



# **SCHOOL OF HUMANITIES**

**M.A. (Programme)**

**Scheme of Examination and Syllabi**

**(2020-22)**

**SCHEME OF EXAMINATIONS FOR M.A. English****SEMESTER 1**

<b>Paper /Course Code</b>	<b>Nomenclature of Paper/Course</b>	<b>Nature of the papers</b>	<b>Course Type</b>	<b>Scheme</b>				<b>Credits (L+T+P) = Total</b>
				<b>Theory</b>	<b>Internal</b>	<b>Practical</b>	<b>Total</b>	
	<b>Life, Literature and Culture I Medieval Literature</b>	<b>Compulsory</b>	<b>Core -1</b>	<b>75</b>	<b>25</b>	<b>-</b>	<b>100</b>	<b>5</b>
	<b>Life, Literature and Culture II Early Modern World</b>	<b>Compulsory</b>	<b>Core-2</b>					<b>5</b>
	<b>Poetry I</b>		<b>Elective</b>					<b>5</b>
	<b>Politics, Literature and Philosophy</b>		<b>Elective</b>					<b>5</b>

## Course Wise Content Details for M.A. English Programme

### MASTER of ARTS (ENGLISH)

#### Semester I

#### Core: Life, Literature and Culture I Medieval Literature

**Marks 75**

**Duration 03 hours**

#### Course Objectives

1. To explain how Medieval modes of thought give way to the rise of early modernity.
2. To understand the early developments of modes of representation.

#### Course Learning Outcomes

1. An understanding of what constitutes Medievalism will have been established.
2. The foundations of representation and genre will also have been established.

#### Contents

**Unit I** Marie de France, *Lais* ('Guigemar' and 'Equitan')

Thomas Malory, *Morte de Artur*

Book I: "From the Marriage of King Uther unto King Arthur that Reigned After Him and Did Many Battles & Book VII: "Sir Lancelot and Queen Guinevere.

Nigel de Longchamps, *A Mirror of Fools*

Geoffrey Chaucer, 'The Wife of Bath's Prologue and Tale,' 'The Nun's Priest's Tale'.

**Unit II** Wakefield Master, *The Second Shepherd's Play*

**Unit III** William Langland, *Piers Plowman*

**Unit IV** Letter, Treatises and autobiographies

*Letters of Abelard and Heloise*

Andreas Capellanus, *De Amore*

*The Book of Margery Kempe*

**Suggested Readings** Derek Brewer, C S Lewis, Umberto Eco

**MASTER of ARTS (ENGLISH)**  
**Semester I**

**Core: Life, Literature and Culture II Early Modern World**

**Marks 75**

**Duration 03 hours**

**Course Objectives**

1. This course will familiarise students with the Early Modern World, earlier called the Renaissance, through poetry, fiction and philosophy.
2. The individual gained centrality in this age but the optimism in human potential was tempered by scepticism and anxiety due the challenge posed to religious beliefs.

**Course Learning Outcomes**

1. Familiarise students with literary texts and intellectual debates of 16th and 17th century Europe:
2. Discuss religious faith vs scepticism, rise of science, burgeoning imperialism.

**Contents**

**Unit I** Thomas More: *Utopia*

Erasmus: *Adagia* (Selections)

**Unit II** Edmund Spenser: April Eclogue *Shepherd's Calendar*

Letter to Raleigh  
*The Faerie Queene* Books 3 and 6

**Unit III** Michel de Montaigne: *Apology for Raymond Sebond* (Selections)

William Shakespeare: Sonnets 18, 29, 73, 94, 110, 129, 130, 138

Metaphysical Poetry: Selections from John Donne, Andrew Marvell

**Unit IV** Charles I: *Eikon Basilike*

John Milton: *Paradise Lost* Books 1-4, 9-10

**Suggested Readings** Christopher Hill, Helen Vendler, Jean Starobinski, Stephen Greenblatt, Louis Adrian Montrose, Edward Saccone

# MASTER of ARTS (ENGLISH)

## Semester I

### Elective: Poetry I

**Marks 75**

**Duration 03 hours**

#### Course Objectives

1. To uncover the radical potential of poetry.
2. To lay the foundations of genre based study embedded in historical context.

#### Course Learning Outcomes

1. A foundational level of fluency with the basics of poetry will have been achieved.
2. A basic understanding of strategies of poetic organisation will have been laid down.

#### Contents

##### Unit I Lyric Poetry

Sappho, Fragment 31

Robert Burns, 'John Anderson My Jo', 'A Red Red Rose'

T. E. Hulme, Embankment

Bob Dylan, Visions of Johanna, Like a Rolling Stone

Ann Carson, Apostle Town

Selections from Ghalib

##### Unit II Meditative Poetry

Henry Vaughan, The Retreat

Friedrich Holderlin, The Course of Life

Rabindranath Tagore, Aguner Paroshmoni (The Philosopher's Stone of Fire)

Seamus Heaney, Digging

##### Unit III Ballad

The Ballad of Chevy Chase

--The Wife of Usher's Well

Coleridge, The Rime of the Ancient Mariner

The Ballad of John Henry (Blues Ballad)

##### UNIT IV Elegy

John Donne, The Autumnal (Elegy IX)

Ben Jonson, Elegy on His Son

Alfred Tennyson, Break, Break, Break

W.B. Auden, In Memory of W. B. Yeats

#### Suggested Readings

Rene Wellek, Genre Theory, The Lyric and Erlebnis

Susan Stewart, from Poetry and the Fate of Senses (Introduction and Chapter I)

Aamir Mufti, Towards A Lyric History of India

Loius Martz, The Poetry of Meditation

Jahan Ramzani, Poetry of Mourning, The Modern Elegy from Hardy to Heaney

W.E. B. Du Bois, The Sorrow Songs (Chapter VII, The Souls of Black Folks)

**MASTER of ARTS (ENGLISH)**  
**Semester I**

**Elective: Politics, Literature and Philosophy**

**Marks 75**

**Duration 03 hours**

**Course Objectives**

1. To amalgamate the three strands politics, literature and philosophy.
2. To understand the principles of interdisciplinary study with regard to the three disciplines mentioned in the title.

**Course Learning Outcomes**

1. The students will have achieved a basic understanding of the common principles underlined these three disciplines
2. A basic understanding of the intermingling of the philosophies of literature and politics will have been established.

**Contents**

**Unit I** Selections from Plato, Machiavelli, and Hobbes

**Unit II** Selections from Dante's *Divine Comedy*, Commentaries

on the Gita by M.K. Gandhi and B.R. Ambedkar

**Unit III** Shakespeare's *Richard III*

**Unit IV** Selections from Martin Luther King and Malcolm X

Hansda Sowvendra Shekhar's *The Adivasi Will Not Dance*

**Suggested Readings** Quintin Skinner, Srinivas Iyengar, Derek Traversi, and G N Devy

**SCHEME OF EXAMINATIONS FOR M.A. English****SEMESTER 2**

<b>Paper/Course Code</b>	<b>Nomenclature of Paper/Course</b>	<b>Nature of the papers</b>	<b>Course Type</b>	<b>Scheme</b>				<b>Credits (L+T+P) = Total</b>
				<b>Theory</b>	<b>Internal</b>	<b>Practical</b>	<b>Total</b>	
	Life, literature and culture III , 16th and 17th Century Drama	<b>Compulsory</b>	<b>Core -1</b>	<b>75</b>	<b>25</b>	<b>-</b>	<b>100</b>	<b>5</b>
	Criticism and Theory 1	<b>Compulsory</b>	<b>Core-2</b>					<b>5</b>
	Introduction to the study of language		<b>Elective</b>					<b>5</b>
	Fiction		<b>Elective</b>					<b>5</b>

**MASTER of ARTS (ENGLISH)**  
**Semester II**

**Core: Life, Literature and Culture III 16<sup>th</sup> and 17<sup>th</sup> Century Drama**

**Marks 75**

**Duration 03 hours**

**Course Objectives**

1. This course will familiarise students with drama of the 16th and 17th centuries with a focus on the plays of Shakespeare.
2. Both comedy and tragedy will be taught along with a Jacobean play by Jonson.

**Course Learning Outcomes**

1. The students will learn about the differences between the Renaissance and Jacobean drama as well as the generic differences between the tragedy and the comedy.
2. The main features of Shakespearean drama will also be taught: liberty from the unities, philosophical complexity, realistic characterisation
3. The student will be exposed to the main contemporary critical approaches to Shakespeare: feminist, new historicist, presentist etc.

**Contents**

**Unit I** *A Midsummer Night's Dream*

**Unit II** *Hamlet*

**Unit III** *King Lear*

Montaigne (selections)

**Unit IV** Ben Jonson: *Volpone*

**Suggested Readings** Stephen Greenblatt, Janet Adelman, Coppelia Kahn



**MASTER of ARTS (ENGLISH)**  
**Semester II**

**Core: Criticism and Theory I**

**Marks 75**

**Duration 03 hours**

**Course Objectives**

1. To develop students' understanding about the principles of Indian as well as Western European philosophy and aesthetic theory..
2. To trace the evolution of these principals from the Classical to the Romantic and Modern periods.

**Course Learning Outcomes**

To build on students' understanding about the principals of Indian and Western European philosophy and aesthetic theory.

**Contents**

**Unit I**

Bhartrhari –On Syntax and Meaning|| from *Vakyapadiya*

Anandavardhana "Dhwani: Structure of Poetic Meaning|| from *Dhvanyaloka*

Kuntaka –Language of Poetry and Metaphor|| from *Vakrokti-Jivita*

**Unit II**

Plato *The Republic* Book X

Aristotle *The Poetics*

**Unit III**

William Wordsworth —Prfeace to Lyrical Ballads|| (1802).

S T Coleridge *Biographia Literaria*, Chapters IV, XIII, and XIV.P B

Shelley –A Defence of Poetry||

Matthew Arnold –A Study of Poetry||

**Unit IV**

I A Richards –Metaphor" and "The Command of Metaphor||

Boris Eichenbaum –The Formal Method||

**Suggested Readings:**

Chaudhery, Satya Dev. *Glimpses of Indian Poetics*. New Delhi; Sahitya Academy, 2002. Devy, G. N. Ed. *Indian Literary Criticism: Theory and Interpretation*. Hyderabad: Orient Longman, 2002.

Wimsatt, William K. And Cleanth Brooks. *Literary Criticism: A Short History*. New Delhi: Oxford and IBH, 195

**MASTER of ARTS (ENGLISH)**  
**Semester II**

**Elective: Introduction to the Study of Language**

**Marks 75**

**Duration 03 hours**

**Course Objectives**

1. To familiarise the students to the approaches to the study of language and
2. To impart to the students a linguistic perspective to the study of English.

**Course Learning Outcomes**

1. After the successful completion of the course, a student should be able to understand and, to an extent, analyse both the social and formal aspects of language in general and English in particular.

**Contents**

**Unit I Approaches to the study of language**

- (a) The properties of language, its origin and evolution  
Chapters 1 & 2 of Fromkin et al and Chapters 1, 2, & 3 of Pinker
- (b) Major thinkers: Pre-Saussurean; Saussure and structuralism; and Chomsky and the biolinguistic approach  
Chapter 2 of Walton; Chapters 4, 5, & 8 of Sanders; and Chapter 1 of Smith
- (c) Language varieties and linguistic diversity  
Chapter 5 of Fromkin et al

**Unit II Language Ideology and Policy**

- (a) Language, ideology and power Kilroy; Bourdieu –Economy of linguistic exchanges; and Chapters 1 & 2 of Eckert and McConnell-Ginet
- (b) Language policy and planning: Wright and Austin
- (c) English in the new order: Phillipson; Pandit; and Raghavan

**Unit III Elements of English I Sounds and words**

- (a) Segmental aspects: articulation and classification of English speech sounds  
Chapter 6 of Fromkin et al and Ladefoged
- (b) Syllable and suprasegmental features: stress, intonation, and rhythm  
Chapter 6 of Fromkin et al and Ladefoged
- (c) Word: Morpheme, structure of words, and word formation  
Chapter 3 of Fromkin et al

**Unit IV Elements of English II Structure and meaning**

- (a) Syntactic categories, constituents and structure of sentence  
Chapter 4 of Fromkin et al
- (b) Theories of meaning, meaning relationships, compositionality of meaning  
Chapter 1 of Chierchia and McConnell-Ginet and Chapter 5 of Fromkin et al
- (c) Pragmatics and Discourse Analysis  
Chapter 4 of Hall et al; Chapter 9 of Akmajian et al; and Chapter 3 of Meyer

**Suggested Readings:** Adrian, Richard A Demers, Robert M Harnish, Granville Austin, Peter Ladefoged, Penelope Eckert.

**MASTER of ARTS (ENGLISH)**  
**Semester II**  
**Elective: Fiction**

**Marks 75**

**Duration 03 hours**

**Course Objectives**

1. To understand how fiction records and alters social and cultural realities
2. To understand the strategies of narrative, theme and image that fiction uses to take forward this task

**Course Learning Outcomes**

1. To train the student in methods of textual analysis
2. To sensitise students to the capacity of fiction to bring about social and cultural change

**Contents**

**Unit I:** Jane Austen, *Persuasion*

**Unit II:** Charles Dickens *Bleak House*

**Unit III:** Milan Kundera's *The Unbearable Lightness of Being*

**Unit IV:** Rohinton Mistry's *A Fine Balance*

**SCHEME OF EXAMINATIONS FOR M.A. English**

**SEMESTER 3**

Paper /Course Code	Nomenclature of Paper/Course	Nature of the papers	Course Type	Scheme				Credits (L+T+P) = Total
				Theory	Internal	Practical	Total	
	Life, Literature and Culture IV The Long Eighteenth Century	<b>Compulsory</b>	<b>Core -1</b>	<b>75</b>	<b>25</b>	<b>-</b>	<b>100</b>	<b>5</b>
	Life, Literature and Culture V The Long Nineteenth Century	<b>Compulsory</b>	<b>Core- 2</b>					<b>5</b>
	Research Methodology		<b>Elective</b>					<b>5</b>
	Gender Studies		<b>Elective</b>					<b>5</b>
	Discursive Prose		<b>Open Elective</b>					<b>4</b>

**MASTER of ARTS (ENGLISH)**  
**Semester III**

**Core: Life, Literature and Culture IV The Long Eighteenth Century**  
**Marks 75** **Duration 03 hours**

**Course objectives**

1. This course engages with the history of ideas and their figuration in multiple genres. It encompasses the didacticism of Johnson's England, the Continental philosophy of Rousseau and closes with canonical and non canonical texts from British Romanticism.
2. To understand the formation of intellectual debate during this period

**Course Learning Outcomes**

1. This course will train students to examine and interpret the long eighteenth century and its multiple revolutions through a transnational and cross-cultural perspective.
2. Students will be trained to understand the continuities between the eighteenth century and high modernity.

**Contents**

**Unit I** Alexander Pope: *Eloisa to Abelard* (1717)

Samuel Johnson: *The History of Rasselas, Prince of Abissinia* (1759)

**Unit II** Jean Jacques Rousseau: *Julie, or, The New Heloise* (1761)

**Unit III** Hannah More: *Slavery: A Poem* (1788) Anna

Seward: "To the Poppy" (1789)

Charlotte Smith: "Sonnet: On Being Cautioned Against Walking on an Headland,

"To A Nightingale" (1791)

Anna Laetitia Barbauld: "The Rights of Women" (1792) "Washing Day" (1797)

Mary Robinson: "London's Summer Morning" (1800)

**Unit IV** William Wordsworth: *The Prelude* (1805)

**Suggested Readings** Eric Hobsbawm, Basil Willy, Ian Jack, Jurgen Habermas and Martha Nussbaum

**MASTER of ARTS (ENGLISH)**  
**Semester III**

**Core: Life, Literature and Culture V The Long Nineteenth Century**  
**Marks 75** **Duration 03 hours**

**Course Objectives**

1. The course will educate students about some key factors --nation/ colony, community, class, gender and race--which went into the making of the 20<sup>th</sup> century, the modern world as we know it.
2. Through a choice of representative texts, the course will map the cultural cross-currents of this momentous era in world history, recording its important developments through the prisms of nation/ colony, community, class, gender and race.

**Course Learning Outcomes**

1. The students should be able to analyze the period which witnessed England's emergence as a full-fledged industrial capitalist nation, the first in the world to become so.
2. This will enable the students to familiarize with England's its self-consolidation as an imperial power with the setting up of a significant number of colonies in Asia and in Africa.

**Contents**

**Unit I** George Elliot: *Middlemarch*

**Unit II** Bankim Chatterji: *Anandmath*

**Unit III** Walt Whitman: *Song of Myself*

John Keats: *The Eve of St. Agnes*

**Unit IV** Henrik Ibsen: *A Doll's House*

**Suggested Readings** Geoffrey Hartmann, Gillian Beer and Marilyn Butler

**MASTER of ARTS (ENGLISH)**  
**Semester III**

**Elective: Research Methodology**

**Marks 75**

**Duration 03 Hours**

**Course Objectives**

1. To familiarize students with the basic concepts of research on the post-graduate level before heading towards higher dimensions of research.
2. To enable students to understand various paradigms of research, its tools, ethics and challenges related to English studies and related fields and develop creative and academic skills in them.

**Course Learning Outcomes**

By the end of this course, the students should be able to:

1. apply proper research methods pertinent to English studies and related fields
2. formulate their own research questions and write research papers.

**Evaluation**

- Presentations for internal assessment
- Term Paper for final evaluation

**Contents**

**Unit I** What is literary research? (This unit incorporates following essays from Research Methods in English Studies: Gabriele Griffin)

- o Textual Analysis as a Research Method (Catherine Belsey)
- o Discourse Analysis (Gabriele Griffin),
- o Creative Writing as a Research Method (Jon Cook)

**Unit II** Introduction to research methodology (Research, Hypothesis. Analysis of data and interpretation)

- o Research question
- o Review of literature
- o Data collection- Primary and Secondary Sources

**Unit III** Components and Requirements

- o Research Proposal/ Synopsis
- o Research Paper
- o Thesis/Dissertation
- o Research tools
- o MLA Style Sheet (Latest Edition)
- o Ethics in Research and Plagiarism

## **Unit IV**

Workshop and Presentation 1

Workshop and Presentation 2

\*The students will be divided into smaller groups for presentations

### **Suggested Readings**

Research Methods in English Studies: Gabriele Griffin

Research Methodology: Methods and Techniques: C. R. Kothari

Research Methods in English: M.P. Sinha

Academic Writing 1: Paragraph: Alice Savage and Mausod Shafiei

Academic Writing: A Handbook for International Students: Stephen Bailey

MLA handbook for Writers of Research Papers: Latest edition

The Chicago Manual of Style: Latest edition

Quentin Skinner's "Motives, Intentions and Interpretation" (From *Visions of Politics*, Volume 1 By Quentin Skinner)

Peter Winch's "Can we understand ourselves?" (From *Philosophical Investigations* 20: 3 July, 1997)



**MASTER of ARTS (ENGLISH)**  
**Semester III**  
**Elective: Gender Studies**

**Marks 75**

Duration 03 hours

**Course Objectives**

1. This course will familiarise students with theorising about gender, be it feminism, queer studies or masculinity studies.
2. This course will introduce students to literary texts that prioritise issues of gender, both in India and the West.

**Course Learning Outcomes**

1. The student's knowledge of gender theory, its evolution from feminism to queer theory, and masculinity studies will be strengthened.
3. The student will be taught to interpret a text and read social change through the lens of gender.

**Contents**

**Unit I** Woolf: *Orlando*

*Judith Butler: Gender Trouble* (Selections)

**Unit II** Azar Nafisi: *Reading Lolita in Tehran*

Bama: *Karukku*

**Unit III one**

Poetry

Silvia Plath

Kamla Das

Amrita Pritam

Sujata Bhatt

**Unit IV** Alan Hollinghurst: *Line of Beauty*

**Suggested Readings** Julia Kristeva, Ruth Vanita, Chandra Talpade Mohanty

**MASTER of ARTS (ENGLISH)**  
**Semester III**

**Open Elective: Discursive Prose**

**Marks 75**

**Duration 03 hours**

**Course Objectives**

1. To familiarise the students with the various ways in which prose writings have evolved down the ages
2. To enable the students to analyse prose writings/non fiction writings and identify the formal aspects that differentiates each genre

**Course Learning Outcomes**

1. An understanding of what constitutes prose writings will have been established.
2. The foundations of representation and genre will also have been established.

**Contents**

**Unit I** Diary of Samuel Pepys

Charles Lamb: –Old Chinall, –Dream Childrenll, –The Praise of Chimney Sweeperll

**Unit II** John Stuart Mills: *On Liberty*

Emily Eden: Selections from *Up the Country: Letters from India*  
*Ghalib's letters* (Selections)

**Unit III** Martin Luther King: –I have a dreamll,

Jawahar Lal Nehru: –Tryst with destinyll

Nelson Mandela: –Nobel acceptance speechll

Franz Fanon: –On National Culturell

**Unit IV** Amartya Sen: Selections from *The Argumentative Indian*

Andre Beteille: Selections from *Chronicles of our Times*

**Suggested Readings** Rapph Russel, Daud Rahbar, Edward Said

**SCHEME OF EXAMINATIONS FOR M.A. English****SEMESTER 4**

<b>Paper/Course Code</b>	<b>Nomenclature of Paper/Course</b>	<b>Nature of the papers</b>	<b>Course Type</b>	<b>Scheme</b>				<b>Credits (L+T+P) = Total</b>
				<b>Theory</b>	<b>Internal</b>	<b>Practical</b>	<b>Total</b>	
	Life, literature and culture VI the long twentieth century	<b>Compulsory</b>	<b>Core -1</b>	<b>75</b>	<b>25</b>	<b>-</b>	<b>100</b>	<b>5</b>
	Post independence Indian literature	<b>Compulsory</b>	<b>Core-2</b>					<b>5</b>
	Dissertation		<b>Elective</b>					<b>5</b>
	Visual studies		<b>Open elective</b>					<b>4</b>

**MASTER OF ARTS (ENGLISH)**  
**Semester IV**

**Core: Life, Literature and Culture VI The Long Twentieth Century**

**Marks 75**

**Duration 03 hours**

**Course Objectives**

1. To familiarise the students with the literary trends/movements that evolved in the course of the 20<sup>th</sup> Century
2. To enable the students to analyse texts and identify the generic distinctions across prominent milieus and regions

**Course Learning Outcomes**

1. An understanding of what constitutes twentieth century will have been established.
2. The foundations of representation and genre will also have been established.

**Contents**

**Unit I** T.S.Eliot: *Murder in the Cathedral (1935)*

Tennessee Williams: *A Streetcar named Desire*

**Unit II** L.Frank Baum: *The Wonderful Wizard of OZ (1900)*

J R R Tolkien: *The Hobbit (1937)*

**Unit III** Naguib Mahfouz: *Palace Walk (1956)*

Italo Calvino: *If on a Winter's Night a Traveller (1979/1981)*

**Unit IV**

W H Auden	: Musee de Beaux Arts, Lullaby, September 1, 1939
Dylan Thomas	: Do not go gentle into that good night, Fern Hills, Love in the asylum
Seamus Heaney	: Punishment, Tradition, Ocean's Love to Ireland
Agha Shahid Ali	: Postcard from Kashmir, A Butcher, I see Kashmir from Delhi at Midnight

**Suggested Readings** Leon Edel, WV Spanos, CS Lewis, Bruce King, Christopher Finn

**MASTER of ARTS (ENGLISH)**  
**Semester IV**

**Core: Post-independence Indian Literature**

**Marks 75**

**Duration 03 hours**

**COURSE OBJECTIVES**

To introduce students to literary texts from a range of regional, cultural, social, and political locations within India since Independence and to inculcate in students an in-depth understanding of some of the major issues shaping this literary production.

**Unit I :**

Ahmed Ali *‘Our Lane’* [1936] Trans from Urdu by the author. *The Journal of South Asian Literature*, Vol 33/34 issue 1-2 (1998-99): 218-239 [SHORT STORY]  
Qurratulain Hyder *My Temples, too*, 1948 [NOVEL]  
Aijaz Ahmad *‘In the Mirror of Urdu: Recompositions of Nation and Community, 1947-65’*, Indian Institute of Advanced Study, Shimla, 1993. [ESSAY]

**Unit II :**

Srilal Shukla *Raag Darbari* (1967), tr. Gillian Wright, New Delhi: Penguin. [NOVEL]  
Partha Chattarjee *‘Politics of the Governed’*, pp. 53-78 in *The Politics of the Governed: Reflections on Popular Politics in Most of the World’*, Columbia University Press: New York, 2004. [ESSAY]

**Unit III:**

Salman Rushdie *The Moor’s Last Sigh* (1995) [NOVEL]  
Salman Rushdie *‘Imaginary Homelands’*, pp 1-9 in *Imaginary Homelands: Essays and Criticism 1981-1991*, Granta: London, 1991. [ESSAY]

**Unit IV:**

Arun Kolatkar (i) *‘Woman’*; (ii) *‘Irani Restaurant Bombay’*; (iii) *‘A note on the reproductive cycle of rubbish’*; (iv) *‘The Potato Peelers’* *‘SARPA SATRA’* (2004) in Arun Kolatka

Namdeo Dhasal (i) *‘Mandakini Patil: A Young Prostitute: The Collage I Intend’*, tr. Dilip Chitre, in *Poetry Festival India*, ed. Shrikant Verma (New Delhi: ICCR, 1985), pp. 122-25;

(ii) *‘Autobiography’*, tr. Santosh Bhoomkar, *Ibid.*

Arvind Krishna Mehrotra *‘What is an Indian Poem?’* in *The Bloodaxe Book of Contemporaries*

**Suggested Readings:** Kumkum Sangari, Thomas Blom Hansen, Laetitia Zecchini, Dilip Chitre, Jahan Ramzani, Sharan Kumar Limbale, Toral Gajarawala

**MASTER of ARTS (ENGLISH)**  
**Semester IV**

**Elective: Dissertation**

**Marks 75**

**Duration: 1 semester**

**Course Objectives**

1. To familiarise the students with the literary trends/movements that evolved in the course of the 20<sup>th</sup> Century
2. To enable the students to analyse texts and identify the generic distinctions across prominent milieus and regions

**Course Learning Outcomes**

1. An understanding of what constitutes twentieth century will have been established.
2. The foundations of representation and genre will also have been established.

**MASTER of ARTS (ENGLISH)**  
**Open Elective: Visual Studies**

**Marks 75**

**Duration 03 hours**

**Course Objectives**

1. To train students to understand the social and cultural history within which works of art develop and change.
2. To train students to interpret visuality and to read visual politics.

**Course Learning Outcomes**

1. A training in new ways of reading non-verbal social and cultural history
2. A training in interdisciplinary mode of thought

**Contents**

**Unit I** Renaissance, Baroque:

Leonardo da Vinci, Titian, Caravaggio

Alberti: *On Painting*

**Unit II** 18th and 19th Century: Reynolds, Kauffman, Turner

Reynolds, *Discourses* (Selections)

**Unit III** Impressionism and Post-Impressionism:

Manet, Monet, Degas, Cezanne, Mary Cassatt, Van

Gogh, Roger Fry

**Unit IV** India in the 19th and 20th Century: Raja Ravi Verma, Abanindranath

Tagore, Amrita Sher-gil, MF Hussain, Atul Dodia

E B Havell, Christopher Pinney

**Suggested Readings** Kenneth Burke, Pelican History of Art, Partha Mitter, Tapati

Guha, Thakurta