

New UG Syllabus (NEP 2020)

4-year Undergraduate Course

English (Minor)

B.A. Semester (I) Syllabus

Title of Paper: English Literature from Shakespeare to Lamb (4 Credits)

Course Objectives:

- To help learners gain an understanding of the social, cultural, and historical contexts of English literature from the late Medieval period up to the Romantic era.
- To help students familiarize with key literary texts of the period.
- To acquaint learners with major literary writers and the socio-political environment in which they wrote.
- To provide an overview of key literary movements and themes from the Age of Renaissance to the Romantic Age, while tracing the evolution of genre of poetry and prose.

Syllabus:

Poetry:

Unit I: The Middle Ages, Renaissance, Elizabethan age, Neoclassical age, Romantic age.

Unit II: William Shakespeare: Let me not to the Marriage of True Minds (Sonnet 116)

Unit III: John Milton: (a) On his Blindness

Unit IV: Alexander Pope: The Rape of the Lock Canto 1 (Lines 1 to 12)

Unit V: W. Wordsworth: Three Years She Grew

Prose:

Unit I: Francis Bacon: Of Studies

Unit II: Richard Steele: The Spectator Club

Unit III: Oliver Goldsmith: Beau Tibbs

Unit IV: Charles Lamb: Dream Children

Unit V: Gulliver's Travels (Part I: A Voyage to Lilliput)

Course Outcomes:

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

1. Demonstrate an understanding of key literary ages and movements from the Middle Ages to the Romantic Age.
2. Analyze representative texts by Shakespeare to Stevenson etc. in their historical and cultural contexts.
3. Compare styles and techniques of poetry and prose from different ages to trace the evolution of English poetry and prose.
4. Develop critical reading and analytical skills through close study of canonical texts, enhancing appreciation of English literary heritage.
5. Express informed and coherent interpretations of poetry in both oral and written forms.

Lecture Topics: Poetry

1. William Shakespeare:

(i) Critical appreciation of:

Let Me Not True Minds. (No. 116)

(ii) Let me Not as a Shakespearean sonnet.

(iii) Shakespeare as a writer of sonnets.

(iv) Shakespeare's treatment of love in the poem prescribed.

2. John Milton:

(i) On His Blindness as a Miltonic Sonnet.

(ii) Development of thought in the poem On His Blindness.

(iii) Critical appreciation of the poem On His Blindness.

3. Alexander Pope:

(i) Pope as a neo-classical poet.

(ii) Satirical element in Pope's poetry with reference to The Rape of the Lock.

(iii) Pope's style with reference to the Lines prescribed.

(iv) Characteristics of a Mock - Epic.

4. William Wordsworth:

(i) Critical appreciation of the poem Three Years She Grew

(ii) Influence of Nature on Lucy in the poem Three Years She Grew.

(iii) Relationship between Man and Nature in the poem Three Years She Grew.

(iv) Wordsworth as a poet of Nature.

(v) Wordsworth as a Romantic Poet.

(vi) Development of thought in the poem 'Three Years She Grew'

Lecture Topics: Prose

1. The Essay as a literary form.

2. The Essay in different periods:

(i) The impersonal, aphoristic essays of Bacon.

(ii) The graciousness of tone and the conscious social purpose of the periodical essay of the early 18th century (Addison and Steele).

(iii) The confessional, autobiographical element in the 19th century essay.

Bacon: Critical analysis of Bacon's essay Of Studies.

(i) Bacon's views about studies.

(ii) Uses and Abuses of studies.

(iii) Examples of Bacon's Practical Wisdom with reference to the essay prescribed.

Richard Steele:

(i) Character-sketches of the members of the Spectator Club/ Steele as a portrait artist.

(ii) Critical appreciation of 'The Spectator Club'.

(iii) Element of satire in The Spectator Club.

Oliver Goldsmith:

(i) The character of Beau Tibbs.

(ii) Goldsmith, in spite of his irony, is full of sympathy for Beau Tibbs.

Charles Lamb:

- (i) The auto-biographical element in 'Dream Children'.
- (ii) Element of pathos in 'Dream Children'.

Suggested Reading:

1. Edward Hubble: The sense of Shakespeare's sonnets.
 2. Kenneth Muir: Shakespeare's sonnets.
 3. Mark Pattison: Milton
 4. Geoffrey Tillotson: On the Poetry of Pope.
 5. H. W. Garrod: Wordsworth.
 6. F. W. Bateson: Wordsworth, A Re-Interpretation.
 7. Hugh Walker, The English Essay and Essayists.
 8. David Daiches, A Critical History of English Literature Relevant pages from the following Chapters: (a) Prose in 16th and 17th Centuries (Vol. II) (b) The Augustan Age (Vol. III) (c) Familiar Critical and Miscellaneous Prose of the Early and Middle 19th Century (Vol. IV)
 9. Boris Ford(ed) Pelican Guide to the Study of English Literature, Relevant pages from the following articles:
 - (a) Theodore Redpath, 'Bacon and the Advancement of Learning' (Vol. II): Age of Shakespeare.
 - (b) Jane H. Jack, "The Periodical Essayists (Vol. IV: Dryden to Johnson).
 10. Sushanta K. Sinha: English Essayists (O.U.P. Calcutta)
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New UG Syllabus (NEP 2020)

4-year Undergraduate Course

English (Minor)

B.A. Semester (II) Syllabus

Title of Paper: Indian English Literature

Course Objectives:

1. To introduce students to the richness and diversity of Indian Writing in English across poetry, drama, and fiction.
2. To familiarize learners with the works of key Indian writers such as Sarojini Naidu, Toru Dutt, Kamala Das, Tagore, Ezekiel, Daruwalla, Dattani, and R. K. Narayan.
3. To help students understand how Indian writers negotiate themes of identity, culture, tradition, modernity, and social issues through English.
4. To encourage critical appreciation of different literary genres and their contribution to the evolution of Indian English literature.
5. To cultivate skills of close reading, textual interpretation, and critical discussion through engagement with representative Indian literary texts

Syllabus

Indian English Literature

Unit 1: (i) Sarojini Naidu: The Flute Player of Brindaban

(ii) Toru Dutt: Baumaree

(iii) Kamala Das: An Introduction

Unit II: (i) Rabindra Nath Tagore: From Gitanjali 11th, Leave this Chanting

(ii) Nissim Ezekiel: Background, Casually

(iii) K. N. Daruwalla: Ghagra in Spate

Unit III: Drama

Mahesh Dattani: Where There' a Will

Unit IV: Novel

R. K. Narayan: The Guide

Course Outcomes:

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

- Demonstrate an understanding of the growth and development of Indian Writing in English across poetry, drama, and fiction.
- Analyse the thematic concerns and stylistic features of poets such as Sarojini Naidu, Toru Dutt, Kamala Das, Tagore, Nissim Ezekiel, and K. N. Daruwalla.
- Appreciate the diversity of Indian literary expression in English and its engagement with history, culture, and selfhood.
- Develop skills of close reading, critical thinking, and effective communication through the study of Indian prose, poetry, and drama.

Lecture Topics & Reading List

BA Semester II

Title of Paper: Indian English Literature (4 Credits, Minor)

Note: Reference to the context questions will be set only from the poems prescribed.

Lecture Topics:

1. Sarojini Naidu:

- (i) Indianness in Sarojini Naidu's poems.
- (ii) Critical appreciation of The Flute Player of Brindaban.
- (iii) Sarojini Naidu as a sensuous poet.

2. Toru Dutt:

- (i) Nostalgic element in the poems of Toru Dutt
- (ii) Imagery in the poem Baugmaree.
- (iii) Critical appreciation of Baugmaree

3. Rabindranath Tagore:

- (i) Tagore as a religious poet.
- (ii) Indianness in the poems of Tagore
- (iii) Critical appreciation of Leave this Chanting
- (iv) Tagore as a lyric poet.
- (v) Realism in the poems of Tagore

4. Nissim Ezekiel

- (i) Modernity and Urbanity in the poems of Nissim Ezekiel
- (ii) Irony in Ezekiel's poems
- (iii) Realistic element in the poems of Nissim Ezekiel
- (iv) Critical appreciation of Background, Casually.

5. (i) Kamala Das's 'An Introduction' as a confessional poem.

- (ii) K.N. Daruwalla's imagery in 'The Ghagra in Spate'

(iii) Critical appreciation and Development of thought in An Introduction and Ghagra in Spate.

(iv) Kamala Das, K.N. Daruwala as modern Indian Poets.

6. Lecture Topics (Mahesh Dattani)

i. Satire on Patriarchy and parental domination.

ii. Social Realism.

iii. Humour and Sarcasm

iv. Father Son relationship

v. Character-Sketches: Hasmukh Mehta, Sonal Mehta, Ajit, Preeti etc.

vi. Supernatural Element

vii. Evil of Capitalism

viii. Drawing room comedy

ix. Themes

7. The Guide:

i. The Indo-Anglian Fiction.

ii. R.K. Narayan as a novelist.

iii. Plot / Structure / Technique of the novel.

iv. Significance of the title.

v. The Indian theme.

vi. As a regional novel.

vii. Character - Sketches: Raju, Rosie, Marco Velan etc.

viii. A critical appreciation of 'The Guide'.

ix. Vision of Life - Message.

Suggested Reading:

1. Deobrata Prasad: Sarojini Naidu and her art of poetry -

2. Dr. P.V. Rajyalakshmi: The Lyric Spring: The Poetic Achievement of Sarojini Naidu.

3. A. N. Dwivedi: Sarojini Naidu and her Poetry. Allahabad: Kitab Mahal.

4. K.R. Ramachandran Nair: Three Indo - Anglian poets: Henry Derozio, Toru Dutt and Sarojini Naidu
5. K.A. Agrawal: Toru Dutt: The Pioneer Spirit of Indian English Poetry.
6. A. N. Dwivedi: Toru Dutt. New Delhi: Arnold-Heinemann, 1977.
7. Basanta Koomar Roy, Hamilton Wright Mabie: Rabindranath Tagore - The Man And His Poetry
8. Edward Thompson, Edward Thompson Jr. Rabindranath Tagore - Poet and Dramatist
9. P.K.J. Kurup Contemporary Indian Poetry in English
10. A. Raghu Poetry of Nissim Ezekiel
11. Shirish Chindhade: Five Indian English Poets
12. A. N. Dwivedi: Kamala Das and Her Poetry. New Delhi Doaba House, 1983.
13. Bijay Kumar Das: Form and Meaning in Mahesh Dattani's Plays
14. Neeru Tandon: Perspectives and Challenges in Indian English Drama.
15. G. Bhaskran: Girish Karnad and Mahesh Dattani: Methods and Motives.
16. Dorothy Spencer: Indian Fiction in English.
17. Srinivas Iyengar: Indian Writings in English. 18. Nirmal Mukherjee: The World of Malgudi. 19. L. Holmstrom: The novel of R.K. Narayan. 20. H. Raizada: R.K. Narayan.
18. P.S. Sundaram, R.K. Narayan.
19. William Walsh, R.K. Narayan.

EWING CHRISTIAN COLLEGE

PRAYAGRAJ

(An Autonomous Constituent College of the University of Allahabad)

New UG Syllabus (NEP 2020)

4-year Undergraduate Course

English (Major)

B.A. Semester (I) & (II) Syllabus

Note:- The academic year is divided into two semesters of 18 weeks duration. The end semester examination will be held in December for odd semesters; and in May for even semesters. Semester 1 & Semester 2 will have 2 theory papers each for those choosing English as major, and 1 theory paper each for each semester for those choosing English as their minor subject.

ENGLISH LITERATURE

B.A. I Semester Syllabus (Major)

Paper-I

English Poetry from Shakespeare to Keats (4 Credits)

Course Objectives:

- To help learners gain an understanding of the social, cultural, and historical contexts of English literature from the late Medieval period up to the Romantic era.
- To help students familiarize with key literary texts of the period.
- To acquaint learners with major literary writers and the socio-political environment in which they wrote.
- To provide an overview of key literary movements and themes from the Age of Shakespeare to the Romantic Age, while tracing the evolution of genre of poetry.

Syllabus:

Unit I: Ages and Movements: The Middle Ages, Renaissance, Elizabethan age, Neoclassical age, Romantic age.

Unit II: William Shakespeare: Let me not to the Marriage of True Minds (Sonnet 116)

John Milton: (a) On his Blindness

(b) Paradise Lost, Book 1 (Lines 1 to 16)

Unit III: John Donne: A Valediction: Forbidding Mourning

Alexander Pope: The Rape of the Lock Canto 1 (Lines 1 to 12)

Unit IV: William Blake: "The Tyger" and "The Lamb"

W. Wordsworth: Three Years She Grew

Unit V: P.B. Shelley: Ode to the West Wind

John Keats: Ode to a Nightingale

Course Outcomes:

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

1. Demonstrate an understanding of key literary ages and movements from the Middle Ages to the Romantic Age.
2. Analyze representative texts by Shakespeare, Milton, Donne, Pope, Blake, Wordsworth, Shelley, and Keats in their historical and cultural contexts.

3. Compare styles and techniques of poets from different ages to trace the evolution of English poetry.
 4. Develop critical reading and analytical skills through close study of canonical texts, enhancing appreciation of English literary heritage.
 5. Express informed and coherent interpretations of poetry in both oral and written forms.
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B.A. I Semester Syllabus

Paper-II (Major)

English Prose from Bacon to Stevenson (4 Credits)

Course Objectives:

- To introduce students to the development of English prose style from the early seventeenth century (Bacon) to the nineteenth century (Stevenson).
- To familiarize learners with the works of key prose writers such as Bacon, Addison, Steele, Goldsmith, Johnson, Lamb, and Stevenson.
- To study representative texts in order to understand how prose reflects social, cultural, and intellectual contexts of its time.
- To encourage critical appreciation of different prose forms, including the essay, character sketch, letter, allegory, and satire.
- To enhance students' analytical and interpretative skills through close reading of canonical prose works.

Syllabus:

Unit I: Francis Bacon: Of Studies

Proverbs, Chapter XV (From the Bible)

Unit II: Joseph Addison: Will Wimble

Richard Steele: The Spectator Club

Unit III: Oliver Goldsmith: Beau Tibbs

Samuel Johnson: Letter to Chesterfield

Unit IV: Charles Lamb: Dream Children

R.L. Stevenson: El Dorado

Unit V: Gulliver's Travels (Part I: A Voyage to Lilliput)

Course Outcomes:

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

1. Explain the development of English prose from the seventeenth to the nineteenth century, recognizing shifts in style and purpose.
2. Analyze Bacon's essays, Addison and Steele's periodical writings, and Goldsmith's sketches as reflections of early modern thought and social commentary.
3. Develop skills of close reading, critical thinking, and effective written/oral communication through engagement with classic prose texts.

Lecture Topics & Reading List

Paper I (1st Semester)

English Poetry from Shakespeare to Keats

Lecture Topics:

1. Ages and Movements:

Pre-Renaissance/Medieval: Religion and feudalism shaping epic and allegorical literature in the Middle Ages.

Renaissance: Humanism and classical revival transforming drama and poetry during Renaissance.

Elizabethan: Rise of English drama and Shakespeare's influence in the Elizabethan age.

Neoclassical: Satire and classical ideals reflecting order and reason in the Neoclassical age.

Romantic: Emotion, nature, and individualism in poetry and prose in the romantic age.

2. William Shakespeare:

(i) Critical appreciation of:

Let Me Not True Minds. (No. 116)

(ii) Let me Not as a Shakespearean sonnet.

(iii) Shakespeare as a writer of sonnets.

(iv) Shakespeare's treatment of love in the poem prescribed.

3. John Milton:

(i) On His Blindness as a Miltonic Sonnet.

(ii) Development of thought in the poem On His Blindness.

(iii) Critical appreciation of the poem On His Blindness.

(iv) Central idea of the lines (1-16) from Paradise Lost Book 1

(v) Epic qualities in the poem Paradise Lost.

(vi) Critical appreciation of the lines (1-16) from Paradise Lost. Book I.

3. John Donne:

(i) A Valediction Forbidding Mourning as a metaphysical poem.

(ii) A Valediction Forbidding Mourning development of thought.

(iii) Critical appreciation of A Valediction Forbidding Mourning

(iv) Treatment of Love in A Valediction

4. Alexander Pope:

- (i) Pope as a neo-classical poet.
- (ii) Satirical element in Pope's poetry with reference to The Rape of the Lock.
- (iii) Pope's style with reference to the Lines prescribed.
- (iv) Characteristics of a Mock - Epic.

5. William Blake:

- (i) As a pre-romantic poet
- (ii) Critical appreciation of the poem Nurse's Song.
- (iii) Innocence and experience as contradictory forces in Man's soul.
- (iv) Blake as a lyric poet.

6. William Wordsworth:

- (i) Critical appreciation of the poem Three Years She Grew
- (ii) Influence of Nature on Lucy in the poem Three Years She Grew.
- (iii) Relationship between Man and Nature in the poem Three Years She Grew.
- (iv) Wordsworth as a poet of Nature.
- (v) Wordsworth as a Romantic Poet.
- (vi) Development of thought in the poem 'Three Years She Grew'

7. P. B. Shelley:

- (i) Development of thought in the poem 'Ode to the West Wind'.
- (ii) The West Wind as a destroyer and preserver.
- (iii) Critical appreciation of the poem 'Ode to the West Wind.'
- (iv) Mood and imagery in 'Ode to the West Wind.'
- (v) The poem as an Ode.
- (vi) Shelley as a romantic poet.
- (vii) Shelley as a lyric poet.
- (viii) Shelley as a revolutionary poet.

8. John Keats:

- (i) 'Ode on a Nightingale' as a Romantic Ode—exploration of emotion, nature, and imagination.
- (ii) Critical appreciation of 'Ode on a Nightingale'—analysis of its rich imagery, symbolism, and themes of mortality and transcendence.

(iii) Themes of escapism and the contrast between human suffering and immortal beauty in the poem.

(iv) Keats as a Romantic Poet—his celebration of beauty, the imagination, and the fleeting nature of life.

Suggested Reading:

1. Edward Hubble: The sense of Shakespeare's sonnets.
2. Kenneth Muir: Shakespeare's sonnets.
3. C. Hunt: Donne's Poetry: Essays in Literary Analysis.
4. L. Unger: Donne's Poetry and Modern Criticism.
5. Frank Kermode: The Living Milton Essays by Various Hands.
6. Mark Pattison: Milton
7. Geoffrey Tillotson: On the Poetry of Pope.
8. H. W. Garrod: Wordsworth.
9. F. W. Bateson: Wordsworth, A Re-Interpretation.
10. C. Baker: Shelley's Major Poetry: The Fabric of a Vision.
11. D. King-Hele Shelley: His Thought and Work.
12. Graham Hough The Romantic Poets.
13. O'Neill Critics on Keats.
14. Earl R. Wasserman: Keat's Major Poems.
15. D. Perkins: Quest for permanence: Wordsworth, Shelley and Keats.
16. The Norton Anthology of English Literature
17. A Background to the Study of English Literature by B. Prasad
18. A History of English Literature by Edward Albert
19. Glossary of Literary Terms by M. H. Abrams

Lecture Topics & Reading List
BA I Sem Paper II
English Prose from Bacon to Stevenson

Lecture Topics:

1. The Essay as a literary form.
2. The Essay in different periods:
 - (i) The impersonal, aphoristic essays of Bacon.
 - (ii) The graciousness of tone and the conscious social purpose of the periodical essay of the early 18th century (Addison and Steele).
 - (iii) The confessional, autobiographical element in the 19th century essay.
3. Study of the prescribed essays' themes and styles/ critical evaluation:
 - (i) Critical analysis of Bacon's essay Of Studies.
 - (ii) Bacon's views about studies.
 - (iii) Uses and Abuses of studies.
 - (iv) Examples of Bacon's Practical Wisdom with reference to the essay prescribed.
 - (v) Character-sketches of the members of the Spectator Club/ Steele as a portrait artist.
 - (vi) Critical appreciation of 'The Spectator Club'.
 - (vii) Element of satire in The Spectator Club.
 - (viii) The character of Beau Tibbs. / Will Wimble.
 - (ix) Goldsmith, in spite of his irony, is full of sympathy for Beau Tibbs
 - (x) Examine the special features of the letter Dr. Johnson wrote to Lord Chesterfield.
 - (xi) What points does Johnson put forward to suggest his patron's unkindness to him?
 - (xii) The auto-biographical element in 'Dream Children'/it reveals author's personality.
 - (xiii) Element of pathos in 'Dream Children'.
 - (xiv) Views of Stevenson in 'El Dorado'.
 - (xv) Optimism / Symbolism in El Dorado.

Jonathan Swift:

- Introduction to Gulliver's Travels—context and purpose of the satire.
- Critical appreciation of Part I (Voyage to Lilliput)—analysis of its narrative style and satirical elements.
- Political and social satire in Part I—reflection on human pride, pettiness, and government.

- Swift as a satirist—use of irony, exaggeration, and allegory in his critique of contemporary society.
- ‘Gulliver’s Travels’ Part I as a Satirical Voyage—use of fantasy and travel narrative.

Suggested Reading: Paper II

Primary Texts:

1. An Anthology of English Prose Edited by: The Board of Editors Department of English, AU (Orient Black Swan)
2. Gulliver’s Travels by Jonathan Swift (Rupa Publications)

Secondary Texts:

1. Hugh Walker, The English Essay and Essayists.
2. David Daiches, A Critical History of English Literature Relevant pages from the following Chapters: (a) Prose in 16th and 17th Centuries (Vol. II) (b) The Augustan Age (Vol. III) (c) Familiar Critical and Miscellaneous Prose of the Early and Middle 19th Century (Vol. IV)
3. Boris Ford(ed) Pelican Guide to the Study of English Literature, Relevant pages from the following articles:
 - (a) Theodore Redpath, 'Bacon and the Advancement of Learning' (Vol. II): Age of Shakespeare.
 - (b) Jane H. Jack, "The Periodical Essayists (Vol. IV: Dryden to Johnson).
4. Frank Swinnerton: R.L. Stevenson. A Critical study.
5. Sushanta K. Sinha: English Essayists (O.U.P. Calcutta)
6. Jonathan Swift in Context (Cambridge University Press, 2024)

B.A. II Semester Syllabus
Paper – I (Major)
Indian English Literature (4 Credits)

Course Objectives:

1. To introduce students to the richness and diversity of Indian Writing in English across poetry, drama, and fiction.
2. To familiarize learners with the works of key Indian writers such as Sarojini Naidu, Toru Dutt, Kamala Das, Tagore, Ezekiel, Daruwalla, Dattani, and R. K. Narayan.
3. To help students understand how Indian writers negotiate themes of identity, culture, tradition, modernity, and social issues through English.
4. To encourage critical appreciation of different literary genres and their contribution to the evolution of Indian English literature.
5. To cultivate skills of close reading, textual interpretation, and critical discussion through engagement with representative Indian literary texts.

Syllabus

Unit 1: (i) Sarojini Naidu: The Flute Player of Brindaban

(ii) Toru Dutt: Baumaree

(iii) Kamala Das: An Introduction

Unit II: (i) Rabindra Nath Tagore: From Gitanjali 11th, Leave this Chanting

(ii) Nissim Ezekiel: Background, Casually

(iii) K. N. Daruwalla: Ghagra in Spate

Unit III: Drama

Mahesh Dattani: Where There's a Will

Unit IV: Novel

R. K. Narayan: The Guide

Course Outcomes:

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

- Demonstrate an understanding of the growth and development of Indian Writing in English across poetry, drama, and fiction.
- Analyse the thematic concerns and stylistic features of poets such as Sarojini Naidu, Toru Dutt, Kamala Das, Tagore, Nissim Ezekiel, and K. N. Daruwalla.

- Appreciate the diversity of Indian literary expression in English and its engagement with history, culture, and selfhood.
 - Develop skills of close reading, critical thinking, and effective communication through the study of Indian prose, poetry, and drama.
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B.A. II Semester Syllabus

Paper-II (Major)

Modern Drama (4 Credits)

Course Objectives

1. To introduce students to the concepts and forms of modern drama, including the drama of ideas, the problem play, and modern tragedy.
2. To enable learners to understand and appreciate G. B. Shaw's *Arms and the Man* as a representative example of the problem play and social satire.
3. To examine Arthur Miller's *All My Sons* as a modern tragedy, focusing on its treatment of morality, responsibility, and family dynamics.
4. To encourage comparative insights into European and American traditions of modern drama, highlighting similarities and differences in themes and techniques.
5. To develop critical skills in reading, analyzing, and interpreting dramatic texts, and to foster appreciation of drama as a vehicle for social and philosophical critique.

Syllabus

Unit I: Concepts: Modern Drama, The Drama of Ideas or The Problem Play, Modern Tragedy, Kitchen-Sink Drama

Unit II: G.B. Shaw: *Arms and the Man* (Text)

Unit III: Arthur Miller: *All My Sons* (Text)

Unit IV: John Osborne: *Look Back in Anger* (Text)

Course Outcomes:

By the end of the course, the students will be able to:

- Understand and explain key concepts of modern drama, including the problem play, drama of ideas, and modern tragedy.
- Compare and contrast Shaw's problem play and Miller's modern tragedy, and Osborne's kitchen-sink drama, identifying differences in style, purpose, and societal critique.
- Develop critical reading, interpretation, and analytical skills through engagement with representative texts of modern European and American drama.
- Communicate informed responses to dramatic texts in clear, structured oral and written expression.

Lecture Topics & Reading List

BA Semester II Paper-I (Indian English Literature)

Note: Reference to the context questions will be set only from the poems prescribed.

Lecture Topics:

1. Sarojini Naidu:

- (i) Indianness in Sarojini Naidu's poems.
- (ii) Critical appreciation of The Flute Player of Brindaban.
- (iii) Sarojini Naidu as a sensuous poet.

2. Toru Dutt:

- (i) Nostalgic element in the poems of Toru Dutt
- (ii) Imagery in the poem Baumaree.
- (iii) Critical appreciation of Baumaree

3. Rabindranath Tagore:

- (i) Tagore as a religious poet.
- (ii) Indianness in the poems of Tagore
- (iii) Critical appreciation of Leave this Chanting
- (iv) Tagore as a lyric poet.
- (v) Realism in the poems of Tagore

4. Nissim Ezekiel

- (i) Modernity and Urbanity in the poems of Nissim Ezekiel
- (ii) Irony in Ezekiel's poems
- (iii) Realistic element in the poems of Nissim Ezekiel
- (iv) Critical appreciation of Background, Casually.

5. (i) Kamala Das's 'An Introduction' as a confessional poem.

- (ii) K.N. Daruwalla's imagery in The Ghagra in Spate'
- (iii) Critical appreciation and Development of thought in An Introduction and Ghagra in Spate.
- (iv) Kamala Das, K.N. Daruwala as modern Indian Poets.

6. Lecture Topics (Mahesh Dattani)

- i. Satire on Patriarchy and parental domination.
- ii. Social Realism.
- iii. Humour and Sarcasm
- iv. Father Son relationship

- v. Character-Sketches: Hasmukh Mehta, Sonal Mehta, Ajit, Preeti etc.
- vi. Supernatural Element
- vii. Evil of Capitalism
- viii. Drawing room comedy
- ix. Themes

7. The Guide:

- i. The Indo-Anglian Fiction.
- ii. R.K. Narayan as a novelist.
- iii. Plot / Structure / Technique of the novel.
- iv. Significance of the title.
- v. The Indian theme.
- vi. As a regional novel.
- vii. Character - Sketches: Raju, Rosie, Marco Velan etc.
- viii. A critical appreciation of 'The Guide'.
- ix. Vision of Life - Message.

Suggested Reading:

1. Deobrata Prasad: Sarojini Naidu and her art of poetry -
2. Dr. P.V. Rajyalakshmi: The Lyric Spring: The Poetic Achievement of Sarojini Naidu.
3. A. N. Dwivedi: Sarojini Naidu and her Poetry. Allahabad: Kitab Mahal.
4. K.R. Ramachandran Nair: Three Indo - Anglian poets: Henry Derozio, Toru Dutt and Sarojini Naidu
5. K.A. Agrawal: Toru Dutt: The Pioneer Spirit of Indian English Poetry.
6. A. N. Dwivedi: Toru Dutt. New Delhi: Arnold-Heinemann, 1977.
7. Basanta Koomar Roy, Hamilton Wright Mabie: Rabindranath Tagore - The Man and His Poetry
8. Edward Thompson, Edward Thompson Jr. Rabindranath Tagore - Poet and Dramatist
9. P.K.J. Kurup Contemporary Indian Poetry in English
10. A. Raghu Poetry of Nissim Ezekiel
11. Shirish Chindhade: Five Indian English Poets
12. A. N. Dwivedi: Kamala Das and Her Poetry. New Delhi Doaba House, 1983.
13. Bijay Kumar Das: Form and Meaning in Mahesh Dattani's Plays
14. Neeru Tandon: Perspectives and Challenges in Indian English Drama.
15. G. Bhaskran: Girish Karnad and Mahesh Dattani: Methods and Motives.
16. Dorothy Spencer: Indian Fiction in English.

17. Srinivas Iyengar: Indian Writings in English. 18. Nirmal Mukherjee: The World of Malgudi. 19. L. Holmstrom: The novel of R.K. Narayan. 20. H. Raizada: R.K. Narayan.

18. P.S. Sundaram, R.K. Narayan.

19. William Walsh, R.K. Narayan.

Lecture Topics & Reading List
BA II SEMESTER
PAPER-II (MODERN DRAMA)

Lecture Topics

1. Problem Play and the Theatre of Ideas: Its origin, Influence of Ibsen, characteristics.
2. Ideas in Arms and The Man: Romantic attitude towards War and Love; Social Snobbery.
3. The title of Arms and The Man.
4. Arms and The Man as an Anti-Romantic Comedy.
5. Arms and The Man, both amusing and thought provoking.
6. The hero of Arms and The Man.
7. Significance of various characters: Bluntschli, Raina, Sergius, Louka, Nicola and the Petkoffs.
8. Significance of Chocolate Creams, Bluntschli's revolver, Petkoff's coat, Raina's photograph, Petkoff's library.
9. The most effective act in the play/most interesting scene.
10. Wit and Humour in Arms and the Man.
11. Nature of conflict in Arms and the Man.
12. Realism in Arms and the Man.
13. Plot structure in Arms and the Man.
14. Shaw's satire in Arms and the Man.
15. Arms and the Man as 'A Pleasant Play'."
16. The One Act Play:
 - (i) Brief Historical Survey
 - (ii) Chief Characteristics
17. Introduction to Arthur Miller and Historical Context of "All My Sons"
18. Critical appreciation of "All My Sons"
19. Class conflict in Look Back in Anger
20. Look Back in Anger as a modern tragedy

21. Character of Jimmy Porter

Suggested Reading:

1. Nigel Alexander: Arms and The Man and Pygmalion.
2. Eric Bentley: Shaw: A Reconsideration.
3. C.B. Purdom: A Guide to the plays of Bernard Shaw.
4. Raymond Williams: Drama from Ibsen to Brecht.
5. G.K. Chesterton: George Bernard Shaw.
6. S.C. Sen Gupta: 'The Art of Bernard Shaw'.
7. A.C. Ward: Bernard Shaw.
8. The Cambridge Companion to Arthur Miller
9. Arthur Miller: Critical Insights
10. John Osborne: A Casebook (Edited by John Russell Taylor)
11. The Theatre of John Osborne by Luc Gilleman