

- M.K. Gandhi(1869-1948): "The Poet's Anxiety" (published in *Young India*, June 1, 1921)
- G.K. Chesterton (1874-1936): On Lying In Bed
- Bertrand Russell (1872-1970) Can Man Be Rational?

**Essay Writing** (15 Marks): In this section students will be required to write an essay on a topic which is of contemporary relevance. They will be given three topics to choose from.

### **B.A. Elective English**

The B.A. Elective English Course to be taken over 6 semesters is designed to give students a sense of English Literature, its literary-historical developments and its key generic concerns. As with all courses in the Semester system under the Credit-Grading Scheme, 20 percent of marks in each paper is allocated for Internal Assessment which may be in the form of a short writing assignment and an objective-type test. Papers are spread over the six semesters in the following way;

#### **SEMESTER 1**

PAPER 1: English Literary History

#### **SEMESTER II**

PAPER 2 : Poetry

#### **SEMESTER III**

PAPER 3: Drama

#### **SEMESTER IV**

PAPER 4: Fiction

#### **SEMESTER V**

PAPER 5: Non-fictional Prose

PAPER 6: Written English

#### **SEMESTER VI**

PAPER 7 : Nature

PAPER 8: Other Literatures

## SEMESTER I

### PAPER 1

#### English Literary History

Marks 75 (60+15) [15 Marks Internal Assessment]. Credits: 6

The object of this paper is to provide students who opt for Elective English with a foundation in literary history that will be useful in their approach to subsequent papers, genres and authors. Here they will study texts/movements/areas that will be taken up in greater detail in subsequent papers. The focus being on literary traditions seen through a broad socio-historical perspective, students will acquire an overview of the development of English Literature. Students will be required to answer 3 questions of 15 marks each (3x15=45) (at least one from each group), and write 3 short notes of 5 marks each, covering all the periods (3x5=15).

#### **[A] English Literature: Medieval and Renaissance**

The literary history of the period from the Norman Conquest (1066) to the Restoration (1660) will be studied with reference to the following:

- Fabliau, Lyric, Dream-Allegory, Ballad
- Chaucer, Gower and Langland
- The 'New Learning' of the Renaissance, Humanism
- Drama: Marlowe, Shakespeare, and the Jacobean playwrights
- Metaphysical Poetry

#### **[B] English Literature: Restoration to Romanticism**

The literary history and its context: from the Restoration of Charles II and the reopening of theatres in 1660 to the appearance of Tennyson's Poems, Chiefly Lyrical (1830)

• Women's Writing as a distinctive genre: Katherine Philips (1631-64), Anne Killigrew (1660-85), Mary Astell(1666-1731), and Aphra Behn (1640-89)

- Restoration Drama: tragedy and comedy
- The poetry of Pope
- The periodical essay: Addison and Steele
- Defoe and the Rise of the Novel – Richardson, Fielding, Smollet and Sterne
- Dr Johnson (1709-84) and his Circle

#### **The Romantic Period:**

- The poetry of Wordsworth, Coleridge, Byron, Shelley and Keats
- Gothic fiction; the Historical Novel

- The Personal Essay: Hazlitt and Lamb

### **[C] Victorian to the Present Times**

The literary history and its context from 1830 to the present times will be studied with special reference to the following:

- Victorian fiction with reference to the works of Charles Dickens, the Bronte Sisters, George Eliot and Thomas Hardy
- Prose: Matthew Arnold
- Poetry: Tennyson, the Brownings, Arnold, D.G. Rossetti and Christina Rossetti, GM Hopkins

### **[D] Modernism and after:**

- Fiction: Virginia Woolf, E. M. Forster, D.H. Lawrence and James Joyce
- The Poetry of WB Yeats, T.S. Eliot and the Auden Circle
- The New Theatre: John Osborne, Christopher Fry, Samuel Beckett, John Arden, Arnold Wesker
- Themes and issues in Post-colonial literature: nation, identity, culture
- Postmodernism: Globalisation and Popular Culture

### **Recommended Reading:**

Margaret Drabble (ed.) *The Oxford Companion to English Literature*, Oxford: OUP, 2007

Pramod K. Nayar *A Short History of English Literature*, New Delhi: Foundation Books, 2009

John Peck and Martin Coyle *A Brief History of English Literature* Houndmills, Basingstoke: Palgrave, 2002

Andrew Sanders *The Short Oxford History of English Literature*, 4E Oxford: OUP, 2004

## SEMESTER II

### PAPER 2

#### Poetry

Marks 75 (60+15) [15 Marks Internal Assessment]. Credits: 6

(Internal Assessment may be in the form of one objective-type test of 10 marks and a home assignment of 5 marks)

Questions in this paper will be in three parts as given below.

**(A) Questions requiring essay type answers** 12x4=48

There will be six questions requiring essay type answers on different poets or groups of poets, each carrying 10 marks. Students will answer any five.

**(B) Explanations** 5x4=20

Six extracts from different poems prescribed for detailed study (\* marked) will be given for explanation with reference to the context. Students will be required to attempt any three.

#### Poems Prescribed:

- William Shakespeare (1564-1616) :                      Sonnets 19 & 20 ("Devouring Time, blunt thou the lion's paws" and "A Woman's face with Nature's own hand painted")
- John Donne (1572-1631):                                      Song ("Goe and Catch a falling starre")
- John Milton (1608-74):                                        On His Blindness
- William Wordsworth (1770-1850):                        Lines Written a Few Miles Above Tintern Abbey\*
- S. T. Coleridge (1772-1834):                                Dejection: An Ode
- P. B. Shelley (1792-1822):                                    Ozymandias of Egypt
- Lord Tennyson (1809-92):                                    Ulysses
- Matthew Arnold (1822-1888):                              Dover Beach\*
- W. B. Yeats (1865-1939):                                    The Second Coming \*
- Siegfried Sassoon (1886-1967):                            The Rear-Guard
- T. S. Eliot (1888-1965):                                      Marina\*
- W.H. Auden (1907-1973):                                    In Memory of W.B. Yeats
- D. H. Lawrence (1885-1930):                                Snake\*
- Dylan Thomas (1914-53):                                    Fern Hill
- Sylvia Plath (1932-1963):                                    Daddy
- Ted Hughes (1930-1998):                                    Hawk Roosting

**(C) Prosody** (metre, rhyme, stanza etc.) 2x6=12

### SEMESTER III

#### PAPER 3

#### Drama

Marks 100 (80+20) [20 Marks Internal Assessment]. Credits: 8

(Internal Assessment may be in the form of two objective-type tests of 10 marks each)

Questions in this paper will be in two parts as given below.

(a) Questions requiring essay type answers 15x4=60

There will be seven questions requiring essay type answers on individual playwrights with special reference to the plays prescribed or on the contents of the plays, each carrying 15 marks. Students will have to answer any four.

(b) Explanations 5x4=20

Six extracts from the prescribed plays will be given for explanation with reference to the context. Students will be required to attempt any four.

Plays Prescribed:

- Christopher Marlowe (1564-93): *Dr. Faustus*
- William Shakespeare (1564-1616): *The Merchant of Venice*
- George Bernard Shaw (1856-1950): *Candida*
- Samuel Beckett (1906-89): *Waiting for Godot*
- John Osborne (1929-1994): *Look Back in Anger*

### SEMESTER IV

#### PAPER 4

#### Fiction

Marks 100 (80+20) [20 Marks Internal Assessment]. Credits: 8

(Internal Assessment may be in the form of 2 objective-type tests each of 10 marks)

Questions in this paper will be in two parts as given below.

#### Section I: Novels

(a) Questions requiring essay type answers 15x3=45

Five questions requiring essay type answers will be given here, each carrying 15 marks. Students will have to answer any three. The questions may be on the novels, their social and cultural context and on formal aspects pertaining to point of view, narrator, character representation and episodes.

(b) Short Notes

5x3=15

Short notes will be on episodes and characters, significant statements or utterances by characters in the novels. There will be five such topics given of which students will be required to write short notes on any three.

- Daniel Defoe (c.1659-1731): *Moll Flanders*
- Jane Austen (1775-1817): *Persuasion*
- Charles Dickens (1812-1870): *Great Expectations*
- James Joyce (1882-1941): *A Portrait of the Artist as a Young Man*
- George Orwell (1903-1950): *Animal Farm*

## Section II: Short Stories

Questions in this section will be in two parts as given below.

(a) Questions requiring essay type answers

12x1=12

Questions requiring essay type answers of 12 marks each covering the three prescribed short stories will be given here out of which students will be required to answer any one.

(b) Explanations

4x2 = 8

Three extracts from the three short stories will be given for explanation with reference to the context. Students will have to attempt any one.

- O. Henry (1862-1910): *The Romance of a Busy Broker*
- D. H. Lawrence (1885-1930): *The Rocking Horse Winner*
- Katherine Mansfield (1888-1923): *The Garden Party*

## SEMESTER V

### PAPER 5

#### Non-fictional Prose

Marks 100 (80+20) [20 Marks Internal Assessment]. Credits: 8

(Internal Assessment may be in the form of two objective-type tests of 10 marks each)

Questions in this paper will be in two parts as given below.

(a) Questions requiring essay type answers

15 x4 = 60

There will be six questions requiring essay type answers on individual essays or essayists, each carrying 15 marks.

Students will have to answer any four.

(b) Explanations

10 x 2 = 20

Four extracts from different essays prescribed but not already covered in questions set for part (a) will be given for explanation with reference to the context. Students will be required to attempt any two.

**Essays Prescribed:**

- Francis Bacon (1561-1626): Of Studies
- Izaak Walton (1593-1683): "Donne on his Death Bed" (from The Life of Dr. John Donne)
- Jonathan Swift (1667-1745): *Gulliver's Travels*: Chapter 3
- William Hazlitt (1778-1830): My first Acquaintance with the Poets
- Matthew Arnold (1822-1888): Literature and Science
- George Bernard Shaw (1856-1950): Freedom
- Bertrand Russell (1872-1970): Road to Happiness
- George Orwell (1903-1950): Reflections on Gandhi
- Graham Greene (1904-1991): The Lost Childhood
- V. S. Naipaul (1932-): Columbus and Crusoe

PAPER 6

**Written English**

Marks 100 (80+20) [20 Marks Internal Assessment]. Credits: 8

(Internal assessment may be in the form of a unit test of 10 marks and a short presentation of 10 marks.)

In this paper students will have an opportunity to develop their writing skill through the practise of common forms like the essay, substance of a poem, précis of a prose passage, expansion of ideas, reports, letters and composition of dialogues.

- An essay on a topic of general interest: Three or four topics covering aspects of society, environment, science and technology, some contemporary event, etc. – all of general interest – may be given, of which students will be required to write on any one. 20
- Substance–writing of a poem or an extract of a poem with comments on certain words or expressions underlined in the passage. 10

- Precis-writing of a prose passage with comments on certain words or expressions underlined in the passage 10
- Expansion of ideas: Two or three proverbs or pithy sayings will be given for expanding the ideas given in them. Students will have to choose any one for his/her answer. 10
- Report of a topic with a given outline 10
- Letter writing of various types like business letters, letters to the editor, & Applications 10
- Dialogue writing on a given topic 10

### Recommended Reading:

Cameron, David. *Mastering Modern English*, Hyderabad: Orient Blackswan, 1978 (rpt. 1989, 1993, 1995, 1998)

Freeman, Sarah. *Written Communication in English*, Hyderabad: Orient Blackswan, 1977 (21st Impression, 2007)

Singh, Vandana R. *The Written Word*. New Delhi: Oxford university Press, 2003 (3rd Impression, 2007)

Seely, John. *Oxford Guide to Effective Writing and Speaking*. New Delhi: Oxford University Press, 2000 (4th Impression, 2008)

## SEMESTER VI

### PAPER 7

#### Nature

Marks 100 (80+20) [15 Marks Internal Assessment]. Credits: 8

This paper seeks to explore the process through which language and literature – as manifestations of culture – are produced by the interconnections between both nature and culture; it addresses nature not just as a passive background in literary texts but as a central presence determining the dynamic interpretations of the text itself. It will be an attempt to revisit texts generated at various ages in history with a view to re-appraise the relationship between the human and the natural world as reflected in the literature of their respective ages.

### Section A

In this section students will study concepts and ideas that have been integral to the understanding of nature in the various ages in England and America and answer 2 questions of 10 marks each. The following are some examples of concepts that may be discussed in this section:

Pastoral  
 The Picturesque  
 Landscape and landscaping  
 Romanticism and Nature  
 Reason/Nature

## Women and nature

**Section B**

In this section students will study diverse texts representing attitudes to nature at different points of time in England and America and answer 5 questions of 12 marks each in this section.

## Texts Prescribed

Alexander Pope (1688-1744):	Epistle to Burlington
William Blake (1757-1827):	To Spring, To Autumn
William Wordsworth (1770-1850):	Tintern Abbey
Henry David Thoreau (1817-1862):	Selection from <i>Walden</i> ["The Ponds"]
Emily Dickinson (1830-1886):	A Bird Came Down the Walk, A Narrow Fellow in the Grass.
Lord Alfred Tennyson (1809-1892):	From <i>In Memoriam</i> [Sections 55, 56]
Charles Darwin (1809-1882):	From <i>The Origin of Species</i> [Struggle for Existence]
G. M. Hopkins (1844-1889):	Spring
D. H. Lawrence (1885-1930):	Snake
Dylan Thomas (1914-1953):	Fern Hill
Ted Hughes (1930-1998):	The Jaguar, Second Glance at a Jaguar

**Recommended Reading:**

- Armbruster, Karla, and Wallace, Kathleen (eds.) *Beyond Nature Writing: Expanding the Boundaries of Ecocriticism*. Charlottesville and London: University Press of Virginia, 2001.
- Garrard, Greg. *Ecocriticism*. Oxfordshire: Routledge, 2004.
- Gifford, Terry. *Pastoral*. London and New York: Routledge, 1999.
- Glotfelty, Cheryl (ed.) *The Ecocriticism Reader*. Athens and London: The University of Georgia Press, 1996.

## PAPER 8

**Other Literatures**

Marks 100 (80+20) [20 Marks Internal Assessment]. Credits: 8

The internationalization of disciplines which began with Modernism and increased with globalization and the internet has made it imperative for students of English literature to familiarize themselves with literatures produced in regions other than the Anglo-American. This paper is an attempt to bring to

students texts from some of the European languages that are available in translation as well as well as those that have been produced in the wake of colonialism in various parts of the world. By its very intention this is a random selection with attention focusing not on chronology but on location. Texts belonging to several genres are drawn from a number of cultures and it is expected that students will study each text with due attention to the cultures in which they emerge

Kafka (1883-1924):	<i>Metamorphosis</i>
Chekhov(1860-1904):	<i>The Cherry Orchard</i>
Wole Soyinka (1934 -):	<i>A Dance of the Forests</i>
Romesh Gunesekhara (1954 -)	<i>Reef</i>
Rainer Maria Rilke (1875 – 1926):	“Along the Sun Drenched Roadside”, “Archaic Torso of Apollo”
Margaret Atwood (1939 - ):	“Morning in the Burned House”