

Chaudhary Bansi Lal University Bhiwani

**Scheme and Syllabus of Examination
For
Postgraduate Programme
M.A. ENGLISH**



**as per NEP 2020
Curriculum and Credit Framework for Postgraduate Programme**

**With Multiple Entry-Exit, Internship and CBCS-LOCF
With effect from the session 2025-26 (in phased manner)**

**DEPARTMENT OF ENGLISH AND FOREIGN LANGUAGES
FACULTY OF HUMANITIES**

CHAUDHARY BANSI LAL UNIVERSITY, BHIWANI

HARYANA INDIA

Amrinder *S. K. K.* *Oh*

Programme Outcomes (POs)

On completing M.A. Programmes, the students shall be able to realize the following programme outcomes:

1. Acquaintance with the essential principles, trends, and genres of English Literature
2. Ability to critically comprehend literary theories and apply them to both English literature and translated works from various languages across the globe
3. Ability to navigate Intertextuality and appreciate literature through a comparative approach
4. Linguistics and Communicative proficiency in English
5. Ability to identify the core areas of English Studies that are suitable for further research

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Scheme of Examination for Postgraduate Programme M.A English
as per NEP 2020 Curriculum and Credit Framework for Postgraduate Programmes (CBCS LOCF) with effect from the session 2025-26 (in phased manner)

Semester		Course Code	Nomenclature of Course	Theory (T)/ Practical (P)	Credits		Contact hours per week				Internal Assessment Marks	End Term Examination Marks	Total Marks	Examination hours
Course Type					Total	L	S	P	Total					
1	CC-1	25ENG101	Fundamentals of Literature	T	4		4	0	0	4	30	70	100	3
	CC-2	25ENG102	British Poetry (from Chaucer to Pre-Romantic Period)	T	4		4	0	0	4	30	70	100	3
	CC-3	25ENG103	British Drama upto Restoration Period	T	4		4	0	0	4	30	70	100	3
	CC-4	25ENG104	Linguistics-I	T	4		4	0	0	4	30	70	100	3
	DEC-1(A)	25ENG105	Indian Writings in English-I	T	4	20	4	0	0	4	30	70	100	3
	DEC-1(B)	25ENG106	Indian Literary Aesthetics: Theory and Interpretation											
DEC-1(C) *														
Total							20	0	0	20	150	350	500	

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M. A. English Semester-I

Course Title: Fundamentals of Literature

Course Code: 25ENG101

Contact Hours (L-T-P): 4-0-0

Credits: 4

Maximum Marks: 100

External evaluation: 70

Internal Assessment: 30

Instructions for the Paper Setter and Students: There will be a total of five questions, and students will attempt all of them. Question number 1 would comprise six short-answer questions from Units 2, 3, and 4, to be answered in approximately 150 words each. The students would attempt any 5 out of the given 6 ($2 \times 5 = 10$ marks). Questions 2, 3, and 4, each of 15 marks, would be detailed-answer questions with internal choice from units 2, 3, and 4. Question number 5 would be from Unit 1, Non-Detailed Study, and the nature of the questions here should be simple and direct, as the students are expected to have surface (Non-Detailed) knowledge of these. There should be five questions in the form of short notes, and students would attempt any three in approximately 200 words each. ($5 \times 3 = 15$ Marks).

Course Outcomes:

1. Develop an understanding of the fundamental elements of literature like theme, plot, characterization, setting and style
2. Analyze and interpret literary texts by recognizing different literary devices and techniques employed by authors
3. Engage in critical thinking and discussion on the basis of interpretation and appreciation of literary works
4. Explore diverse genres, periods, and cultural contexts, expanding cultural awareness and empathy through the study of literature
5. Enhance communication skills through effective expression and analysis of literary ideas
6. Cultivate an aesthetic taste for literature, fostering a continuous appreciation for the beauty and depth of literary art

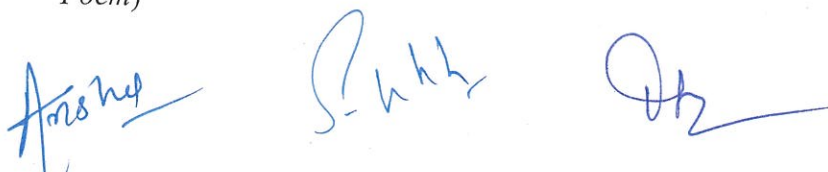
Unit 1

Non-Detailed Study: Objectives of Literature, Form and content, Literature and Language, Literature and History, Literature and Films, Reader as Critic, Popular Culture and Literature, Relation between Performative and Literary art.

Unit II

Terry Eagleton:

"How to Read a Poem" (Chapter 5 from *How to Read a Poem*)



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Unit III

Bharatmuni:

“The Sentiments” and “The Emotional and other States” from
Natyashastra (Ch. VI& VII)

Unit IV

Orhan Pamuk:

“What Do Our Minds Do When We Read Novels” (from *The
Naïve and the Sentimental Novelist* by Orhan Pamuk)

Suggested Readings:

Boulton, Marjorie. *The Anatomy of Drama*. Routledge Revivals. 1960.

---. *The Anatomy of Poetry*. Routledge Revivals. 1953. Boulton, Worthen, W.B. *Drama: Between Poetry to
Performance*. Wiley-Blackwell, 2010.

---. *The Anatomy of Prose*. Routledge Revivals. 2013. Bloom, Harold.

---. *The Art of Reading Poetry*. Harper Perennial, 2005.

Eagleton, Terry. *How to read Literature*. Yale University Press. 2014.

Forster, E.M. *Aspects of the Novel*. Harmondsworth: Penguin, 1970.

Foster, Thomas C. *How to Read Literature like a Professor Revised: A Lively and Entertaining Guide to
Reading Between the lines*. Harper, 2017.

Worthen, W.B. *Drama: Between Poetry to Performance*. Wiley-Blackwell, 2010.

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M. A. English Semester-I

Course Title: British Poetry (from Chaucer to Pre-Romantic Period)

Course Code: 25ENG102

Contact Hours (L-T-P): 4-0-0

Credits: 4

Maximum Marks: 100

External evaluation: 70

Internal Assessment: 30

Instructions for the Paper Setter and Students: There will be a total of five questions, and students will attempt all of them. Question number 1 would comprise six short-answer questions from Units 2, 3, and 4, to be answered in approximately 150 words each. The students would attempt any 5 out of the given 6 ($2 \times 5 = 10$ marks). Questions 2, 3, and 4, each of 15 marks, would be detailed-answer questions with internal choice from units 2, 3, and 4. Question number 5 would be from Unit 1, Non-Detailed Study, and the nature of the questions here should be simple and direct, as the students are expected to have surface (Non-Detailed) knowledge of these. There should be five questions in the form of short notes, and students would attempt any three in approximately 200 words each. ($5 \times 3 = 15$ Marks).

Course Outcomes:

1. Analyze and interpret the poetic works of writers from the Age of Chaucer to the Puritan Age, recognizing their contributions to English literature
2. Develop the ability to identify and explain in the poetry of these poets the major themes and motifs related to human life and human behaviour
3. Analyze the use of rhetorical devices in the selected poems, demonstrating an understanding of their impact on meaning and their overall aesthetic effect
4. Examine the social, historical and cultural contexts in which these works were written, highlighting the connections between these works and the socio-political events of that time
5. Engage in critical discussion, analysis, interpretation and evaluation of the selected poems on the basis of close reading and textual evidence

Unit I

Non-detailed Study: William Langland, Wyatt & Surrey, Shakespeare, Spenser, Blake, Alexander Pope, Dryden, Thomas Gray

Unit II

Geoffrey Chaucer:

“The Prologue” to *The Canterbury Tales*

Unit III



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John Milton

Paradise Lost (Book I)

Unit IV

John Donne

"Canonization"

"A Valediction Forbidding Mourning"

Andrew Marvell

"To His Coy Mistress"

Henry Vaughan

"The Retreat"

Alexander Pope

"Ode on Solitude"

"Sounds and Sense"

"Youth and Age"

Suggested Readings:

- Bennett, Joan. *Five Metaphysical Poets: Donne, Herbert, Vaughan, Crawshaw, Marvell*. CUP, 1964.
- Bloom, Harold. ed. *Modern Critical Interpretations: William Shakespeare's Sonnets*. Chelsea House Pub, 1987.
- Callaghan, Dymrna. *Shakespeare's Sonnets*. Wiley Blackwell, 2006.
- Chesterton, G.K. *Chaucer*. London: Faber, 1956.
- Clements, L. Arthur ed. *John Donne's Poetry*. Norton, 1966.
- Coghill, N. *The Poet Chaucer*. London, 1961.
- Eagleton, Terry. *How to Read a Poem*. Blackwell, 2006.
- Larsen, Kenneth J. *Edmund Spenser's Amoretti and Epithalamion: A Critical Study*. Legare Stree Press, 2022.
- Hawkins, Harriet. *Poetic Freedom and Poetic Truth: Chaucer, Shakespeare, Marlowe, Milton*. Clarendon Press, 1976.
- Lewis, F.R. *New Bearings in English Poetry: A Study of Contemporary Situation*. Penguin Books, 1963.
- Sanders, Andrew. *The Short Oxford History of English Literature*. Clarendon Press, 1994.
- Wolosky, Shira. *The Art of Poetry: How to Read a Poem*. Oxford: OUP, 2008.

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M. A. English

Semester-I

Course Title: British Drama upto Restoration Period

Course Code: 25ENG103

Contact Hours (L-T-P): 4-0-0

Credits: 4

Maximum Marks: 100

External evaluation: 70

Internal Assessment: 30

Instructions for the Paper Setter and Students: There will be a total of five questions, and students will attempt all of them. Question number 1 would comprise six short-answer questions from Units 2, 3, and 4, to be answered in approximately 150 words each. The students would attempt any 5 out of the given 6 ($2 \times 5 = 10$ marks). Questions 2, 3, and 4, each of 15 marks, would be detailed-answer questions with internal choice from units 2, 3, and 4. Question number 5 would be from Unit 1, Non-Detailed Study, and the nature of the questions here should be simple and direct, as the students are expected to have surface (Non-Detailed) knowledge of these. There should be five questions in the form of short notes, and students would attempt any three in approximately 200 words each. ($5 \times 3 = 15$ Marks).

Course Outcomes:

1. Analyze and interpret the dramatic works of Marlowe, Shakespeare, Johnson, and Congreve, recognizing their contribution to the development of English drama
2. Identify and analyze the major themes explored in the selected plays and understand how these themes reflect the historical and cultural contexts in which the plays were written
3. Evaluate the use of dramatic techniques in the selected plays, demonstrating an understanding of how these elements contribute to the overall impact of drama
4. Engage in critical discussion, analysis, interpretation and evaluation based on the close reading and textual evidence of the works
5. Develop an appreciation for the art of English drama, fostering a deeper understanding of its enduring relevance and impact on literature and culture

Unit: 1

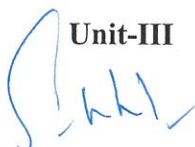
Non-Detailed: Religious Origin of Early British Drama; John Webster and Revenge Tragedy; Theatrical Conventions of Elizabethan Theatre; Restoration Comedy and its Theatrical Conventions; Heroic Tragedy; John Wycherley's *The Country Wife*; Ben Jonson's Comedy of Humours; Shakespeare's History Plays

Unit-II

Christopher Marlowe:

Dr Faustus

Unit-III



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William Shakespeare: *King Lear*

Unit-IV

William Congreve: *The Way of the World*

Suggested Readings:

- Barton, Anne. *Ben Jonson, Dramatist*. Cambridge, 1984.
Braunmuller, A.R. and Hattaway, Michael (ed.). *The Cambridge Companion to English Renaissance Drama*. Cambridge, 1990.
Ford, Boris. *From Dryden to Johnson*. Penguin, 1965.
---. *The Age of Shakespeare*. Penguin, 1982. Ford,
---. *From Donne to Marvell*. Penguin, 1990.
Grady, Hugh. *The Modernist Shakespeare: Critical Texts in a Material World*. Oxford, 1991.
Muir, Kenneth. *The Comedy of Manners*. London, 1970.
Sanders, Andrew. *The Short Oxford History of English Literature*. Clarendon Press, 1994.
Sanger, Keith. *The Language of Drama*. Routledge, 2001.

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M. A. English Semester-I

Course Title: Linguistics-I
Course Code: 25ENG104
Contact Hours (L-T-P): 4-0-0
Credits: 4

Maximum Marks: 100
External evaluation: 70
Internal Assessment: 30

(Note: There shall be nine questions in all. Question no 1 shall be compulsory, consisting of eight short answers type questions covering the entire syllabus. Two questions will be asked from each unit. The students will have to attempt one question from each unit. All questions shall carry equal marks.)

Directions for the paper setter: Questions will be divided into two parts to test both the theoretical and practical dimensions of knowledge.

Course Outcomes:

1. Understand the nature and scope of linguistics as a scientific discipline, including its subfields, such as phonetics, phonology, morphology, etc
2. Analyze the components of language, including sounds (phonetics), sound patterns (phonology), word formation (morphology), sentence structure (syntax), and meaning (semantics)
3. Demonstrate knowledge of the principles and methods used in linguistic analysis, including data collection, transcription, and of analysis techniques
4. Apply linguistic concepts and principles to analyze and describe the structure and function of languages, both familiar and unfamiliar, identifying patterns and relationships

Unit-I

Phonetics and Segmental Phonology: Organs of Speech and Speech Mechanism, Classification of RP Sounds, Three-Term Label and detailed description, Syllable and its Structure.

Unit-II

Phonology: Supra-Segmental Features of English: Word Accent, Form and Content Words, and Weak and Strong Forms, Intonation, Juncture.

Phonemic Transcription: As per Hornby's *Advanced Learner's Dictionary* (10th edition)

Unit-III

Morphology: Inflectional and Derivational Morphology, Other Methods of Word Formation, Morphological Analysis of English Words.

Unit-IV

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Syntax: Verb Patterns by A. S. Hornby

Suggested Readings:

- Abercrombie, D. *Elements of General Phonetics*. Edinburgh University Press, 1967.
- Allen, Keith(ed.). *The Routledge Handbook of Linguistics*. Routledge Publication, 2016.
- Catford, J.C. *A Practical Introduction to Phonetics*. Oxford: Clarendon Press, 1988.
- Culler, Jonathan D. *Structuralist Poetics: Structuralism, Linguistics and the Study of Literature*. London: Routledge and Kegan Paul, 1975.
- Gimson, A C. *Gimson's Pronunciation of English*. London: Edward Arnold, 1962.
- Hinkel, Eli. *Teaching Academic Esl Writing: Practical Techniques in Vocabulary and Grammar*. 2012.
- Jones D. *An Outline of English Phonetics for Indian Students*. Cambridge: Macmillan India, 1981.
- Laver, J. "Principles of Phonetics." *Child Language: Teaching and Therapy*. 1996.
- Nolan, F. et al. *Handbook of the International Phonetic Association*. Cambridge: Cambridge University Press, 1999.
- O'Connor, J D. *Better English Pronunciation*. Cambridge University Press, 2012.
- Prabhu N S. *Second Language Pedagogy*. Oxford University Press, 1987.
- Richard and Rod Bolitho (ed). *Currents of Change in English Language Teaching*. Oxford University. 1990.

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M. A. English Semester-I

Course Title: Indian Writings in English-I

Course Code: 25ENG105

Contact Hours (L-T-P): 4-0-0

Credits: 4

Maximum Marks: 100

External evaluation: 70

Internal Assessment: 30

Instructions for the Paper Setter and Students: There will be a total of five questions, and students will attempt all of them. Question number 1 would comprise six short-answer questions from Units 2, 3, and 4, to be answered in approximately 150 words each. The students would attempt any 5 out of the given 6 ($2 \times 5 = 10$ marks). Questions 2, 3, and 4, each of 15 marks, would be detailed-answer questions with internal choice from units 2, 3, and 4. Question number 5 would be from Unit 1, Non-Detailed Study, and the nature of the questions here should be simple and direct, as the students are expected to have surface (Non-Detailed) knowledge of these. There should be five questions in the form of short notes, and students would attempt any three in approximately 200 words each. ($5 \times 3 = 15$ Marks).

Course Outcomes:

1. Develop an understanding of the evolution of the Indian Literature in English to English Language
2. Analyze the literary elements of the Indian Writings prescribed in the syllabus
3. Evaluate the impact of Indian societal, historical, and political contexts on the development and representation of characters and settings in Indian English literature
4. Compare and contrast the stylistic elements and narrative techniques employed in different genres of the writings

Unit-I

Non-detailed: Toru Dutt, Sri Aurobindo, Rabindranath Tagore, Henry Louis Vivian Derozio, Sarojini Naidu, Raja Rao, Mulk Raj Anand, R.K. Narayan, G. V. Desani, Arun Joshi, Kamala Markandaya, V.S. Naipaul, Chaman Nahal, Bhisham Sahni

Unit-II

Sri Aurobindo

Savitri (Book I)

Unit-III

Manohar Malgonkar

A Bend in the Ganges

Unit-IV

Rabindranath Tagore

Chandalika



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Suggested Readings:

- Bruce K. *Modern Indian Poetry In English*. OUP: Revised Edition, 2005.
- Diwedi, A.N. *Kamala Das and Her Poetry*. Atlantic; 2nd Ed. edition Atlantic Publishers & Distributors Pvt Ltd, 2023
- Dubey, S.K. *Khushwant Singh: A Critical Study of His Novels*. B.R. Publishing Corporation, 2012.
- Kumari, Richa. *A critical study of A.K. Ramanujan's poetry*, Shree Publishers & Distributors, 2016.
- Mir, Farina. "A Punjabi Literary Formation". *The Social Space of Language*. LA: U of California Press, 2010. (91-122).
- Mir, Farina. "Genre and Devotion in Punjabi Popular Narratives: Rethinking Cultural and Religious Syncretism". *Comparative Studies in Society and History*. Vol. 48, No. 3 (Jul., 2006), 727-758.

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M. A. English Semester-I

Course Title: Indian Literary Aesthetics: Theory and Interpretation

Course Code: 25ENG106

Contact Hours (L-T-P): 4-0-0

Credits: 4

Maximum Marks: 100

External evaluation: 70

Internal Assessment: 30

Course Outcomes:

Instructions for the Paper Setter and Students: There will be a total of five questions, and students will attempt all of them. Question number 1 would comprise six short-answer questions from Units 2, 3, and 4, to be answered in approximately 150 words each. The students would attempt any 5 out of the given 6 ($2 \times 5 = 10$ marks). Questions 2, 3, and 4, each of 15 marks, would be detailed-answer questions with internal choice from units 2, 3, and 4. Question number 5 would be from Unit 1, Non-Detailed Study, and the nature of the questions here should be simple and direct, as the students are expected to have surface (Non-Detailed) knowledge of these. There should be five questions in the form of short notes, and students would attempt any three in approximately 200 words each. ($5 \times 3 = 15$ Marks).

Unit-I

Non-Detailed Study: Irawati Karve: Yuganta: The End of an Epoch, Kapil Kapoor: "Eleven Objections to Sanskrit Literary Theory : A Rejoinder", Kuntaka's "Language of Poetry and Metaphor from Vakroktijivita" (From Chapter -7 Indian Literary Criticism ed. G.N Devy. Orient Black Swan) Sri Aurobindo: "Indian Literature-1" (from The Renaissance in India and other Essays on Indian Culture) .P 314-328, Introduction to Tamil Sangam Poetry. "Vakyapadya: Basic Linguistic Concepts". R.V Dhongde (Indian Knowledge System Vol.2. Ed. Kapil Kapoor.)

Unit-II

Special Aspects of Natyashastra (Dr P.S R Appa Rao Trs. H.V Sharma published by (NSD). Chapters- 1,6,7)
Iv "Dhawani: Structure of Poetic Meaning" from Dhvanyaloka Indian Literary Criticism. (P38-50). ed. G.N Devy

Unit-III

Kapil Kapoor: "Indian Knowledge systems: Expositions". Indian Knowledge System Vol. 2. Ed. Kapil Kapoor.

Rabindranath Tagore: What is Art 1952 (Indian Literary Criticism. (P277-307). ed. G.N Devy.)

K. Krishnamoorthy: Sanskrit Poetics: An Overview. (from Indian Literary Criticism. (P38- 50). ed. G.N. Devy.)

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A.K Ramanujan On Ancient Tamil Poetics (Indian Literary Criticism. (P277-307). ed. G.N. Devy)

UNIT-IV

Kalidas: The Abhijnanasakuntalam (English trs. M.R Kale Motilal Banarsidass Publishing House.)

Suggested Readings:

Karve, Irawati Karmarkar. *Yuganta: The End of an Epoch*. Orient Blackswan, 2006.

Gopal, N. R. "Analyzing Draupadi's Agency and Legal Acumen in Irawati Karve's *Yuganta*." *The Creative Launcher*, vol. 10, no. 2, Apr. 2025, pp. 2632, doi:10.53032/tcl.2025.10.2.04.

Kapoor, Kapil. "Eleven Objections to Sanskrit Literary Theory: A Rejoinder." 1998.

Ānandavardhana. *Dhvanyāloka* (in *Indian Literary Criticism*, ed. G. N. Devy), Chapter "Dhvani: Structure of Poetic Meaning."

Kuntaka. *Vakroktijīvitam* (in *Indian Literary Criticism*, ed. G. N. Devy), Chapter on language of poetry and metaphor.

Sri Aurobindo. "Indian Literature1." In *The Renaissance in India and Other Essays on Indian Culture*, pp. 314328.

Kapoor, Kapil, editor. *Indian Knowledge Systems*, vol. 2. DK Print World, 2005. (Contains Dhongde's "Vakyapadya," and Kapoor's own essays.)

