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Course Plan
Department of English
Ms. Hansmita Priyavrat



Course Plan (2019-2020)

Hansmita Priyavrat - Department of English

Masters in English Literature – Odd Semesters

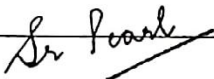
Class	Semester	Unit/Topic	Concepts/Facts	Teaching Pedagogy	Learning Outcomes	Questions to facilitate learning
MA Previous	Semester I August	Paper – ENGM-103 Unit II The Way of the World by William Congreve	<ul style="list-style-type: none"> English Civil War, Puritan Age and Restoration Age Restoration Comedy Comedy of Manners Comedy of Humours William Congreve as the representative dramatist of the age Legacy of Restoration Comedies on drama 	<ul style="list-style-type: none"> Reading of Text Class Discussion Class debate PPT's Flowcharts 	<ul style="list-style-type: none"> The Relation of English Civil War, Puritan Age and Restoration. The French influence in the dramas written during restoration. Characteristics of Restoration Comedies. Distinction between Comedy of Manners and Comedy of Humours. Distinction between Restoration theatre and Elizabethan theatre. The role of women and servants in 	<ul style="list-style-type: none"> Why do dramatists write histories? Why were the Restoration Comedies seen as indecent and profane? Do the names of the Dramatis Personae in the play reflect something about their personality and their role in the plot? How are the two Witwounds in the play different from each other? How did theatre change after introduction of actresses on the stage? Why are Restoration comedies more popular than Restoration tragedies? Are Women in



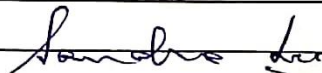
					<p>Restoration comedies.</p> <ul style="list-style-type: none"> • The lasting legacy of Restoration comedies in plays of dramatists like Sheridan and Wilde • The contemporary significance of Restoration Comedies. 	<p>The Way of the World strong?</p> <ul style="list-style-type: none"> • Why is the Influence of restoration comedy strongly felt in Victorian Theatre? • Though the Way of the World was a failure during the debut night, why is it still read today?
IA Final	Semester III September	<p>Paper – ENGM-303 Unit II</p> <p>Brave New World by Aldous Huxley</p>	<ul style="list-style-type: none"> • Utopia and Dystopia • Science Fiction • Novel of Ideas • First World War and Modernism • Futurism • Aldous Huxley as the Twentieth Century sceptic • Brave New World as the prophecy for coming times. 	<ul style="list-style-type: none"> • Reading of Text • Class Discussions • Class debate • PPT's • Flowcharts 	<ul style="list-style-type: none"> • Understanding the scholarly disillusionment after First World War. • Studying Aldous Huxley as a visionary novelist of modern period. • Analysing Utopia and Dystopia as contrary but complementary concepts. • Exploring Brave New World as a reflective text of the state of mind of twentieth 	<ul style="list-style-type: none"> • Is contemporary society Dystopian or Utopian? • How is Science Fiction and Fantasy different and similar? • What are different meanings of the title "Brave New World"? • Why did Huxley take Ford as the god-like figure in the novel? • Why has novel compared Religion and Alcohol to the drug "Soma"? • What allegorical references can be made between the novel and Shakespeare "The Tempest", from



					<p>century man.</p> <ul style="list-style-type: none"> • Grasping the thematic and philosophical concerns of the Science Fiction genre. • Understanding the use of allusions and symbolism in Brave New World. • Comparing futuristic society of Brave New World with other dystopian and utopian narratives. • Tracing the contemporary importance of Brave New World and other dystopian narratives. 	<p>where the title has been taken?</p> <ul style="list-style-type: none"> • How Shakespeare's quotes add to the thematic concerns of the novel? • How is Brave New World different from Orwell's 1984 and Bradbury's 451 Fahrenheit? • Is our world similar to the world portrayed by Aldous Huxley? <p style="text-align: right;"><i>Yf</i></p>
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BA (English Honours) – Even Semesters

Semester / Month	Unit/Topic	Concepts/Facts	Teaching Pedagogy	Learning Outcomes	Questions
Semester V / December	Paper - ENG(H)- 504 English Social History II Unit I Characteristics of Victorian Age	<ul style="list-style-type: none"> Influences on Victorian Literature. Victorian Society Inventions, discoveries and Industrial revolution Victorian Compromise Respectability and Hypocrisy Victorian Morality Victorian education and reforms. Early Victorians Later Victorians Age of Doubt 	<ul style="list-style-type: none"> Reading of Text Class Discussion Class debate PPT's Videos 	<ul style="list-style-type: none"> Discovering the factors that influenced the mindset of the people of the Victorian Era <ul style="list-style-type: none"> Defining the essential features of the Victorian Age Discussing the influence of science, reason and morality on Victorian People. Associating with circumstances that lead to the Victorian Age becoming the age of duality and hypocrisy Illustrating the impact of the temper of Victorian circumstances on the literature of the time. Differentiating between early Victorians and the later Victorians. 	<ul style="list-style-type: none"> Why is the Victorian age named after the Queen? What were the various reactions to French Revolution in England? How did industrialisation lead to dissolution of nobility and land-owning classes? How did the Reform Act of 1832 trigger the growth of education in the Victorian England? Name various inventions that took place between the years 1832 and 1901. Why did the revolutionary theories of Darwin, Marx and Freud become popular during the time? Why is it

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				<ul style="list-style-type: none"> • contrasting the Victorian Age with the Romantic Age and the Modern Age. • valuing the legacy of Victorian age to the contemporary world. 	<p>thought that the Victorian age was a time of contradiction and compromise?</p> <ul style="list-style-type: none"> • Why were the early Victorians conscious of the rapid changes taking place? • Why do we find an inability to believe in the later Victorians? • Are we in a state similar to Victorians?
Semester IV / January	Paper - ENG (H) -404 The Study of Greek Drama II Unit II Choephoroi by Aeschylus	<ul style="list-style-type: none"> • The Origins of Greek Drama • Classical Greek Tragedy • Greek Myth • Aeschylus as the forerunner of Greek Tragedy • The Oresteia as the example of a Trilogy Greek Play • The themes of vengeance, justice and mercy as explored in 	<ul style="list-style-type: none"> • Reading of Text • Class Discussion • Class debate • PPT's • Flowcharts 	<ul style="list-style-type: none"> • Enumerating the features of Greek Tragedies. • Associating Choephoroi with the first play Agamemnon and the third play Eumenides. • Discovering the ironical and antithetical relationship between 	<ul style="list-style-type: none"> • Why is Hermes being continuously invoked in the play? • What does the anagnorisis scene at the beginning of the play tell us about the characters of Electra and Orestes? • How do actions of Orestes mirror the actions of Clytemnestra in the last play? • How are actions

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		<p>the trilogy.</p> <ul style="list-style-type: none"> • Choephoroi as the antithetical play of Agamemnon. • The significance of Choephoroi as the bridge between introduction and culmination of the trilogy. • Orestes and Electra as a foil to Clytemnestra and Aegisthus 	<p>Agamemnon and Choephoroi.</p> <ul style="list-style-type: none"> • Analysing the Orestes as the symbol of a common man. • Connecting the narrative impact of the odes in the play in the narration of the play. • Evaluating the role of the chorus of libation bearers in the play. • Assessing the influence of dead and divine on the will of the living in the play. • Comparing the dramatic and metaphorical significance murder of Agamemnon with the murder of Clytemnestra. • Developing the idea of cause and 	<p>of Orestes different from the actions of Clytemnestra?</p> <ul style="list-style-type: none"> • Is Clytemnestra truly a strong character or is she just a weak character that gives illusion of being strong due to her masculine role in the play? • What is Pylades role in the play? • In the last scene of the play, Orestes displays the dead bodies of her mother and her lover to the heavens. Why? • Are, in a sense, Electra and Orestes carrying out libations for their father by killing Clytemnestra? • Is the chorus truly on Orestes' side or do they manipulate him for regicide? • What is importance of the nurse scene in the play?
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				effect in the trilogy in relation to the character of Orestes.	
Semester V/January	Paper – ENG(H)- 504 English Social History II Unit III Problem Plays	<ul style="list-style-type: none"> The socio – political conditions of the 20th Century Modern Drama Naturalism Darwinism and concept of evolution. The Characteristics of a Problem Play Major playwrights of the genre. 	<ul style="list-style-type: none"> Reading of Text Class Discussion Class debate PPT's Flowcharts 	<ul style="list-style-type: none"> Examining the salient features of the Problem Plays. <ul style="list-style-type: none"> Comparing problem plays with Well made plays. Illustrating the ideological and socio – political influences on the development of Problem Plays. <ul style="list-style-type: none"> Differentiating Problem Plays from Drama of Ideas. Evaluating works of various playwrights as Problem Plays. <ul style="list-style-type: none"> Assessing the importance of Problem Plays in the development of Drama. 	<ul style="list-style-type: none"> What do we mean by 'Problem', in a society? How are plays a effective platform to discuss these problems? What are various factors that influence a character's actions in a play and how do they reflect on a character's personality? What do we mean by Problem Plays? Why did Problem Plays become popular in the 20th Century? How is a problem play different from a drama of idea?



Semester V/ January	Paper – ENG(H)- 504 English Social History II Unit III Drama of Ideas	<ul style="list-style-type: none"> • Modern Drama • The socio – political conditions of the 20th Century • Plato's influence on the Drama of Ideas. • Didacticism of Literature • The Characteristics of Drama of Ideas. • Discussion plays, • Major Playwrights of the genre. 	<ul style="list-style-type: none"> • Reading of Text • Class Discussion • Class debate • PPT's • Flowcharts 	<ul style="list-style-type: none"> • Examining the salient features of the Drama of Ideas. • Comparing problem plays with Well-made plays. • Illustrating the ideological and socio – political influences on the development of the Drama of Ideas. • Differentiating Drama of Ideas from Problem Plays. • Evaluating works of various playwrights as Drama of Ideas. • Assessing the importance of Drama of Ideas in the development of Drama. 	<ul style="list-style-type: none"> • Why is literature seen as an effective means of discussion of ideas? • What do we mean by an 'Idea'? • How does conflict among ideologies become a source of entertainment for the audience? • What are the salient features of the Drama of Ideas? • Why are most of the drama of ideas open ended? • Why did Drama of Ideas become popular in the 20th Century? • How is a drama of idea different from a problem play?
Semester IV / February	Paper – ENG (H) -404 The Study of Greek Drama II	<ul style="list-style-type: none"> • The Origins of Greek Drama • Classical Greek Tragedy 	<ul style="list-style-type: none"> • Reading of Text • Class Discussion 	<ul style="list-style-type: none"> • Enumerating the features of Greek 	<ul style="list-style-type: none"> • What does chorus turning from the libation bearers to Furies



Unit II	<ul style="list-style-type: none"> Greek Myth Aeschylus as the forerunner of Greek Tragedy The Oresteia as the example of a Trilogy Greek Play The themes of vengeance, justice and mercy as explored in the trilogy. Eumenides as the culminating play of the trilogy. Greek concept of legal justice and legal trial The metaphorical significance of furies and Gods in the play. 	<ul style="list-style-type: none"> Class debate PPT's Flowcharts 	<p>Tragedies.</p> <ul style="list-style-type: none"> Associating Eumenides with the first play Agamemnon and the second play Choephoroi. <ul style="list-style-type: none"> Discovering the play Eumenides as the movement of wild vengeance towards a civilised legal system. Interpreting the symbolic significance of Gods and Furies in the play. Evaluating the role of the chorus of Furies in the play. Composing a defence of Orestes or an argument against Orestes based on the reading of trilogy. Hypothesizing Eumenides as the 	<p>signify?</p> <ul style="list-style-type: none"> What does the gods in the play signify? Furies are described as the creatures of unspeakable ugliness and unimaginable horrors. Why? What does the movement of Orestes from Delphi to Athens metaphorically stand for? Who, according to you, is logically correct in their argument in the play? What does the final vote being cast by Athena in favour of acquittal symbolise? Why is the play titled 'Eumenides'?
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				culminating play of the trilogy's argument on the human condition.	
Semester IV / March	Paper – ENG (H) -403 Indian Literature in English II Unit II Kanthapura by Raja Rao	<ul style="list-style-type: none"> Indian Literature in English Indian Novels in English English as the language of Intellect in India Raja Rao as the forerunner of modern Indian novelists. Kanthapura as the amalgamation of the English language with Indian Narrative qualities. Vocal qualities of the novel Kanthapura. Mahatma Gandhi as a motif in the novel. The influence of Raja Rao's works on Indian Literature. 	<ul style="list-style-type: none"> Reading of Text Class Discussion Class debate PPT's Flowcharts 	<ul style="list-style-type: none"> Identify the salient features of the early Indian novels in English. Tracing the influence of Colonialism on the narrative of the novel. Describing the impact of the ideas of Gandhi on the characters of the novel. Relating the plot of the novel with the vocal qualities of the novel and discussing the effect of such a dynamic. Comparing the different effects of the Indian Freedom Movement on the various classes, castes and genders in 	<ul style="list-style-type: none"> What happens when a novel is not written in the same language in which it is being narrated? What is the difference between a written narrative and a spoken narrative? Why is the text titled as 'Kanthapura'? How does Gandhi become a source of conflict in Kanthapura? Why did the author choose to set the tale in a small village and not a town? At the end of the novel, Kanthapura burns down. What does its burning down signify?

The novel
JK



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Semester / Month	Unit/Topic	Concepts/Facts	Teaching Pedagogy	Learning Outcomes	Questions
Semester II / January	Paper – ENGM-203 Drama- Elizabethan to the Modern Age -II Unit I The Spanish Tragedy by Thomas Kyd	<ul style="list-style-type: none"> • Renaissance • Socio – political Conditions of Europe during Renaissance • The relations of Portugal with Spain. • Elizabethan England • Elizabethan Drama • Revenge Tragedy • Senecan Tragedy • The concept of justice during the renaissance • Thomas Kyd as a predecessor of Shakespeare • Thomas Kyd's influence on Elizabethan Theatre. 	<ul style="list-style-type: none"> • Reading of Text • Class Discussion • Class debate • PPT's • Flowcharts 	<ul style="list-style-type: none"> • Identifying the qualities of Elizabethan drama in the play 'The Spanish Tragedy'. • Associating the play with the tragedies of Seneca. • Illustrating revenge, justice and human weaknesses as the thematic concerns of the play. • Analysing the role of the Ghost of Andrea and Revenge as a chorus in the play. • Connecting the subplot of the play with the central plot of the tragedy. • Evaluating the play as the inspiration for the tragedies that came after it. • Appraising the dramatic and 	<ul style="list-style-type: none"> • Why do playwrights write historical plays? • Why would an English playwright title his play 'The Spanish Tragedy'? • Why would Thomas Kyd choose to keep the ghost of Don Andrea

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				<p>narrative devices used by Thomas Kyd.</p> <ul style="list-style-type: none">Hypothesizing the events that could have prevented the tragic ending of the play.	<p>and Revenge on the stage for most of the play?</p> <ul style="list-style-type: none">Is Bel-imperia a strong character?Why is the subtitle of the play 'Hieronimo is Mad Again'?How are divine justice, earthly justice and personal justice related to each other in the play?How are the scenes of the court of Portugal related to the tragedy that	
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					<p>would happen in the court of Spain?</p> <ul style="list-style-type: none">• Why was the murder of Haratio much more shocking than the death of Andrea?• How are the languages chosen for different characters in the play-within-the-play related to the personality of the characters?• Why did Hieronimo kills the duke of
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						Castile? • Is the punish ment that Don Andrea is plannin g for others justified ?
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