course Objectives:

1. To introduce students to the developments in Western philosophical thought and aesthetic theory during Victorian age and Modern period.
2. To develop students' understanding of modern critical approaches like Russian formalism, American New criticism and Myth criticism.

Contents:

Unit 1: Matthew Arnold: Selections from *Culture and Anarchy*

T S Eliot: "Tradition and the Individual Talent"

Unit 2: I A Richards: Selections from *Principles of Criticism*

W K Wimsatt and Beardsley: "Intentional Fallacy"

Unit 3: Roman Jakobson: "Functions of Language"

Mikhail Bakhtin: The Dialogic Imagination

Unit 4: Northrop Frye: *Anatomy of Criticism* (Selections), Carl Gustav Jung: *The Archetypes and the Collective Unconscious* (Selections)

Suggested Readings:

Lionel Trilling. *Matthew Arnold*. New York.

Allen Austen. *T S Eliot: The Literary and Social Criticism*. Indiana Univ Press.

R Brown et al (eds). *I A Richards: Essays in His Honour*. OUP.

E. M. Thompson. *Russian Formalism and Anglo-American New Criticism*. The Hague: Mouton

William K Wimsatt and C Brooks. *Literary criticism: A Short History*. Routledge M A R

Habib. *Modern Literary Criticism and Theory*. Blackwell.

Course 9. Indian Writing in English (Novel): (PGENG -09-CR) (04 Credits)

Course Objectives:

1. To introduce students to major movements and figures of Indian Literature in English through the study of selected literary texts.
2. To expose students to the artistic and innovative use of language employed by the writers and to create literary sensibility.
3. To help students understand the socio-political dynamics of post-independence India and how Indian writers writing in English respond to the milieu.

Contents:

Unit 1: Raja Rao: *Kanthapura*

Unit 2: Salman Rushdie: *Midnight's Children*

Unit 3: Amitav Ghosh: *The Shadow Lines*

Unit 4: Arundhati Roy: *The God of Small Things*

Suggested Readings:

- C D Narasimhaiah. *Makers of Indian English Literature*. Pen Craft International. Pandey Sudhakar and Raj Rao. *Image of India in Indian Novel in English*. Orient Blackswan. Minakshi Mukherji. *The Twice Born Fiction*. Heinemann. K R S Iyenger. *Indian Writing in English*. Sterling Publisher. Leela Gandhi. *Post-Colonialism*. Oxford University Press. Gauri Shankar Jha. *Current Perspectives in Indian English Literature*. Atlantic Publishers. A.N Kaul. *A Reading of The Shadow Lines*. Oxford University Press. Alex Tickell. *Arundhati Roy's The God of Small Things*. Routledge

Course 10. English Language Teaching (PGENG-10-DCE) (04 Credits)

Course Objectives

1. To introduce students to different dimensions of second language teaching/learning.
2. To familiarize students with methods, techniques and research in second language learning.

Contents:

Unit 1: Introduction

- a. Different socio-cultural variables in Language teaching
- b. Components of language teaching/learning

Unit 2: English Language Teaching:

- a. Direct Method
- b. Audiolingual Method
- c. Communicative Language Teaching
- d. Error Analysis

Unit 3: Language Skills:

- Productive and Receptive Skills
Reading/Writing/Speaking/Listening (Types and Characteristics)
Communication (Verbal and Non-Verbal)

Unit: 4: Stylistics:

- Various Approaches
Analyzing literary texts

Suggested Readings:

- Geeta Nagraj. *ELT: Approaches, Methods & Techniques*. Orient Blackswan J. C. Richards and T. S. Rodgers. *Approaches and Methods in Language Teaching*. Jeremy Harmer. *The Practice of English Language Teaching*.

Course 11. Literature and Science (PGENG-11-MDE) (02 Credits)

Objectives:

1. To expose students to a wide range of science fiction literature.
2. To familiarize students with relations of culture, literature, the sciences and technology.
3. To help students understand how science reaches into social life and shapes the intellectual frameworks through which we understand our world.

Contents:

Unit 1: Huxley: *Brave New World*

Unit 2: Bertolt Brecht: *The Life of Galileo*

Suggested Readings:

Otis, Laura, ed. *Literature and Science in the Nineteenth Century: An Anthology*. OUP
Mark Rose ed. *Science Fiction : A Collection of Critical Essays*. Prentice Hall Edward James and Farah
Mendleson Ed. *The Cambridge Companion to Science Fiction*. CUP David Seed. *A Companion to Science Fiction*. Blackwell.

Course 12. Research Component/Mini Project: (PGENG-12-RES) 02 Credits)

Objectives:

1. To familiarise students with different research methodologies and approaches.
2. To develop the critical thinking of students in critically interpreting literary texts and addressing the research gap using primary and secondary sources.

Contents:

Unit 1: Research Methodologies and Critical Analysis:

Quantitative and qualitative research methods in English literature
Designing research methodologies and selecting appropriate tools
Ethical considerations in research
Approaches to critical analysis in literature
Analyzing literary texts and secondary sources

Unit 2: Developing Effective Arguments:

Constructing clear and persuasive arguments
Identifying and addressing counterarguments
Using evidence and examples effectively

Suggested Readings:

- Flick, Uwe. *Introducing research methodology: A beginner's guide to doing a research project*. Sage, 2015.
- Cooper, Harris M. *Integrating research: A guide for literature reviews*. Sage Publications, Inc, 1989.
- Liamputtong, Pranee. *Doing cross-cultural research: Ethical and methodological perspectives*. Vol. 34. Dordrecht: Springer, 2008.
- Oflazoglu, Sonyel, ed. *Qualitative versus quantitative research*. BoD–Books on Demand, 2017.
- Goddard, Wayne, and Stuart Melville. *Research methodology: An introduction*. Juta and Company Ltd, 2004.
- Kothari, Chakravanti Rajagopalachari. *Research methodology: Methods and techniques*. New Age International, 2004.

PG ENGLISH (SEMESTER-III)

Teaching Plan: 15 Weeks; 20 Credits (16CR+2MDC+2RES); Marks: 500

Course 13. Poetry-III (Victorian & Modern) (PGENG-13-CR) (04 Credits)

Course Objectives:

1. To familiarize students with broader concepts like Romanticism and introduce them to representative Victorian and Modern poets.
2. To acquaint students with the social and intellectual background of the 19th and early 20th century and to develop their understanding of the poetic vision and artistic complexities of Victorian and Modern poetic arts.
3. To develop aesthetic sense among students that will help them appreciate the rich traditions of Victorian and Modern poetry.

Contents:

Unit 1: Tennyson: *In Memoriam*

Robert Browning: *My Last Duchess, Fra Lippo Lippi*

Unit 2: W B Yeats: “Easter, 1916” “The Second Coming” “Sailing to Byzantium”

Seamus Heaney: “Digging” “Personal Helicon” “Blackberry Picking” Unit

3: T S Eliot: *The Waste Land*

Unit 4: a) Ted Hughes: “The Jaguar” “The Thought-Fox” “November”

b) Philip Larkin: “Deceptions” “Church Going” “Toads”

Suggested Readings:

G K Chesterton. *The Victorian Age in Literature*. OUP.

Bernard Richards. *English Poetry of the Victorian Period*. Longman

Corcoran, Neil. *The Cambridge Companion to Twentieth-Century English Poetry*. CUP,

2007. F R Leavis. *New Bearings in English Poetry*. Chatto & Windus.

Peter Childs. *Modernism*. Routledge, 1998.
 Howes, Boston and Kelly. *The Cambridge Companion to W. B. Yeats*. CUP, 2007.
 Moody, David. *The Cambridge Companion to T. S. Eliot*. CUP, 2006.
 Gifford, Terry. *The Cambridge Companion to Ted Hughes*. CUP, 2007.
 Gifford and Roberts. *Ted Hughes: A Critical Study*. Faber and Faber, 1984.
 F O Matthiessen. *Achievement of T S Eliot: An Essay on the Nature of Poetry*. OUP.
 George Williamson. *A Reader's Guide to T S Eliot*. Thames and Hudson.

Course 14. Literary Criticism and Theory-III (PGENG-14-CR) (04 Credits)

Course Objectives:

1. To familiarize students with the key ideas associated with contemporary literary theory.
2. To provide students with some starting points in approaching the complex and dense writings of philosophers and critics like Levi-Strauss, Derrida, Foucault, Jameson and Edward Said.
3. To familiarize students with the influence of these philosophical and critical thoughts on literature and society in general.

Contents:

Unit 1: Structuralism:

Ferdinand de Saussure: *Course In General Linguistic* (Selections)

Claude Levi-Strauss: *Structural Study of Myth* Unit

2: Post Structuralism:

Jacques Derrida: Sign, Structure and Play in the Discourse of Human Sciences

Michel Foucault: *Archaeology of Knowledge* (Selections) Unit

3: Marxist criticism:

Terry Eagleton: *Marxism and Literary Criticism*

Fredric Jameson: *Marxism and Form* (Selection)

Unit 4: Myth/Psychoanalytic Criticism: Northrop Fry: *Anatomy of Criticism* (Selections)

Suggested Readings:

Barrey, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester University Press, 2002.

Wolfreys, J. *Introducing Literary Theories*.

Eagleton, Terry. *Marxism and Literary Criticism*. University of California Press.

Jameson, Fredric . *Marxism and Form: Twentieth Century Dialectical Theories of Literature*.

Princeton University Press.

Eagleton, Terry: *Criticism and Ideology*

William, Raymond. *Marxism and Literature*. OUP.

Loomba, Ania. *Colonialism/ Postcolonialism*. Routledge, 2005.

Nayar, P. K. *Postcolonial Literature*. Pearson.

Atkins, G Douglas. *Reading Deconstruction*. Univ. Press of Kentucky. Culler, Jonathan. *Structural Poetics: Structuralism, Linguistics and the Study of Literature*.

Cornell Univ. Press.

Norris, Christopher. *Deconstruction: Theory and Practice*. Methuen.

Course 15. American Literature (Novel): (PGENG-15-CR) (04 Credits)

Course Objectives:

1. To introduce students to the literature produced from America (USA).
2. To help students gain a broader historical view of America from the time of the early settlers, through the westward movement to the contemporary period.
3. To help students understand the major conflicts, struggles and movements that America has witnessed and how they find expression in her literature especially novel.

Contents:

Unit 1: Nathaniel Hawthorne: *The Scarlet Letter*

Unit 2: Mark Twain: *Huckleberry Finn*

Unit 3: Harper Lee: *To Kill a Mocking Bird*

Unit 4: Toni Morrison: *The Bluest Eye*

Suggested Reading:

Richard Gray. *A History of American Literature*. Blackwell.

R W B Lewis. *The American Adam*. Phoenix Books

Malcolm Bradbury and Richard Ruland. *From Puritanism to Postmodernism: A History of American Literature*. Penguin

Malcolm Bradbury. *The Modern American Novel*. OUP.

Michael J Colacurcia (ed). *New Essays: The Scarlet Letter*. CUP.

Arthur L Scott. *Mark Twain: Selected Criticism*. Southern Methodist Univ. Press.

Linden Peach. *New Casebook on Toni Morrison*. Macmillan.

Terry O'Neill. *Readings on To Kill a Mockingbird*. Green Haven Press.

Course 16. English Communication Skills (PGENG-16-CR) (04 Credits)

Course Objectives

1. To enable the students to develop effective writing skill in English.
2. To enhance the speaking competence of the students

Contents:

Unit 1: Basic Writing Skills

Sentences: Basic Elements and Types

Phrases and Clauses

Coherence and use of proper Punctuation

Appropriate use of Articles

Use of words as different Parts of Speech Subject – Verb agreement

Unit 2: Sensible Writing

Defining, Describing, Classifying

Writing Introductions and Conclusions

Essay Writing, Précis writing, Email Writing

Business letters: Components and Styles

Placing an order , Status inquiry, Accepting an order

Job Applications, Resume and CV

Writing Scientific and Technical reports

Unit 3: Reading Comprehension Reading:

Concept and Types

Techniques: Skimming, Scanning, Intensive, Extensive Reading Strategies

Reading Prose: *Shooting an Elephant* by George Orwell

Reading Poetry: *After Apple Picking* by Robert Frost

Unit 4: Oral Communication Listening:

Types and Barriers

Improving listening Competence

Prose Listening and Verse Listening

Speaking: Human Speech Mechanism

IPA symbols, Stress and Intonation

Interview, Group Discussion (GD), Presentation (PTT)

Suggested Readings:

Malcolm Mann. *Improve Your Skills for Advanced (CAE) Listening and Speaking Student's Book with Key and Macmillan Practice Online*. Macmillan.

Adrian Droff and Christopher Jones. *Language in Language*. CUP.

Wendy Wren & Sara Lindsay. *Cambridge Grammar and Writing Skills Learner's Book 5*. CUP.

Course 17. Literature and Society (Sister Disciplines/MOOCs) (PGENG-17-MDC)

Course Objectives:

1. To enable the students to understand society and institutions from different perspectives.
2. To train students in free and critical thinking.

Contents:

Unit 1: Literature and Society:

What is literature? Relevance /Significance of Literature

Literature and Culture

Literature and the Idea of Morality
Didacticism and Art for Life's Sake
Poetry and Moral Purpose- *Paradise Lost*; Book -1

Unit 2: Literature and Dilemma Enlightenment
and Humanism
Moral Dilemma in *Doctor Faustus* and *Hamlet*
Skepticism in Literature: Mathew Arnold's 'Dover Beach'

Suggested Readings:

John Robertson. *The Enlightenment: A Very Short Introduction*. OUP Toy Davies.
Humanism (The New Critical Idiom). Routledge.
David Glover and Cora Kaplan. *Genders (The New Critical Idiom)*. Routledge.
Charles I. Glicksber. *Literature and Society*. Martinus Nijhoff
Pamela J. Annas and Robert C. Rosen. *Literature and Society: An Introduction to Fiction, Poetry, Drama and Non-Fiction*. Prentice Hall

Course 18. Research Component/ Mini Project: (PGENG-18-RES) (02 Credits)

Objectives:

1. To familiarise the students with different formatting styles of academic writing.
2. To frame the ideas in a logical and coherent fashion and to develop research ethics to avoid causing damage to intellectual property in the academia.

Contents:

Unit 1: Academic Writing Conventions and Structuring Research Papers: Introduction to research paper structure
Creating outlines and organizing ideas
Writing effective introductions and conclusions
Academic style and tone in research writing
Using appropriate language and vocabulary
Avoiding plagiarism and maintaining academic integrity

Unit 2: Citations and Referencing Styles:
Understanding different referencing styles (e.g., MLA, APA, Chicago etc.)
Properly citing sources in the text and bibliography
Using citation management tools (Mendeley)

Suggested Readings:

Graff, Gerald, Cathy Birkenstein, and Cyndee Maxwell. *They say, I say: The moves that matter in academic writing*. Gildan Audio, 2014.
Aitchison, Claire, and Alison Lee. "Research writing: Problems and pedagogies." *Teaching in higher education* 11.3 (2006): 265-278.

MacArthur, Charles A., Steve Graham, and Jill Fitzgerald, eds. *Handbook of writing research*. Guilford Press, 2008.

Giltrow, Janet. *Academic Writing-: Writing and Reading Across the Disciplines*. Broadview Press, 2002.

PG ENGLISH (SEMESTER-IV)

Teaching Plan: 15 Weeks; 20 Credits (12CR+8Res); Marks: 500

Course 19. New Literatures (Novel) (PGENG-19-CR) (04 Credits)

Course Objectives:

1. To introduce the variety of new literatures in English to students emerging from different parts of the Second-World.
2. To familiarise students to the colonial as well as postcolonial experience and the new literary techniques and strategies used in these writings.

Contents:

Unit 1: Bapsi Sidhwa: *Ice Candy Man*

Unit 2: J M Coetzee: *Disgrace*

Unit 3: Orhan Pamuk: *My Name is Red*

Unit 4: Gabriel Garcia Marquez: *Hundred Years of Solitude*

Suggested readings:

Sim, Stuart. *The Routledge Companion to Postmodernism*. Routledge, 2011

Geyh, Paula. *The Cambridge Companion to Postmodern American Fiction*. CUP, 2017

Swanson, Philip. *The Cambridge Companion to Gabriel Garcia Marquez*; CUP, 2010.

Hutcheon, Linda. *A poetics of postmodernism*. New York and London: Routledge, 1988.

Rodden, John. *Conversations with Isabel Allende*. Austin: University of Texas Press, 1999. Thasneem, Umer.

Orhan Pamuk and the Poetics of Fiction. Cambridge Scholars Publishing, 2019.

Zimble, Jarad. *The Cambridge Companion to J. M. Coetzee*. CUP, 2020.

Course 20. American Literature: Poetry and Drama (PGENG-20-CR) (04 Credits)

Course Objectives:

1. To identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions.
2. To analyse literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.

3. To demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods in different regions

Contents:

Unit 1: Walt Whitman: *Song of Myself* (Selections) “Out of the Cradle Endlessly Rocking”

Unit 2: Sylvia Plath: “Tulips” “Cut” “Lady Lazarus” “Daddy”

Unit 3: Eugene O’Neill: *Hairy Ape*

Unit 4: Sam Shepard: *The Buried Child*

Suggested Readings:

Hollander, John, ed. *American Poetry: The Nineteenth Century*. New York: Library of America, 1993.

Spengemann, William. *Nineteenth-Century American Poetry*. New York: Penguin, 1996.

Folsom, Ed, Jim Perlman, and Dan Campion, eds. *Walt Whitman: The Measure of His Song*. Duluth, MN:

Holy Cow! Press, 1998.

Kaplan, Justin. *Walt Whitman: A Life*. New York: Perennial Classics, 2003. Kummings, Donald D., and J. R. LeMaster, eds. *The Routledge Encyclopedia of Walt Whitman*.

New York: Routledge, 2011.

Levin, Joanna, and Edward Whitley, eds. *Whitman Among the Bohemians*. Iowa City: University of Iowa Press, 2014.

Loving, Jerome. *Walt Whitman: The Song of Himself*. Berkeley, CA: University of California Press, 2000.

Matthiessen, F.O. *American Renaissance: Art and Expression in the Age of Emerson and Whitman*.

New York: Oxford University Press, 1968.

Rollyson, Carl. *American Isis: The Life and Art of Sylvia Plath*. St. Martin’s Press, 2013.

Alexander, Doris. *The Tempering of Eugene O’Neill*. New York: Harcourt, Brace & World, Inc., 1962

Shepard, Sam. (1981). *Sam Shepard Seven Plays*. New York: Dial Press.

Martine, James J., ed. *Critical Essays on Eugene O’Neill*. Boston: G. K. Hall, 1984.

Moorton, Richard F., Jr. *Eugene O’Neill’s Century: Centennial Views on America’s Foremost Tragic Dramatist*. Connecticut: Greenwood Press, 1991.

Course 21. Literary Criticism and Theory-IV (PGENG-21-CR) (Credit: 04)**Course Objectives:**

1. To familiarize students with the key ideas associated with contemporary literary theory.
2. To provide students with some starting points in approaching the complex and dense writings of philosophers and critics like and Edward Said, Gayatri Spivak, Judith Butler, Stuart Hall and Laura Mulvey.
3. To familiarize students with the influence of these philosophical and critical thoughts on literature and society in general.

Contents:

Unit 1: Feminist Theory:

Elaine Showalter: "Towards a Feminist Poetics"
Barbara Smith: "Toward a Black Feminist Criticism" Judith
Butler: *Gender Trouble* (Introduction)

Unit 2: Postcolonial Theory:

Edward Said: *Orientalism* (Selections)
Gayatri Spivak: "Can the Subaltern Speak?"
Chandra T Mohanty: 'Under the Western Eyes'

Unit 3: Culture Theory/ Ecofeminism:

Stuart Hall: "Cultural Identity and Diaspora"
Erika Cudworth: *Developing Ecofeminist Theory: The Complexity of Difference*
(Selections)

Unit 4: Film Theory:

Laura Mulvey: "Visual Theory and Narrative Cinema"
Robert Stam: "Third World and Postcolonial Cinema" (From The Cinema Book)

Suggested Readings:

Moore, Gilbert et al. *Postcolonial Theory*. Longman.
Ashcroft, Bill et al. *The Empire Writes Back: Theory and Practice in Postcolonial Literatures*. Routledge.
Ashcroft, Bill et al. *Key Concepts in Post-Colonial Studies*. Routledge.
Gamble, Sarah. *The Routledge Companion to Feminism and Postfeminism*. Routledge, 2004. Toby Miller and Robert Stam (ed). *A Companion to Film Theory*. Blackwell Publishing, 2009. Henry Schwaz and Saugeeta Ray (ed). *A Companion to Postcolonial Studies*. Blackwell Publishing, 2009.
Toby Miller (ed). *A Companion to Cultural Studies*. Blackwell Publishing, 2009. Sandra Gilbert and Susan Gubar. *Feminist Literary Theory and Criticism*. Indiana Univ Press.
Gill plain and Susan Sellers. *A History of Feminist Literary Criticism*. CUP.
Wendy Kolmar and Bartkowski Ed. *Feminist Theory: A Reader*. McGraw Hill.
Margaret Walters. *Feminism: A very Short Introduction*. Oxford University Press. Ellen Rooney Ed. *The Cambridge Companion to feminist Literary Theory*. CUP

Course 22. Dissertation (PGENG-22-RES) (Credit: 08)

Objectives:

1. To develop effective strategies for revising and editing a dissertation, enabling students to enhance the clarity, coherence, and overall quality of their academic writing.

2. To equip students with proofreading techniques that promote error-free writing, enabling them to identify and correct grammatical, spelling, punctuation, and formatting errors in their dissertations.
3. To enable students to effectively respond to reviewer comments by providing guidance on how to address feedback, revise their work, and strengthen their arguments in the context of English literature.

Contents:

Unit 1: Editing and Proofreading:

Strategies for revising and editing dissertation.

Proofreading techniques for error-free writing

Seeking feedback and peer review

Unit 2: Academic Conventions and Publishing:

Responding to reviewer comments

Understanding the publishing process in English literature

Dissertation preparation and submission

Suggested Readings:

Weigle, Sara Cushing. *Assessing writing*. Cambridge University Press, 2002.

Wallace, Mike and Wray, Alison. *Critical Reading and Writing for Postgraduates*. Sage Publications, 2016.

Harvey, Stephanie. *Nonfiction matters: Reading, writing, and research in grades*. Stenhouse Publishers, 1998.

Weissberg, Robert, and Suzanne Buker. *Writing up research*. Englewood Cliffs, NJ: Prentice Hall, 1990.

Roberts, Carol M. *The dissertation journey: A practical and comprehensive guide to planning, writing, and defending your dissertation*. Corwin Press, 2010.
