

MA ENGLISH

PROGRAMME OUTCOME:

PO1: To provide a multi-pronged approach to the study of language and literature

PO2: A Period-oriented overview of English literature

PO3: A genre/domain-oriented approach

PROGRAMME SPECIFIC OUTCOME:

PSO1: An important thrust area is specialization

PSO2: The syllabus provides adequate space to the students for honing their creative and critical thinking skill

PSO3: The ambit of the project in the fourth semester is to include creative writing projects

COURSE OUTCOME:

SEMESTER-I Two Compulsory Papers and Two optional Papers

EN1C01: BRITISH LITERATURE FROM THE AGE OF CHAUCER TO THE EIGHTEENTH CENTURY (COMPULSORY)

The course seeks to provide the student with knowledge of the growth of English language and literature up to the age of Chaucer. It also introduces the student to the social cultural and intellectual background of the late medieval period in English Literature and to sensitize him/ her to the major literary works of the period.

The socio-cultural situations during the centuries preceding Chaucer should provide a solid footing for the study of Chaucer and the English literature that came after him. The evolution of English from Old English to Middle English must gain focus here. The development of English into the language used by Chaucer and his contemporaries- both the literary men and the general public- from Indo- European has to be discussed with special emphasis on the Germanic sub-family to which English belongs. How Celtic Britain changed into Anglo-Saxon and later Norman England and how the English triumphed over the French by the time of Chaucer form the background of this course. In other words, the history of England has to be seen as a history of power struggles. The Celts who were suppressed by the Anglo-Saxons, resurface in the Arthurian legends, Scottish and Irish literatures and in the Irish literary renewal centuries later. Danish and Norman invasion also find linguistic and literary repercussions in English history.

EN1C02: II BRITISH LITERATURE:THE NINETEENTH CENTURY (COMPULSORY)

To familiarize the students with two prominent eras in English literature, namely the latter half of the 18th century, first half of the 19th century and the latter half of the 19th century. The romantic sensibility that reigned supreme for more than half a century needs to be driven home to the students. Similarly the changed outlook of the writers in the wake of industrialism is also to be imparted well. Only English authors have been included in the paper.

Begin with the precursors to Romanticism – Gray, Blake. The Romantic movement– significance of 1798. The American Revolution 1776 and the French Revolution 1789. Age of upheavals in political, economic and social traditions. Imagination, nature, symbolism and myth, emotion, lyric and the self. Contrast with neo-classicism, individualism. The everyday and the exotic–spread of Romantic spirit, exoticism etc. Victorian period (1837-1901). The continuance and the decline of the romantic sensibility. The emergence of machines and industries. Ascent of materialism. Utilitarian philosophy. Loss of faith. Dominance of scientific temperament. Pre-Raphaelite poetry specimen. The tradition of realism in novel writing. All writers from England.

Paper III Optional Group A: British and Continental Drama

To familiarize the student with modern European Drama in terms of topics, perspectives, and dramatic literature.

This paper contains representative works to acquaint the student with the social and cultural contexts that inform modern European Drama. Beginning with the decline of romanticism and the rise of realism, the paper discusses how realism which, was a reaction against the illusionistic romantic stage, was critiqued by the later practitioners as illusionistic in itself. The paper contains representative plays of the Realistic and Naturalistic traditions including problem plays. It also familiarizes the student with the relationship between realism and social revolution as well as realism and anti-illusionism. The rise of modernism in theatre, and the rise of the director and stage designer are addressed. The selection contains representative works of epic theatre, absurd theatre, theatre of cruelty and poor theatre. The paper also traces the rise of theories like Marxism, Psychoanalysis as well as developments in Sociology and Physical Sciences, and how they shaped the modernist sensibility. The student is also encouraged to revisit the ideological foundations of modernism. The student is to be acquainted with how the diversified movements in post-modernist theatre are informed by the theatre's increasing propensity to self-consciousness besides discussing poststructuralist theories and feminist theatre, environmental theatre, multicultural theatre, performance theories, threat from the cinema and the future of theatre.

Paper IV Optional Group B: Advanced Communication

The student should have better speaking and listening skills. They shall be intelligible in their own speech and shall have acquired the listening skills to comprehend and adequately respond to the English spoken in different parts of the world.

SEMESTER II

EN2CO3 Twentieth Century Literature up to World War II "

To introduce the student to the developments in literature written in English since the 1960s. Representative works from experimental and metropolitan literature are included. '

This course involves a discussion of the Postmodernism/post-modernism debate and the problematics of definition. It subjects to analysis poetry which was anti-skeptical and sensitive to the realities of religion and metaphysics. The selected texts create an awareness of the suspect nature of language, the manipulative power of art, the fragility of character, the relativity of value and perception and the collapse of the absolute. Irish voices, female perspectives and public engagement of poetry also come in for discussion. In the field of fiction too typical postmodern features and devices like self reflexivity and multiculturalism need to be focused. Drama: theatre of the absurd, Psychodrama and experimental theatre will be some of the features calling for discussion.

EN2C04 — Criticism and Theory

To familiarize the students with the key concepts and texts of literary criticism ever since its emergence, and to provide practical and theoretical familiarity with the range, approaches, and mechanics of academic writing.

The course should help the student to recognize the historical, political and aesthetic dimensions of the growth of literary criticism. Issues like canon formation, evolution of the genres, methods of literary analysis will all be discussed in the different modules. Concepts being discussed include classical western criticism from Aristotle Horace and Longinus, English Renaissance and neoclassical criticism, the 18th century trends, the romantic revolt, the Victorian tradition, the new critics, Chicago school and the modernist movements, Eliot's critical positions, Psychoanalysis, myth criticism, Russian Formalism, Marxist criticism and Reader response theories. One module has been set apart for the study of academic writing which is expected to enhance the ability of the student to attempt critical appreciation, literary criticism, reviews, and other modes of academic writing. A review article has been included to provide a sampling of the work being done and the debates that inform Interpretation. Students are expected to keep track of other forms of scholarship that inform the discipline. David G. Nichols (Ed): Introduction to Scholarship in Modern languages and Literatures (See Background Reading) contain essays that review and describe several approaches to scholarship. The selection from the MLA Handbook discusses the tasks and methodology of identifying a topic, developing it through research, working with sources, the mechanics of academic prose, and documentation style. The module introduces the student to the scholarly expectations of semester assignments and the final dissertation.

EN2EO7 : American Literature

The objectives of the course include an introduction to the most important branch of English literature of the non British tradition. It seeks to provide an overview of the processes and texts that led to the evolution of American literature as an independent branch or school of literature. The course covers the entire period from the time of early settlers, through the westward movement to the contemporary period. American literature is integrally connected with the experiences of people struggling to establish themselves as a nation. Questions of individualism, quest for identity, political freedom from Britain and cultural freedom from the European tradition have marked American literature from time to time. The emergence of black literature

and other ethnic traditions is another major hallmark of American writing. All these will form the basic analytical component of this course. American Renaissance, American War of Independence, Transcendentalism, American Romanticism Dark Romanticism, Frontier Experiences, the Civil War, Modernism, Feminism, -Regional patterns—Southern Writers—New England Writers—Western Writers--Mid-Western Writers, Ethnicity—Jewish, Native, Mountain Literature, Great Depression and the Great Dust-bowl disaster would be some of the thematic concerns of the course.

EN2E10: European Fiction in Translation

To introduce the student to a selection of European fiction spanning the second half of the nineteenth century and the twentieth century.

The first modules constitute theoretical/descriptive writings that should prepare the student for an informed appreciation of modern European fiction. The novels that constitute the subsequent modules are drawn from France, Germany, Russia, Austria, Italy, Greece and Portugal. The focus is on the shades of realism and naturalism. The novels are also important for the philosophical (existentialism) and political positions they represent.

SEMESTER III

EN3C05: Twentieth Century British Literature: Post 1940

To familiarize the students with the literary trends of the early twentieth century in the context of the sensibility of literary modernism in the wake of the World War.

The course includes an introduction to the changed literary perspectives in the twentieth century, along with the social, economic and political background. Imperial expansion which had reached a boiling point, the onset of the World war I coupled with the attempts at creating a new world order remained some of the key issues. The impact of the Soviet experiment at the global level that needs to be read against the backdrop of the spread and influence of Marxism on a global scale calls for a radical review of world politics. This was followed by the rise of Fascism and Nazism, followed curiously by the shadow of doubt cast over communism. In the literary field reaction against Romanticism and Victorianism led to experimentation in writing in all genres. Starting from the poetry of World War I the movement traverses a wide range of concerns topics and forms of writings. The discussion also includes movements like the avantgarde, the Pink Decade and so forth.

EN3CO6: The English Language History and Structure

To inculcate in the students awareness about the basic concepts of linguistics, the scientific study of language.

The course, divided into five modules covers the important areas in linguistics and updates the pupil on the most recent advances in the theory of language study. This should ideally prepare the student at one level with modern notions and concerns in the field of linguistics.

EN3E13: Advanced Literary Theory

To familiarize the students with the key concepts and texts of literary criticism ever since its emergence, and to provide practical and theoretical familiarity with the range, approaches, and mechanics of academic writing.

The course should help the student to recognize the historical, political and aesthetic dimensions of the growth of literary criticism. Issues like canon formation, evolution of the genres, methods of literary analysis will all be discussed in the different modules. Concepts being discussed include classical western criticism from Aristotle Horace and Longinus, English Renaissance and neoclassical criticism, the 18th century trends, the romantic revolt, the Victorian tradition, the new critics, Chicago school and the modernist movements, Eliot's critical positions, Psychoanalysis, myth criticism. Russian Formalism, Marxist criticism and Reader response theories. One module has been set apart for the study of academic writing which is expected to enhance the ability of the student to attempt critical appreciation, literary criticism, reviews, and other modes of academic writing. A review article has been included to provide a sampling of the work being done and the debates that inform Interpretation. Students are expected to keep track of other forms of scholarship that inform the discipline. David G. Nichols (Ed): Introduction to Scholarship in Modern languages and Literatures (See Background Reading) contain essays that review and describe several approaches to scholarship. The selection from the MLA Handbook discusses the tasks and methodology of identifying a topic, developing it through research, working with sources, the mechanics of academic prose, and documentation style. The module introduces the student to the scholarly expectations of semester assignments and the final dissertation.

EN3C15: Postcolonial Fiction and Drama

To introduce the students to the discursive nature of colonialism, and the counter-discursive impulses of Postcolonial theory, narratives and performance texts.

The course attempts to cover through representative texts the writing, reading and critical-theoretical practices based on the colonial experience. While a major segment of the course addresses the consequences of European expansion and the creation and exploitation of the "other" worlds, the course also addresses "internal colonisations" of diverse kinds, including the double colonization of women of colour. Some of the studies require the students to revisit texts they have encountered in previous semesters (The Tempest, Heart of Darkness, A Passage to India) The students are expected to acquire familiarity with -- and the ability to define and use -- the terminology specific to colonial and postcolonial discourses. The introductory and reference volumes in the reading list will be helpful in this respect (Key Concepts in Postcolonial Studies, Beginning Post colonialism). An extract from Gayatri Spivak's "Can the Subaltern Speak?" has been included, in spite of the density of the essay. The text is of seminal significance to the field. It has been elucidated by different scholars. Spivak clarifies her arguments in several of her interviews (The Spivak Reader carries an excellent interview). Reference to the full version of the essay would be profitable.

SEMESTER IV

EN4C07 Indian English Literature

The course is designed to familiarize the students with one of the most significant literatures produced in the English language from the non-English speaking cultures. Questions of language, nation, and aesthetics figure prominently among the objectives of this course.

The student has to be made conscious of the colonial context in which Indian English developed as a language and literature. Nineteenth century attempts at poetry, the emergence of Indian English fiction and drama, the differences in the thematic and stylistic aspects between the pre independence and post independence periods, the impact of historical situations like the Emergency, and the influence of western modernism and postmodernism on Indian writing are to receive central focus. Issues relating to the use of the coloniser's language, the diverse ramifications of power in the Indian subcontinent, features of Diaspora writing, the nature of the Indian reality reflected in a non Indian tongue, the socio-cultural economic, and gender concerns addressed in these texts etc. Have to be broached in the pedagogical context. Some major works of Indian literature translated into English also are to be introduced to give a smack of Indianness.

EN4E20: Post Colonial Poetry

To introduce the students to the discursive nature of colonialism, and the counter-discursive impulses of postcolonial theory, narratives and performance texts.

The course attempts to cover through representative texts the writing, reading and critical-theoretical practices based on the colonial experience. While a major segment of the course addresses the consequences of European expansion and the creation and exploitation of the "other" worlds, the course also addresses "internal colonisations" of diverse kinds, including the double colonization of women of colour.

EN4E2 1 Indian English Fiction

The course is designed to familiarize the students with one of the most significant literatures produced in the English language from the non English speaking cultures. Questions of language, nation and aesthetics figure prominently among the objectives of this course.

The student has to be made conscious of the colonial context in which Indian English developed as a language and literature.

EN4E27 : Teaching of English

The course aims to provide the techniques of teaching English as a language. This course deals with second language pedagogy, second-language acquisition and varieties of English. It will help the learner to develop expertise in key areas, such as second language learning theories, and teaching methodologies. It will discuss methods of Evaluation and Assessment.

The course, divided into five modules covers the important areas in ELT and provides information about the current theories about ELT. The course tries to give the learner practical experience in the teaching of English.