



# CHHATRAPATI SHAHU JI MAHARAJ UNIVERSITY, KANPUR

STRUCTURE OF SYLLABUS FOR THE

PROGRAM: M.A., SUBJECT: ENGLISH

Syllabus Developed by		
Name of BoS Convenor / BoS Member	Designation	College/University
DR. B.D. PANDEY	Convenor	P.P.N. P.G. COLLEGE, KANPUR

SEMESTER / YEAR	COURSE CODE	TYPE	COURSE TITLE	CREDITS	CIA	ESE	MAX. MARKS
I <sup>ST</sup> YEAR / I <sup>ST</sup> SEM	A040701T	CORE	ENGLISH LITERATURE (14 <sup>TH</sup> - 17 <sup>TH</sup> CENTURY)	5	25	75	100
	A040702T	CORE	ENGLISH LITERATURE (18 <sup>TH</sup> - 20 <sup>TH</sup> CENTURY)	5	25	75	100
	A040703T	CORE	LINGUISTICS & ELT	5	25	75	100
	A040704T	CORE	INDIAN ENGLISH LITERATURE	5	25	75	100
I <sup>ST</sup> YEAR / II <sup>ND</sup> SEM	A040801T	CORE	LITERARY CRITICISM AND THEORIES	5	25	75	100
	A040802T	CORE	COLONIAL AND POST-COLONIAL LITERATURE	5	25	75	100
	A040803T	CORE	RESEARCH METHODOLOGY	5	25	75	100
	A040804T	ELECTIVE	TRANSLATION AND FOLK LITERATURE	5	25	75	100
	A040805T		LITERATURE & ENVIRONMENT				
	A040806R	PROJECT	RESEARCH PROJECT	8	25	75	100
		MINOR ELECTIVE	FROM OTHER FACULTY (IN 1 <sup>ST</sup> YEAR)	4/5/6	25	75	100
II <sup>ND</sup> YEAR / III <sup>RD</sup> SEM	A040901T	CORE	AMERICAN LITERATURE	5	25	75	100
	A040902T	CORE	AFRICAN & CARIBBEAN LITERATURE	5	25	75	100
	A040903T	CORE	SOUTH ASIAN LITERATURE	5	25	75	100
	A040904T	ELECTIVE	AUSTRALIAN & CANADIAN LITERATURE	5	25	75	100
	A040905T		STYLISTICS & DISCOURSE ANALYSIS				
II <sup>ND</sup> YEAR / IV <sup>TH</sup> SEM	A041001T	CORE	GENDER STUDIES	5	25	75	100
	A041002T	CORE	CULTURAL STUDIES AND MARGINALITY	5	25	75	100
	A041003T	ELECTIVE	ADVANCED LITERARY STUDIES IN FILMS, THEATRE AND PERFORMING ARTS	5	25	75	100
	A041004T		POPULAR CULTURE AND FICTION				
	A041005P	CORE	M.A. VIVA VOCE	5	25	75	100
	A041006R	PROJECT	RESEARCH PROJECT	8	25	75	100

*B. Pandey*  
11/10/22



Programme/Class: <b>Bachelor Degree with Research</b>		Year: <b>Four</b>	Semester: <b>Seventh</b>
Subject: <b>ENGLISH</b>			
Course Code: - <b>A040701T</b>		Course Title: <b>Paper-1: English Literature (14<sup>th</sup> – 17<sup>th</sup> Century)</b>	
<b>Course Outcomes:</b>			
After completing this course, the students will be able to:			
<ul style="list-style-type: none"> <li>• Develop an understanding of the concept, spread and impact of Renaissance</li> <li>• Assess how Renaissance ideas revolutionized the entire Europe</li> <li>• Recognize the impact of discovery of new lands and circulation of new ideas across Europe</li> <li>• Identify the shift of the worldview towards humanism post Renaissance and Reformation</li> <li>• Compare the similarities between the Renaissance and contemporary ideas</li> <li>• Estimate the social and cultural impact of the political events of the Restoration</li> <li>• Develop an understanding of the beginnings of the modern political system which started in England after Restoration</li> <li>• Critically engage with representative mainstream British Literature from the Fourteenth to the Seventeenth century, through selected texts and background readings</li> <li>• Discuss the significance of the literary period of the text by analysing the effects of the major events of that period</li> <li>• Develop independent critical thinking in their analysis of literary texts</li> <li>• Comprehend the culture, author's biography and historical context of the prescribed prose works.</li> <li>• Outline main trends in British drama and poetry.</li> <li>• Describe the development and the constituents of British drama and poetry.</li> <li>• Appreciate the richness and variety of British drama right from Marlow to Congreve.</li> <li>• Identify the various forms of poetry from Chaucer to Milton.</li> </ul>			
Credits: <b>05</b>		Paper: <b>Core Compulsory</b>	
Max. Marks: <b>25+75</b>		Min. Pass Marks: .....	
Total No. of Lectures-Tutorials-Practical (in hours per week): <b>5-0-0.</b>			
Unit	Topic	No. of Lectures	
<b>I</b>	<b>Social and Intellectual Background</b> <ul style="list-style-type: none"> <li>• Renaissance Humanism</li> <li>• Religious and Political Thought</li> </ul>	<b>10</b>	



	<ul style="list-style-type: none"> <li>• Enlightenment ideas and philosophy</li> <li>• Court culture of the Restoration period</li> <li>• Authorised Version of Bible</li> <li>• Women's writing in the 17th Century</li> </ul>	
II	<b>Prose/Fiction</b> <ul style="list-style-type: none"> <li>• Thomas More: "Of their Slaves and of their Marriages" from <i>Utopia</i></li> <li>• Francis Bacon: <i>New Atlantis</i></li> <li>• John Milton: <i>Areopagatica</i></li> </ul>	12
III	<b>Poetry</b> <ul style="list-style-type: none"> <li>• Geoffrey Chaucer: *"The Knight's Tale" from <i>The Canterbury Tales</i></li> <li>• Edmund Spenser: *"Like as a Huntsman..." from <i>Amoretti</i> Sonnet LXVII</li> <li>• Sir Thomas Wyatt: *"I find no Peace, and all my War is done"</li> <li>• Sir Philip Sidney: *"My mouth doth water, and my breast do swell" <i>Astrophel and Stella</i> Sonnet 37</li> </ul>	11
IV	<b>Poetry</b> <ul style="list-style-type: none"> <li>• John Milton: *<i>Paradise Lost</i> Book 1</li> <li>• Andrew Marvel: *"To his Coy Mistress" OR John Donne: *<sup>14</sup>"The Canonization" <i>M</i></li> <li>• George Herbert: *"Virtue"</li> <li>• Henry Vaughan: *"The Retreat"</li> </ul>	
V	<b>Drama</b> <ul style="list-style-type: none"> <li>• Christopher Marlowe: <i>Dr Faustus</i> <i>M</i></li> <li>• William Shakespeare: *<i>The Tempest</i></li> </ul>	14
VI	<b>Drama</b> <ul style="list-style-type: none"> <li>• John Webster: *<i>The Duchess of Malfi</i></li> <li>• William Congreve: *<i>The Way of the World</i> <i>M</i></li> </ul>	14

#### Suggested Readings:

- Boyce, C., "Critical Companion to William Shakespeare (Facts on File Inc.)", Infobase Publishing, (eBook).
- Compton- Rickett, A., "A History of English Literature" Nabu Press, 2010.
- Daiches, D., "A Critical History of English Literature", Supernova Publishers, 2010.
- Dutta, K. Ed. "Christopher Marlowe: Doctor Faustus", Oxford University Press, New Delhi, 1980 rpt. 1986.
- Gerald, H., "The Metaphysical Poets", Macmillan, London, 1974. *M*



- Golden, W.C., "A Brief History of English Drama from the Earliest to the Latest Times", Forgotten Books, London, 2018.
- Nayar, P. K., "A Short History of English Literature", Cambridge University Press, New Delhi, 2009.
- Nicoll, A., "A History of English Drama", Cambridge University Press, Cambridge, 2009.
- Read, H., "English Prose Style", Pantheon, New York, 1981.
- Trivedi, R.D., "A Compendious History of English Literature", Vikas Publishing House Pvt Ltd, New Delhi, 1976.
- Walker, H., "English Essays and Essayists", J.M. Dent and Sons Ltd., London, 1928.
- Ward, A.C., Illustrated History of English Literature, 3 vols. Longmans, London, 1953-1955.
- Williams, W.E., "A Book of English Essays", Penguin Books, Harmondsworth, 1948.
- Authorised editions of prescribed texts.

This course can be opted as an elective by the students of following subjects:

**Open to all**

**Suggested Continuous Evaluation Methods:**

Continuous Internal Evaluation shall be based on Project/ Assignment and Internal Class Test.

The marks shall be as follows:

<b>Project/Assignment</b>	<b>10 Marks</b>
<b>Internal Class test</b>	<b>15 Marks</b>
<b>Course prerequisites:</b>	To study this course, a student must have passed/opted <b>English in B.A.III.</b>

**Suggested Equivalent Online Courses:**

<https://www.edx.org/course/shakespeares-life-and-work>  
<https://alison.com/tag/english-literature>

**Further Suggestions:**

<https://youtu.be/IsAIO994niA>


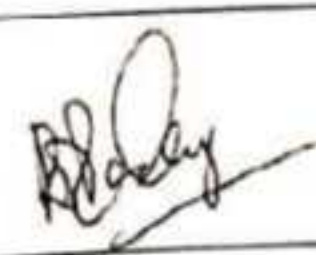
(Texts marked with \* are for detailed study)



Programme/Class: <b>Bachelor Degree with Research</b>		Year: <b>Four</b>	Semester: <b>Seventh</b>
Course Code: - <b>A040702T</b>		Subject: <b>ENGLISH</b>	
<b>Course Outcomes:</b>		Course Title: <b>Paper-2: English Literature (18<sup>th</sup> – 20<sup>th</sup> Century)</b>	
<p>After completing this course, the students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify the reasons of the emergence of prose and novels and the decline of drama in England</li> <li>• Develop an understanding of the philosophy of Romanticism and how it was impacted by the revolutions in Europe</li> <li>• Interpret the meaning of 'Victorian Compromise' and the 'Victorian paradox'.</li> <li>• Recognize the impact of Industrial Revolution, Darwinism and Colonization etc.</li> <li>• Identify the cause of the emergent societal problems like pollution, population explosion, urbanization etc. which strengthened during the era</li> <li>• Take cognizance of the historical, social and cultural contexts of each work and thereby make connections between literature and society.</li> <li>• Get introduced to the tradition and significance of non – fictional writing in Great Britain in the 18<sup>th</sup>, 19<sup>th</sup> and 20<sup>th</sup> century.</li> <li>• Get acquainted with the habit of reasoning and analysis through prose reading.</li> <li>• Explore the impact of the World Wars on British literature.</li> <li>• Appraise the emergence of female narratives in art and literature.</li> <li>• Contextualize the works of modern drama, interpret the thematic and stylistic elements of the plays and appreciate the literary worth. social relevance and timeless appeal of the plays</li> <li>• Familiarize with the nuances of romantic sensibility and Victorian ethos and their reflection in fiction of that period</li> </ul>			
Credits: <b>05</b>		Paper: <b>Core Compulsory</b>	
Max. Marks: <b>25+75</b>		Min. Pass Marks: .....	
Total No. of Lectures-Tutorials-Practical (in hours per week): <b>5-0-0.</b>			
<b>Unit</b>	<b>Topic</b>	<b>No. of Lectures</b>	
<b>I</b>	<b>Social and Intellectual Background</b>	<b>11</b>	

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	<ul style="list-style-type: none"> <li>• Art and Literature in the Age of Reason.</li> <li>• The Context of Romanticism</li> <li>• The Context of the Industrial Revolution</li> <li>• Darwinism</li> <li>• Victorianism and Contemporary Society</li> <li>• Influence of First World War and the Second World War</li> <li>• The Concept of Modernism</li> </ul>	
II	<p><b>Prose</b></p> <ul style="list-style-type: none"> <li>• John Stuart Mill: <i>The Subjection of Women</i> Chapter I</li> <li>• Matthew Arnold: "Sweetness and Light" from <i>Culture and Anarchy</i> Chapter 1</li> </ul> <p>OR</p> <p>John Ruskin: "The Roots of Truth" from <i>Unto This Last</i></p> <ul style="list-style-type: none"> <li>• Sandra Gilbert and Susan Gubar: "The Queen's Looking Glass: Female Creativity, Male Images of Women and the Metaphor of Literary Paternity" from <i>The Mad Woman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination</i></li> <li>• Jean-Paul Sartre: "Existentialism" from <i>Existentialism and Human Emotions</i></li> </ul> <p>OR</p> <p>Albert Camus: <i>The Myth of Sisyphus</i> Chapter I</p>	12
III	<p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• Alexander Pope: "The Rape of the Lock"</li> <li>• William Wordsworth: * "Tintern Abbey" OR</li> <li>• S.T. Coleridge: * "The Rime of the Ancient Mariner"</li> <li>• P.B. Shelley: * "To a Skylark" OR * "Ode on a Grecian Urn"</li> <li>• Christina Rossetti: * "Uphill" OR Matthew Arnold: * "Thyrsis" </li> </ul>	12
IV	<p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• T.S. Eliot: * "The Waste Land"</li> <li>• W.B. Yeats: * "The Second Coming"</li> <li>• Wilfred Owen: * "Futility"</li> <li>• Ted Hughes: * "Hawk Roosting"</li> <li>• Seamus Heaney: * "Digging"</li> </ul>	12
V	<p><b>Drama</b></p> <ul style="list-style-type: none"> <li>• J.M. Synge: * <i>Riders to the Sea</i> </li> </ul>	14



	<p>OR</p> <p>John Osborne: <i>*Look Back in Anger</i></p> <p>• Samuel Beckett: <i>*Waiting for Godot</i></p> <p>OR</p> <p>Harold Pinter- <i>*The Homecoming</i></p>	
VI	<p><b>Fiction</b></p> <p>• Jonathan Swift: <i>Gulliver's Travels</i></p> <p>OR</p> <p>Samuel Richardson: <i>Pamela</i></p> <p>• Emily Brontë: <i>Wuthering Heights</i></p> <p>OR</p> <p>Charlotte Bronte: <i>Jane Eyre</i></p> <p>• Joseph Conrad: <i>Heart of Darkness</i></p> <p>OR</p> <p>D.H. Lawrence: <i>Women in Love</i> OR <u><i>Sons &amp; Lovers</i></u> ✓</p> <p>• James Joyce: <i>Portrait of the Artist as a Young Man</i></p> <p>OR</p> <p>Virginia Woolf: <del><i>To the Lighthouse</i></del> <i>Mrs. Dalloway</i> ✓</p>	14

**Suggested Readings:**

- Armstrong, I., Ed. "The Major Victorian Poets: Reconsiderations", Routledge, London, 1969.
- Auerbach, E., "Mimesis: The Representations of Reality in Western Literature", Princeton: University Press, Princeton, 2003.
- Boulton, J. T., "A Philosophical Enquiry into the Origin of our Ideas of the Sublime and the Beautiful", Blackwell, Oxford, 1987.
- Carter, Ronald & MacRae, John, "The Routledge History of English Literature in English: Britain and Ireland", Routledge, New York, 1997
- Compton- Rickett, A., "A History of English Literature" Nabu Press, 2010.
- Daiches, D., "A Critical History of English Literature", Supernova Publishers, 2010.
- <https://www.bl.uk/discovering-literature>
- Johnson, E.D.H., "The Alien Vision of Victorian Poetry", Princeton University Press, Princeton, 1982.
- Kettle, A., "Introduction to the English Novel (Vols.1 & 2)", Hutchinson & Co., London, 1999.
- Lubbock, P., "The Craft of Fiction", Jonathan Cape, London, 1921.
- Lukacs, G., "The Theory of the Novel", MIT Press, Cambridge, 1971.
- Styan, J.L., "Modern Drama in Theory and Practice", Cambridge University Press,



Cambridge, 1983.

- Authorised editions of prescribed texts.

This course can be opted as an elective by the students of following subjects:  
**Open to all**

**Suggested Continuous Evaluation Methods:**

Continuous Internal Evaluation shall be based on Project/ Assignment and Internal Class Test.  
The marks shall be as follows:

<b>Project/Assignment</b>	<b>10 Marks</b>
<b>Internal Class test</b>	<b>15 Marks</b>
<b>Course prerequisites:</b>	To study this course, a student must have passed/opted <b>English in B.A.III.</b>

**Suggested Equivalent Online Courses:**

<https://ocw.mit.edu/courses/literature/211-481-victorian-literature-and-culture-spring-2003/>  
<https://alison.com/tag/english-literature>  
[https://onlinecourses.nptel.ac.in/noc21\\_hs36/preview](https://onlinecourses.nptel.ac.in/noc21_hs36/preview)


**Further Suggestions:**

<https://youtu.be/Mv0snnk0kio>  
<https://youtu.be/2LqGKPqwsYA>  
<https://youtu.be/Pu9rq8TPUQo>

(Texts marked with \* are for detailed study)





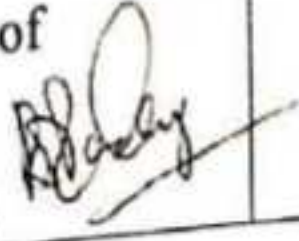
Programme/Class: <b>Bachelor Degree with Research</b>		Year: <b>Four</b>	Semester: <b>Seventh</b>
Subject: <b>ENGLISH</b>			
Course Code: - <b>A040703T</b>		Course Title: <b>Paper-3: Linguistics and ELT</b>	
<b>Course Outcomes:</b>			
<p>After completing this course, the students will be able to:</p> <ul style="list-style-type: none"> <li>• Extend their knowledge of the origin, development and use of language</li> <li>• Discover the relationship between language and culture</li> <li>• Develop the art of deducing the spellings from the pronunciation/ sound of the word</li> <li>• Use the correct pronunciations of the words</li> <li>• Identify the differences in language, dialects and other varieties of languages</li> <li>• Have an understanding of uniqueness and functions of human language</li> <li>• Acquire in-depth knowledge of the mechanism involved in the production, transmission and reception of speech sounds</li> <li>• Develop understanding about the structure of morphological system and morphological process in language</li> <li>• Get acquainted with different theoretical aspects of language acquisition / learning</li> <li>• Get a theoretical grounding in the field of Sociolinguistics</li> <li>• Identify the barriers in the teaching English as the second language</li> <li>• Illustrate the various methods of teaching English and recognize the advantages and disadvantages of each</li> <li>• Apply appropriate tools and techniques for teaching English in India</li> <li>• Evaluate the development of English/ English studies in India</li> <li>• Familiarize with the process of generating learning material</li> <li>• Understand the fundamental concepts of curriculum design, testing and evaluation</li> <li>• Design language courses and test formats</li> <li>• Recognize different approaches and methods and able to use various techniques of teaching English Language</li> </ul>			
Credits: <b>05</b>		 Paper: <b>Core Compulsory</b>	



Max. Marks: 25+75

Min. Pass Marks: .....

Total No. of Lectures-Tutorials-Practical (in hours per week): 5-0-0.

Unit	Topic	No. of Lectures
I	<b>General Linguistics</b> <ul style="list-style-type: none"><li>• What is Language/ Origin and Development of Human Language</li><li>• Properties/ Characteristics of Human Language</li><li>• Linguistics as a Science</li><li>• Models of Linguistic Analysis</li><li>• Language and Communication</li></ul>	11
II	<b>Phonology and Morphology</b> <ul style="list-style-type: none"><li>• Phoneme</li><li>• Classification of English Speech Sounds</li><li>• Supra-segmental Features</li><li>• Place and Manner of Articulation</li><li>• Transcription</li><li>• Syllable</li><li>• Morpheme</li><li>• Word &amp; Word Classes</li><li>• Inflection</li><li>• Derivation</li><li>• Compounding</li></ul>	12
III	<b>Syntax and Semantics</b> <ul style="list-style-type: none"><li>• Categories and Constituents</li><li>• Predicates and Argument Structure</li><li>• Thematic Roles</li><li>• Case, Phrase Structure</li><li>• Lexical Meaning Relations</li><li>• Implicative</li><li>• Entailment and Presupposition</li><li>• Maxims of Conversation</li><li>• Speech Act</li></ul>	12
IV	<b>Language Acquisition and Language Learning</b> <ul style="list-style-type: none"><li>• Psycholinguistics- Nature and Application</li><li>• Behaviourist, Cognitive and Mentalist Views of Language Learning</li><li>• Individual Differences in Language Learning</li></ul> 	12



	<ul style="list-style-type: none"> <li>• Theories of Language Acquisition</li> <li>• Learner Factors</li> </ul>	
V	<p><b>Approaches, Methods and Techniques in Language Teaching</b></p> <ul style="list-style-type: none"> <li>• Grammar – Translation Method and Reform Movement</li> <li>• Direct Method</li> <li>• Structural Approach and Audio-lingual method</li> <li>• Bilingual Method</li> </ul> <p><b>Communicative Language Teaching</b></p> <ul style="list-style-type: none"> <li>• Eclectic Method</li> <li>• Notional-Functional Syllabus (Modern Approach)</li> <li>• The Silent Way (Humanistic Approach)</li> <li>• Use of Teaching Aids, Four Skills (LSRW), Study Skills and Reference Skills, Grammar, Pronunciation, Vocabulary</li> </ul> <p><b>English Language Teaching and Evaluation</b></p> <ul style="list-style-type: none"> <li>• Contrastive and Error Analysis</li> <li>• Tests and Testing/ Evaluation</li> <li>• Language Planning and Lesson Planning, Curriculum Planning and Syllabus Design</li> </ul>	14
VI	<p><b>English in India: Sociolinguistic Perspectives</b></p> <ul style="list-style-type: none"> <li>• English Studies in India: Beginnings (Pre-Independence Scenario)</li> <li>• English Studies in India: Later Developments (Post-Independence Scenario)</li> <li>• Decolonization of English Studies: Shift from 'English Literature' to 'Literatures in English'</li> <li>• Problems of Teaching English in India</li> <li>• Concept of "Register"</li> <li>• English as a Foreign/ Second Language</li> </ul>	14

**Suggested Readings:**

- Baker, M., "In Other Words: A Coursebook on Translation", Routledge, Routledge, 2001.
- Bally, C. and Sechehaye, A., Ed., "A Course in General Linguistics by Ferdinand De Saussure", 1965, eBook.
- Barber, C., "The English Language: A Historical Introduction", Cambridge University Press, Cambridge, 2000.
- Baugh, A.C., "A History of English Language", Prentice Hall, London, 2001, (5th edition)
- Carter, R. and Nunan, D., "The Cambridge Guide to Teaching English to Speakers of Other Languages", Cambridge University Press, Cambridge, 2001.
- Cummings, M., Simons, R., "The Language of Literature: A Stylistic Introduction to the

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- Study of Literature", Pergamon, London, 1983.
- Fowler, R., "Style and Structure in Literature", Blackwell, Oxford, 1975.
  - Fromkin, Rodman and Hyams, "An Introduction to Language", Thomson Wadworth, Thomson Asia, Singapore: reprinted in India, 2004.
  - Gargesh, R. and Goswami, K.K. (Eds.), "Translation and Interpreting: Reader and Workbook", Orient Longman, New Delhi, 2007.
  - Gimson, A.D., "Introduction to the Pronunciation of English", Edward Arnold, London, 1974, (2nd edition).
  - Kudchedkar, S., ed. "English Language Teaching in India", Orient Longman, 2002.
  - Dhavavel, S.P., "English Language Teaching in India", Tata McGraw Hill, 2014.
  - Matilal, B.K., "The Word and the World", Oxford University Press, New Delhi, 1990.
  - Skandera, P. et al., "A Manual of English Phonetics and Phonology", Narr Studienbucher, 2011, (3rd Edition), eBook.
  - Syal and Jindal, "Introduction to Linguistics, Grammar and Semantics", Revised Edition, Prentice-Hall, Delhi, 2007.
  - Yule, G., "The Study of Language", Cambridge University Press, Cambridge, 1996.

This course can be opted as an elective by the students of following subjects:

**Open to all**

**Suggested Continuous Evaluation Methods:**

Continuous Internal Evaluation shall be based on Project/ Assignment and Internal Class Test.  
The marks shall be as follows:

<b>Project/Assignment</b>	<b>10 Marks</b>
<b>Internal Class test</b>	<b>15 Marks</b>
<b>Course prerequisites:</b>	To study this course, a student must have passed/opted <b>English in B.A.III.</b>

**Suggested Equivalent Online Courses:**

<https://alison.com/topic/learn/81911/the-learner-learning-outcomes>

**Further Suggestions:**

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(Texts marked with \* are for detailed study)



Programme/Class: <b>Bachelor Degree with Research</b>		Year: <b>Four</b>	Semester: <b>Seventh</b>
Course Code: - <b>A040704T</b>		Subject: <b>ENGLISH</b>	
<b>Course Outcomes:</b>		Course Title: <b>Paper-4: Indian English Literature</b>	
<p>After completing this course, the students will be able to:</p> <ul style="list-style-type: none"> <li>• Gain insight into "Indianness" through representative works</li> <li>• Understand contributions of various authors in the growth of Indian English Writing</li> <li>• Identify the unique features of Indian English Writing</li> <li>• Identify major figures in Indian English Writing</li> <li>• Acquaint with the work of significant Indian writers of Poetry, Prose, Fiction and Drama</li> <li>• Understand how society and culture have played a significant part in the lives and career of the Indian writers</li> <li>• Recognize the cultural milieu of the post and the pre- independence era</li> <li>• Identify new research areas in the purview of Indian writings</li> <li>• Discover Indian sensibility in the representative works</li> <li>• Understand Dalit and Native voices in Indian English literature</li> <li>• Provide students a taste of diverse literary practices emerging in India</li> <li>• Gain cognizance of the social, economic and political perspectives of the literature produced in India</li> <li>• Develop a view of how Indian English Literature has evolved with time</li> <li>• Identify, interpret and describe the values and themes that appear in Indian English Literature</li> <li>• Imbibe the essence of Indian English Literature</li> </ul>			
Credits: <b>05</b>		Paper: <b>Core Compulsory</b>	
Max. Marks: <b>25+75</b>		Min. Pass Marks: .....	
Total No. of Lectures-Tutorials-Practical (in hours per week): <b>5-0-0.</b>			
<b>Unit</b>	<b>Topic</b>		<b>No. of Lectures</b>
<b>I</b>	<b>Concepts</b>		<b>11</b>

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	<ul style="list-style-type: none"> <li>• Postmodernism and post-colonialism and their influence on Indian Writing in English, Indianness in Indian English Literature, Contemporary Indian English Poetry and Drama (post-independence), Experimental Poetry and Theatre, Dalit Voices.</li> </ul>	
II	<p><b>Non-Fictional Prose</b></p> <ul style="list-style-type: none"> <li>• Sri Aurobindo: "Indian Literature and External Influence" and "Indian Literatures" from <i>The Renaissance in India and Other Essays</i>.</li> <li>• Radhakrishnan, S.: <i>An Idealist View of Life</i></li> <li>• Nirad C. Chaudhuri: Part I "The English Scene" from <i>A Passage to England</i></li> <li>• Meenakshi Mukherjee: "Nation, Novel, Language" from <i>The Perishable Empire: Essays on Indian Writings in English</i></li> </ul>	12
III	<p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• Henry Derozio: * "The Harp of India"</li> <li>• A.K. Ramanujan: * "Love Poem for a Wife"</li> <li>• R. Parthasarthy: * "Exile from Homecoming"</li> <li>• Sarojini Naidu: * "The Palanquin Bearer"</li> <li>• Shiv K Kumar: * "Pilgrimage"</li> <li>• Dom Moraes: * "Bells for William Wordsworth"</li> <li>• Mamata Kalita: * "Tribute to Papa"</li> </ul>	12
IV	<p><b>Fiction</b></p> <ul style="list-style-type: none"> <li>• Raja Rao: <i>Kanthapura</i> OR R.K. Narayan: <i>The Guide</i></li> <li>• Shashi Deshpande: <i>That Long Silence</i> OR Firdaus Kanga: <i>Trying to Grow</i></li> <li>• Arundhati Roy: <i>The God of Small Things</i> OR Ilavenil Meena Kandasamy: <i>When I Hit You: Or, A Portrait of the Writer as a Young Wife</i></li> </ul>	14
V	<p><b>Short Stories</b></p> <ul style="list-style-type: none"> <li>• Mulk Raj Anand: "Two Lady Rams"</li> <li>• Salman Rushdie: "The Free Radio"</li> <li>• Shashi Deshpande: "The Intrusion"</li> </ul> 	13



	<ul style="list-style-type: none"> <li>Anita Desai: "Diamond Dust"</li> </ul>	
VI	<b>Drama</b> <ul style="list-style-type: none"> <li>Vijay Tendulkar: <i>Silence! The Court is in Session</i></li> <li>Girish Karnad: <i>The Fire and the Rain</i></li> <li>Manjula Padmanabhan: <i>Harvest</i></li> </ul>	13

**Suggested Readings:**

- Deshmane, Chetan, ed. "Muses India: Essays on English-Language Writers from Mahomet to Rushdie", Jefferson, NC, and London, McFarland & Co., 2013.
- Iyengar, K. R. S., "Indian Writing in English", New Delhi, Sterling, 1985.
- Kirpal, Viney ed., "The Post-Modern Indian Novel in English", Allied Publications, 1996.
- Mehta, Kamal ed., "The Twentieth Century Indian Short Story in English", New Delhi, Creative Books, 2004.
- Naik, M. K. and Shyamala Narayan, "Indian English Literature", Sahitya Akademi, 2009.
- Narasimhaiah, C.D. ed., "Makers of Indian English Literature", Delhi, Pencraft International, 2000.
- Radhakrishnan, S., "An Idealist View of Life", London, George Allen & Unwin Ltd., 1929.
- Varma, Pavan K., "Becoming Indian- The Unfinished Revolution of Culture and Identity", India, Penguin, 2010.
- Authorised editions of prescribed texts

This course can be opted as an elective by the students of following subjects:

**Open to all**

**Suggested Continuous Evaluation Methods:**

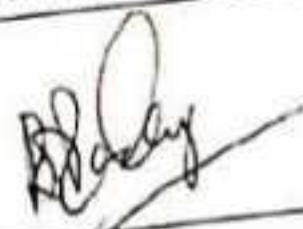
Continuous Internal Evaluation shall be based on Project/ Assignment and Internal Class Test. The marks shall be as follows:

Practical/Project/Assignment	10 Marks
Internal Class Test	15 Marks

**Course prerequisites:**

**Suggested Equivalent Online Courses:**

**Further Suggestions:**  
<https://youtu.be/sR3am7ABCXU>



(Texts marked with \* are for detailed study)



Programme/Class: <b>Bachelor Degree with Research</b>	Year: <b>Four</b>	Semester: <b>Eighth</b>
Subject: <b>ENGLISH</b>		
Course Code: - A040801T	Course Title: <b>Paper-1: Literary Criticism and Theories</b>	

**Course Outcomes:**

After the completion of the course, students will be able to:

- Develop an overview of the critical theories from ancient to modern times
- Apply the critical theories to literary texts
- Recognize the relevance of the theories in the social context
- Mobilize various theoretical parameters in the analysis of literary and cultural texts
- Acquaint themselves with the dominant trends in literary criticism
- Understand the theories of principal literary critics and theoreticians
- Acquire a knowledge of the key concepts and terms used in contemporary literary theory
- Familiarize the learners with the trends and cross-disciplinary nature of literary theories
- Analyse literary writings, based on ever evolving traditions of criticism
- Cultivate an understanding of major critical approaches and apply them to primary literary works
- Explore the concepts of history, culture, nationalism, gender and race in the context of postcolonial literature and theories
- Distinguish between different schools of criticism and their impact on literature

Credits: <b>05</b>	Paper: <b>Core Compulsory</b>
Max. Marks: <b>25+75</b>	Min. Pass Marks: .....

Total No. of Lectures-Tutorials-Practical (in hours per week): **5-0-0.**

Unit	Topic	No. of Lectures
<b>I</b>	<b>Classical Theories</b> • Aristotle: <i>Poetics</i>	<b>12</b>

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	<ul style="list-style-type: none"> <li>• Longinus: "The True Sublime" Part III from <i>On the Sublime</i></li> <li>• Indian Aesthetics: The Theories of Rasa, Vakrokti, Dhvani, Auchitya; the concepts of Riti, Guna, Alamkara</li> </ul>	
II	<p><b>Neoclassical, Romantic, Victorian, New Criticism</b></p> <ul style="list-style-type: none"> <li>• Dr Samuel Johnson: "Preface to Shakespeare"</li> <li>• William Wordsworth: "Preface to the Lyrical Ballads"</li> <li>• Samuel Taylor Coleridge: <i>Biographia Literaria</i> (<del>Chapter XIII</del> and Chapter XVII)</li> <li>• T.S. Eliot: "Tradition and the Individual Talent"</li> <li>• Wimsatt and Beardsley: "The Intentional Fallacy"</li> <li>• I.A. Richards: 'Four Kinds of Meanings'</li> </ul>	14
III	<p><b>Feminism, Post-Modernism and Post-Colonialism</b></p> <ul style="list-style-type: none"> <li>• Gayatri Spivak: "Feminism and Critical Theory"</li> <li>• Helene Cixous: "Castration or Decapitation"</li> <li>• Jean Baudrillard: "Simulacra and Simulation"</li> <li>• Edward Said: "Introduction" from <i>Orientalism</i></li> </ul>	12
IV	<p><b>Reader-Response Theory and Deconstruction</b></p> <ul style="list-style-type: none"> <li>• Roland Barthes: "The Death of the Author" from <i>Image, Music, Text</i></li> <li>• Michel Foucault: "What is an Author?"</li> <li>• Jacques Derrida: "Structure, Sign &amp; Play in the Discourse of Human Sciences" from <i>Writing and Difference</i></li> </ul>	12
V	<p><b>Phenomenology, Psychoanalysis, and New Historicism</b></p> <ul style="list-style-type: none"> <li>• Wolfgang Iser: "Reading Process: A Phenomenological Approach" From <i>Modern Criticism and Theory: A Reader</i></li> <li>• Jacques Lacan: "The Mirror Stage as Formative of the I as revealed in the Psychoanalytic Experience"</li> <li>• Stephen Greenblatt: "Resonance and Wonder" From <i>Learning to Curse</i></li> </ul>	13
VI	<p><b>Contemporary Literary Theories</b></p> <ul style="list-style-type: none"> <li>• Louis Althusser: From <i>Ideology and the State</i></li> <li>• M.M. Bakhtin: "Discourse in the Novel" from <i>The Dialogic Imagination</i></li> <li>• Cheryll Glotfelty: "Literary Studies in an age of Environmental Crisis" From <i>The Ecocriticism Reader</i></li> </ul>	12

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**Suggested Readings:**

- Barry, P. ed., "Issues in Contemporary Critical Theory: A Selection of Critical Essays, A Casebook", Macmillan, 1987.
- Bertens, Hans, "Literary Theory: The Basics", Routledge, 2013.
- Barthes, Roland, "The Death of the Author", *Image, Music, Text*, London, Flamingo, 1977.
- Daiches, David, "Critical Approaches to Literature", London, Orient Blackswan, 1984.
- Devy, G.N., ed. "Indian Literary Criticism: Theory and Interpretation", Hyderabad, Orient Longman, 2002.
- Eagleton, T., "Literary Theory: An Introduction", Blackwell, Oxford, 1983
- Enright, D.J. and Chickera, Ernst de., ed., "English Critical Texts", Delhi, Oxford University Press, 1962.
- Glotfelty, Cheryl and Harold Fromm ed., "The Ecocriticism Reader: Landmarks in Literary Ecology", Athens, The University of Georgia Press, 1996.
- Habib, M. A. R., "A History of Literary Criticism: From Plato to the Present", London, Blackwell, 2005.
- House, Humphrey, "Aristotle's Poetics", Ludhiana, Kalyani Publishers, 1970.
- Lentriccia, Frank, "After the New Criticism", Chicago, Chicago UP, 1980.
- Lodge, David and Nigel Wood, ed, "Modern Criticism and Theory: A Reader" (Second edition), New Delhi, Pearson, 1988.
- Lodge, David, ed., "Twentieth Century Literary Criticism", London, Longman, 1972.
- Raghavan V. and Nagendra ed., "An Introduction to Indian Poetics", Madras, MacMillan, 1970.
- William Wordsworth, Samuel Taylor Coleridge, Michael Schmidt. "Lyrical Ballads", Penguin, 2006.
- Authorised editions of prescribed texts

This course can be opted as an elective by the students of following subjects:

**Open to all**

**Suggested Continuous Evaluation Methods:**

Continuous Internal Evaluation shall be based on Project/ Assignment and Internal Class Test. The marks shall be as follows:

Practical/Project/Assignment	10 Marks
Internal Class Test	15 Marks
Course prerequisites:	To study this course, a student must have

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<b>Suggested Equivalent Online Courses:</b> <a href="https://www.coursera.org/learn/modern-postmodern-1">https://www.coursera.org/learn/modern-postmodern-1</a> <a href="https://onlinecourses.nptel.ac.in/noc21_hs25/preview">https://onlinecourses.nptel.ac.in/noc21_hs25/preview</a>	passed/opted English in B.A.III.
<b>Further Suggestions:</b> .....	
(Texts marked with * are for detailed study)	

<b>Programme/Class:</b> Bachelor Degree with Research	<b>Year:</b> Four	<b>Semester:</b> Eighth
<b>Subject:</b> ENGLISH		
<b>Course Code:</b> - A040802T	<b>Course Title:</b> Paper-2: Colonial and Post-Colonial Literature	

**Course Outcomes:**

After completing this course, the students will be able to:

- Recognize issues, themes and debates in writings from the formerly colonized countries through a study of range of postcolonial literature
- Recognize the difference in colonial and post- colonial sensibilities
- Examine influence of western culture on non -western societies
- Develop an understanding of the postcolonial literature in their historical and cultural context
- Identify key questions, authors and literary forms in colonial and postcolonial literature
- Situate literary texts in their larger cultural contexts
- Evaluate arguments related to postcolonial literary texts
- Analyse post-colonial elements in literary texts to distinguish between different postcolonial perspectives
- Understand and evaluate the key debates in postcolonial theory
- Explore the artistic, psychological, and political impact of colonization through a study of range of literary and theoretical texts
- Question how does a text reveal about the problematics of post-colonial identity
- Learn how a text reveals about the politics and/or psychology of anti-colonialist resistance
- Understand complex theoretical terms and concepts that characterize postcolonial studies
- Comprehend resistance and representation in the discourses reflected in colonial and postcolonial writings



Credits: 05		Paper: Core Compulsory
Max. Marks: 25+75		Min. Pass Marks: .....
Total No. of Lectures-Tutorials-Practical (in hours per week): 5-0-0.		
Unit	Topic	No. of Lectures
I	<b>Concepts</b> <ul style="list-style-type: none"> <li>• De-colonization, Globalization and Literature</li> <li>• Literature and Identity Politics</li> <li>• Writing for the New World Audience</li> <li>• Region, Race, and Gender</li> <li>• Postcolonial Literatures and Questions of Form</li> </ul>	12
II	<b>Prose</b> <ul style="list-style-type: none"> <li>• Homi K. Bhabha: "The Other Question"</li> <li>• Ngũgĩ wa Thiong'o: "Decolonizing the Mind" OR Namvar Singh: "Decolonising the Indian Mind"</li> <li>• Chandra Talpade Mohanty: "Under Western Eyes"</li> </ul>	12
III	<b>Poetry</b> <ul style="list-style-type: none"> <li>• A.D. Hope: *"The Death of the Bird"</li> <li>• Yasmine Gooneratne: *"This Language, This Woman"</li> <li>• Derek Walcott: *"A Far Cry from Africa"</li> <li>• Arun Kolatkar: *"Jejuri"</li> <li>• Margaret Atwood – *"Notes Towards a Poem That Can Never be Written"</li> <li>• Mamang Dai: *"The Voice of the Mountain"</li> </ul>	12
IV	<b>Short Stories and Novella</b> <ul style="list-style-type: none"> <li>• Grace Ogot: 'The Green Leaves'</li> <li>• Bessie Head: 'The Collector of Treasures'</li> <li>• Ismat Chughtai: 'Marigold'</li> <li>• Ama Ata Aidoo: 'The Girl who Can'</li> <li>• Gabriel Garcia Marquez – <i>Chronicle of a Death Foretold</i></li> </ul>	13
V	<b>Fiction</b> <ul style="list-style-type: none"> <li>• Sri Lal Shukla: <i>Raag Darbari</i></li> <li>OR</li> <li>• Mahasweta Devi: <i>Draupadi</i></li> <li>• Bapsi Sidhwa: <i>Cracking India</i> or <i>The Ice-Candy Man</i></li> </ul>	14



	OR Thein Pe: <i>Tet Phongyi or The Modern Monk</i> • <del>Amitav Ghosh: <i>The Glass Palace</i></del> <i>Upmanu Chatterjee: English August</i> OR Kiran Desai: <i>The Inheritance of Loss</i>	
VI	<b>Drama</b> <ul style="list-style-type: none"> <li>• Datta Bhagat: <i>Whirlpool</i></li> <li>OR</li> <li>Uma Parameswaran: <i>Sons Must Die</i></li> <li>• David Williamson: <i>Emerald City</i></li> <li>OR</li> <li>Femi Osofisan: <i>Once Upon Four Robbers</i></li> </ul>	12

**Suggested Readings:**

- Ahmad, Aijaz, "In Theory: Classes, Nations, Literatures", New Delhi, OUP, 1992.
- Ashcroft, B. et al., "Post-Colonial Studies Reader", London, Routledge, 1995.
- Ashcroft, B. et al., "Post-Colonial the Key Concepts", London/New York, 2006.
- Ashcroft, Bill, Gareth Griffiths and Helen Tiffin, "The Empire Writes Back: Theory and Practice in Postcolonial Literature", London and New York, Routledge.
- Childs, Peter and Patrick Williams, "An Introduction to Post colonial Theory", Hemel Hempstead, 1997.
- Loomba, Ania, "Colonialism/ Postcolonialism", 2nd ed. London and New York, Routledge, 2005.
- Ngugi wa Thiong'o, "Decolonising the Mind", London, James Curry, 1986.
- Said, Edward, "Orientalism", Routledge, London, 1978.
- Authorised editions of prescribed texts

This course can be opted as an elective by the students of following subjects:

**Open to all**

**Suggested Continuous Evaluation Methods:**

Continuous Internal Evaluation shall be based on Project/ Assignment and Internal Class Test. The marks shall be as follows:

10 Marks

Practical/Project/Assignment

15 Marks

Internal Class Test

To study this course, a student must have passed/opted **English in B.A.III.**

**Course prerequisites:**

**Suggested Equivalent Online Courses:**

<https://ocw.mit.edu/courses/linguistics-and-philosophy/24-912-black-matters-introduction-to-black-studies-spring-2017/>

**Further Suggestions:**

<https://youtu.be/Fgwa4uOZG2s>  
<https://youtu.be/r2GGTm3SJqI>

(Texts marked with \* are for detailed study)



Programme/Class: <b>Bachelor Degree with Research</b>	Year: <b>Four</b>	Semester: <b>Eighth</b>
Subject: <b>ENGLISH</b>		
Course Code: - A040803T	Course Title: <b>Paper-3: Research Methodology</b>	

**Course Outcomes:**

After completing this course, the students will be able to:

- Understand the concept of 'research' and the procedures involved in research
- Gain knowledge on the fundamental aspects of research
- Recognize the conventions of research papers and learn textual, editorial and bibliographical skills
- Develop skills of dissertation/Project writing
- Identify a core research area and specify corresponding research problem
- Differentiate between various types of research methods such as quantitative and qualitative research
- Develop an insight into different literary approaches in the field of research
- Equip themselves with various methods, tools and techniques mandatory to the research process
- Identify various styles of referencing and citations
- Develop an awareness towards available primary and secondary resources
- Develop a consciousness towards intellectual property rights and plagiarism
- Design a research proposal
- Review core research methods such as interviews at the same time learn about research ethics

Credits: 05	Paper: Core Compulsory
Max. Marks: 25+75	Min. Pass Marks: .....

Total No. of Lectures-Tutorials-Practical (in hours per week): 5-0-0.

Unit	Topic	No. of Lectures
I	<b>Meaning and Nature of Research</b> <ul style="list-style-type: none"> <li>• What is research?</li> <li>• Objectives of Research</li> <li>• The fundamentals of Research</li> </ul>	10



	<ul style="list-style-type: none"> <li>• Characteristics of Research</li> <li>• Types of research</li> <li>• Qualities of a Good Researcher</li> </ul>	
II	<p><b>Literary Research: Essays</b></p> <ul style="list-style-type: none"> <li>• Catherine Belsey: "Textual Analysis as a Research Method" by</li> <li>• David Johnson: "Literary Research and Interdisciplinarity"</li> <li>• "Discourse Analysis" by Gabriele Griffin</li> </ul>	12
III	<p><b>Literary Approaches</b></p> <ul style="list-style-type: none"> <li>• Formalist</li> <li>• Comparative</li> <li>• Psychological</li> <li>• Feminist</li> <li>• Historicist</li> <li>• New Historicist</li> </ul>	11
IV	<p><b>Methods, Techniques, Materials and Tools of Research</b></p> <ul style="list-style-type: none"> <li>• Research Methods vs. Research Methodology</li> <li>• Types of methods: Statistical, Sampling, Applied, Case study, Survey, Interpretative, Experimentation, Interviews, Questionnaire etc.</li> <li>• Primary and Secondary sources: Books, Anthologies, Biographies, Thesauruses, Encyclopaedia, Conference proceedings, Unpublished theses, Newspaper articles, Journals, e-journals, Monographs, Translations, Web references, Library catalogues, Literature Resource Centre, Govt. publications, Special libraries, Advanced study centres, Virtual libraries, Web search engines, CDs, DVDs etc.</li> </ul>	14
V	<p><b>Steps of Research</b></p> <ul style="list-style-type: none"> <li>• Formulating the Research Problem</li> <li>• Defining aims and objectives</li> <li>• Deciding the Scope and Limitations</li> <li>• Developing Hypothesis</li> <li>• Extensive Literature Review</li> <li>• Preparing research Proposal</li> <li>• Data Collection</li> <li>• Analysis/interpretation of Data</li> </ul>	14

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	<ul style="list-style-type: none"> <li>• Preparing Chapter wise Design</li> </ul>	
VI	<p><b>(A) Norms and Conventions</b></p> <ul style="list-style-type: none"> <li>• Quotations and Acknowledging the Sources</li> <li>• Footnotes and Endnotes, Citation</li> <li>• MLA Style Sheet (Latest Edition)</li> <li>• Chicago Manual of Style (Latest Edition)</li> <li>• MHRA Style Guide (Latest Edition)</li> <li>• Arranging bibliography and webliography</li> <li>• Ethics in Research and Plagiarism</li> </ul> <p><b>(B) Writing a Short Research Paper</b></p>	14

**Suggested Readings:**

- Adam, Sir John, "Research Methodology: Methods and Techniques", New Delhi, New Age International, 2004.
- Allison, B., "The Students Guide to Preparing Dissertations and Theses", London, Kogan Page, 1997.
- Delia Da Sousa Correa and Owens, W.R. ed., "The Handbook of Literary Research", Routledge, 2009.
- Gibaldi, Joseph, "MLA Handbook for Writers of Research Papers", 7th ed. New York, MLA Publications, 2004.
- Griffin, Gabriel, "Research Methods for English Studies", India, Rawat Books, 2016.
- Gupta, R.K., "American Literature Fundamentals of Research", ASRC, Hyderabad, 1971.
- Kothari, C. R., "Research Methodology- Methods and Techniques", New Delhi, New Age International, 2004.
- "MLA Handbook for Writers of Research Papers", Eighth Edition, New York, 2016.
- Satarkar, S.V., "Intellectual Property Rights and Copyright", New Delhi, Ess Ess Publications, 2000.
- Authorised editions of prescribed texts

This course can be opted as an elective by the students of following subjects:

**Open to all**

**Suggested Continuous Evaluation Methods:**

Continuous Internal Evaluation shall be based on Project/ Assignment and Internal Class Test. The marks shall be as follows:

<b>Practical/Project/Assignment</b>	<b>10 Marks</b>
<b>Internal Class Test</b>	<b>15 Marks</b>
<b>Course prerequisites:</b>	To study this course, a student must have passed/opted English in B.A.III.



**Suggested Equivalent Online Courses:**

[https://onlinecourses.swayam2.ac.in/ccc21\\_gel6/preview](https://onlinecourses.swayam2.ac.in/ccc21_gel6/preview)


**Further Suggestions:**

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(Texts marked with \* are for detailed study)

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Programme/Class: <b>Bachelor Degree with Research</b>		Year: <b>Four</b>	Semester: <b>Eighth</b>
Subject: <b>ENGLISH</b>			
Course Code: - A040804T		Course Title: <b>Paper-4: Translation and Folk Literature</b>	
<b>Course Outcomes:</b>			
After completing this course, the students will be able to:			
<ul style="list-style-type: none"> <li>• Recognize the importance and benefits of translation</li> <li>• Comprehend the nature and scope of translation and the concept of equivalence in translation</li> <li>• Develop understanding of different theories of translation</li> <li>• Analyse various problems in the process of translation</li> <li>• Undertake translation of literary texts with greater conviction</li> <li>• Relate folk tales, fairy tales, folk music, folk dance, folk theatre with literature</li> <li>• Understand the different ways through which literary narratives are drawn from traditions of the oral mythic folk and the form of life-narrative</li> <li>• Comprehend folklore studies from a linguistic and cultural perspective</li> <li>• Realize the vibrancy of oral literatures in India and the increasing focus on tribal traditions</li> <li>• Understand why ethnic studies makes this an important area of contemporary engagement</li> <li>• Experience the transformation of folklores and legends into animated narratives, replication in video games and urban legends constructed via films and media</li> </ul>			
Credits: <b>05</b>		Paper: <b>Core Compulsory</b>	
Max. Marks: <b>25+75</b>		Min. Pass Marks: .....	
Total No. of Lectures-Tutorials-Practical (in hours per week): <b>5-0-0.</b>			
Unit	Topic		No. of Lectures
<b>I</b>	<b>Concepts</b> <ul style="list-style-type: none"> <li>• The Aesthetics of Translation</li> <li>• Linguistic Regions and Languages</li> <li>• Types and Process of Translation</li> </ul> 		<b>12</b>



	<ul style="list-style-type: none"> <li>• Importance of Translation</li> <li>• Fields of Translation</li> <li>• Principle of Equivalence</li> </ul>	
II	<p><b>Different Types / Modes of Translation</b></p> <ul style="list-style-type: none"> <li>• Semantic / Literal translation</li> <li>• Free / sense/ literary translation</li> <li>• Functional / communicative translation</li> <li>• Technical / Official</li> <li>• Transcreation</li> <li>• Audio-visual translation</li> </ul>	12
III	<p><b>Translation Theories</b></p> <ul style="list-style-type: none"> <li>• Sujit Mukherjee: "Translation as Discovery" from <i>Translation as Discovery and Other Essays on Indian English Literature</i></li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>• Ganesh N. Devy: "Translation and Literary History: An Indian View"</li> <li>• Roman Jakobson: "The Nature of Linguistic Meaning and Equivalence"</li> <li>• Eugene Nida: "Principles of Correspondence"</li> <li>• J.C. Catford: "Translation Shifts"</li> </ul>	15
IV	<p><b>Problems in Translation</b></p> <ul style="list-style-type: none"> <li>• Problem of Loss and Gain</li> <li>• Problem of Untranslatability</li> <li>• Limits of Translation</li> <li>• Vetting and Evaluation</li> </ul>	10
V	<p><b>Introduction to Folklore</b></p> <ul style="list-style-type: none"> <li>• Definition, meaning and scope of folklore</li> <li>• Common Ground of both Folklore and Literature; Key Areas of Differences between Folklore and Literature; Folk Language as a Repository of Culture; Adaptation and Interpretation of Folk Literature in Modern Times</li> <li>• Theoretical Approaches to Folklore</li> <li>• Folklore and Literature in the postcolonial and postmodernist context</li> </ul>	13

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VI	<p><b>Folk Literature: Sources, Characteristics, Classifications</b></p> <ul style="list-style-type: none"> <li>• Folk Narrative Poems and Folk Songs</li> <li>• Myths, Legends and Fairy Tales</li> <li>• Folk Paintings: Visual Narratives</li> <li>• Indian Folklore: Forms and Themes</li> <li>• *Bhai Dooj' and *Bopoluchi' from <i>Folktales from India</i> by A.K. Ramanujan</li> <li>• Habib Tanvir: *Charandas Chor</li> </ul>	13
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**Suggested Readings:**

- Catford, J.C., "A Linguistic Theory of Translation", OUP, London, 1965.
- Devy, N. Ganesh, "Translation Theory: an Indian Perspective", "Post-Colonial Translation" ed. Susan Bassnett, Harish Trivedi, London, Routledge, 1998.
- Gargesh, R. & Goswami, K. K. (Eds), "Translation and Interpreting", New Delhi, Orient Longman Private Limited, 2007.
- Gouadec, Daniel, "Translation as a Profession", Amsterdam, John Benjamins Publishing Co., 2007.
- Handoo, Jawaharlal, "Folklore in Modern India", Mysore, CIIL Press, 1998.
- Hatim, Basil and Jeremy Munday, "Translation: An Advanced Resource Book", New York, Routledge, 2009.
- Jan de Vries, "Theories concerning Nature Myths", in Alan Dundes, "Sacred Narrative: Readings in the Theory of Myth", University of California Press, 1984.
- Mukherjee, Sujit, "Translation as Discovery and Other Essays on Indian English Literature", Orient BlackSwan, 1994.
- Venuti, Lawrence ed., "The Translation Studies Reader", London and New York, Routledge, 2000.
- Sallis, John, "On Translation", Bloomington, Indiana University Press, 2002.
- Authorised editions of prescribed texts

This course can be opted as an elective by the students of following subjects:

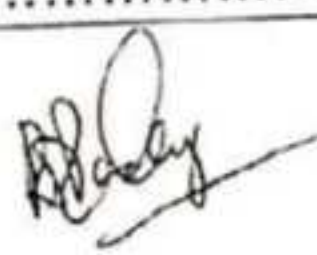
**Open to all**

**Suggested Continuous Evaluation Methods:**

Continuous Internal Evaluation shall be based on Project/ Assignment and Internal Class Test. The marks shall be as follows:

<b>Practical/Project/Assignment</b>	<b>10 Marks</b>
<b>Internal Class Test</b>	<b>15 Marks</b>
<b>Course prerequisites:</b>	To study this course, a student must have passed/opted <b>English in B.A.III.</b>

**Suggested Equivalent Online Courses:**

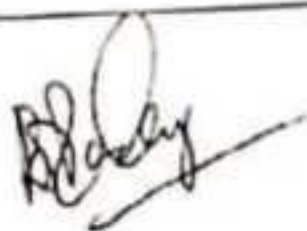




**Further Suggestions:**[https://youtu.be/QAnWMLu4\\_SI](https://youtu.be/QAnWMLu4_SI)<https://youtu.be/NEVD4IWOSoE><https://documents.in/document/eugene-nida-principles-of-correspondence-559c0a104be49.html>

(Texts marked with \* are for detailed study)

Programme/Class: <b>Bachelor Degree with Research</b>	Year: <b>Four</b>	Semester: <b>Eighth</b>
Subject: <b>ENGLISH</b>		
Course Code: - A040805T	Course Title: <b>Paper-5: Literature and Environment</b>	
<b>Course Outcomes:</b> After completing this course, the students will be able to: <ul style="list-style-type: none"> <li>• Develop a conscious and eco-friendly relationship with nature</li> <li>• Trace the intertwined relationship between nature and literature since the inception of Literature</li> <li>• Learn how nature has served as an inspiration to literary artists since ages</li> <li>• Gain sensitivity towards the ecological emergencies that the world faces through literary representations</li> <li>• Understand the crucial role of literature in addressing and comprehending environmental issues</li> <li>• Interpret key literary and critical terms associated with the concept of eco-criticism and ecological representations in literature</li> <li>• Relate the nuances and co-relation between gender and environment through study of literary texts</li> <li>• Primarily focus on environmental concerns through the readings of seminal literary texts</li> <li>• Understand and grow ecologically sensitive through the close study of documentaries and films on the subject of environment</li> <li>• Gauge human existence in the context of ecology</li> <li>• Comprehend the interrelation between, life/nature and literature</li> <li>• Realize the role of ecology in the survival of humanity</li> </ul>		
Credits: <b>05</b>	Paper: <b>Core Compulsory</b>	
Max. Marks: <b>25+75</b>	Min. Pass Marks: .....	
Total No. of Lectures-Tutorials-Practical (in hours per week): <b>5-0-0.</b>		

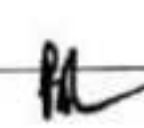




Unit	Topic	No. of Lectures
I	<p><b>A) Introduction to Ecocriticism: Historical Background</b></p> <ul style="list-style-type: none"> <li>• Environmental crisis and the Literary studies</li> <li>• Anthropocentrism</li> <li>• Paganism</li> <li>• Humanism and Animism</li> </ul> <p><b>B) Definition, Scope and Importance of Ecocriticism</b></p> <ul style="list-style-type: none"> <li>• Eco poetics/ Pastoral Writing/ Wilderness Writing/ Eco fiction</li> <li>• Ecofeminism</li> <li>• Oikos and Oikopoetics</li> <li>• Tinai regions- and concepts.</li> </ul>	12
II	<p><b>Selections</b></p> <ul style="list-style-type: none"> <li>• Rachel Carson: "A Fable for Tomorrow" Chapter 1 from <i>The Silent Spring</i></li> <li>• Jonathan Bate: "The State of Nature" Chapter 2 from <i>The Song of the Earth</i></li> <li>• Lawrence Buell: "Modernism the claims of the Natural World: Faulkner and Leopold" Chapter 5 from <i>Writing for an Endangered World</i></li> <li>• Amitav Ghosh: "Stories" from <i>The Great Derangement: Climate Change and the Unthinkable</i> <u>OR</u> <u>Beastly Tales from Here &amp; There</u></li> </ul>	13
III	<p><b>Approach/Essays</b></p> <ul style="list-style-type: none"> <li>• Henry David Thoreau: "Solitude" from <i>Walden</i></li> <li>• Lynn White Jr.: "The Historical Roots of Our Ecological Crisis"</li> <li>• Carolyn Merchant: "Nature as Female" Chapter 1 from <i>The Death of Nature: Women, Ecology and the Scientific Revolution</i></li> <li>• Vandana Shiva: "Preface to Ecofeminism" from <i>Ecofeminism</i></li> </ul>	13
IV	<p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• John Clare: *"The Yellowwammer's Nest"</li> <li>• D.H. Lawrence: *"Snake"</li> <li>• Gary Snyder: *"Mother Earth: Her Veils"</li> <li>• Dylan Thomas: *"The sap that through the green fuse drives the flower"</li> <li>• Judith Wright: *"Dust"</li> </ul>	12

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	<ul style="list-style-type: none"> <li>Gieve Patel: *<i>"On Killing a Tree"</i></li> </ul>	
V	<p><b>Fiction</b></p> <ul style="list-style-type: none"> <li>Amitav Ghosh: <i>The Hungry Tide</i> OR Rajat Chaudhary: <i>The Butterfly Effect</i></li> <li>Upton Sinclair: <i>The Jungle</i> OR Nancy Burke: <i>Undergrowth</i></li> <li>Toni Morrison: <i>Sula</i> OR Ursula K. Le Guin: <i>The Dispossessed: An Ambiguous Utopia</i></li> </ul>	13
VI	<p><b>Ecology and Media</b></p> <ul style="list-style-type: none"> <li>Scope and Importance of Media in Promoting Ecological Issues – Eco media (Films and Documentaries)</li> <li><u>Case studies:</u> (Any 4 of the following) <ol style="list-style-type: none"> <li><i>Blue</i> <a href="https://youtu.be/wwMh9Y_xxhw">https://youtu.be/wwMh9Y_xxhw</a>, IMDB</li> <li><i>Climate Change: The Facts</i> by David Attenborough on the Future of the Planet BBC</li> <li><i>Before the Flood</i> by Leonardo Di Caprio <a href="https://youtu.be/zbEnOYtsXHA">https://youtu.be/zbEnOYtsXHA</a></li> <li><i>The Queen of Trees</i> <a href="https://youtu.be/xy86ak2fQJM">https://youtu.be/xy86ak2fQJM</a></li> <li><i>Avatar</i> directed by James Cameron</li> </ol> </li> </ul>	12
<p><b>Suggested Readings:</b></p> <ul style="list-style-type: none"> <li>Arnold, David and Ramachandra Guha, ed. "Nature, Culture and Imperialism: Essays on the Environmental History of South Asia", New Delhi, Oxford, UPM, 2001.</li> <li>Bate Jonathan, "Romantic Ecology", London, Routledge, 1991.</li> <li>Buell, Lawrence, "The Environmental Imagination", Cambridge, Harvard University Press, 1995.</li> <li>Carson, Rachel, "The Silent Spring", Houghton Mifflin (Trade), USA, 2003.</li> <li>Garrard, Greg, "Ecocriticism", London, Routledge, 2004.</li> <li>Glotfelty, Cheryl and Fromm, Harold ed., "The Ecocriticism Reader", Athens, University of Georgia Press, 1996.</li> <li>Merchant, Carolyn, "The Death of Nature: Women, Ecology and the Scientific Revolution", USA, Harper One, 1990.</li> <li>Selvamony, Nirmal and Nirmaldasan, "Tinai I, II and III", Chennai, PASO, 2003.</li> </ul> <p>6. Al Gore: <i>An Inconvenient Truth</i> </p>		





- Selvamony, Nirmal, Nirmaldasan and Rayson K. Alex, "Essays in Ecocriticism", New Delhi, Sarup and Sons and OSLE-India, 2008.
- Shiva, Vandana and Mies, Maria, "Ecofeminism", Halifax, Fernwood Publications, 1993.
- Thoreau, H.D., "Walden", Lightning Source Inc., 2014.
- [www.greenschool.org](http://www.greenschool.org)
- <https://www.cmu.ca/faculty/gmatties/lynnwhiterootsofcrisis.pdf>
- Authorised editions of prescribed texts

This course can be opted as an elective by the students of following subjects:

**Open to all**

**Suggested Continuous Evaluation Methods:**

Continuous Internal Evaluation shall be based on Project/ Assignment and Internal Class Test. The marks shall be as follows:

<b>Practical/Project/Assignment</b>	<b>10 Marks</b>
<b>Internal Class Test</b>	<b>15 Marks</b>
<b>Course prerequisites:</b>	To study this course, a student must have passed/opted <b>English in B.A.III.</b>

**Suggested Equivalent Online Courses:**

<https://sga.aud.ac.in/course/ecocritical-perspectives-for-literature>  
<https://www.coursera.org/learn/asian-environmental-humanities>

**Further Suggestions:**

<https://youtu.be/sGRsXdcZeVo>

(Texts marked with \* are for detailed study)



**Department of Higher Education  
U.P. Government, Lucknow**

National Education Policy-2020

Common Minimum Syllabus for all U.P. State

Universities and Colleges

# **ENGLISH**

As per Syllabus Development Guidelines

[for PG]





**National Education Policy-2020**  
**Common Minimum Syllabus for all U.P. State Universities/ Colleges**  
**SUBJECT: ENGLISH**

Name	Designation	Affiliation
Steering Committee		
Mrs. Monika S. Garg, (I.A.S.), Chairperson Steering Committee	Additional Chief Secretary	Dept. of Higher Education U.P., Lucknow
Prof. Poonam Tandan	Professor, Dept. of Physics	Lucknow University, U.P.
Prof. Hare Krishna	Professor, Dept. of Statistics	CCS University Meerut, U.P.
Dr. Dinesh C. Sharma	Associate Professor	K.M. Govt. Girls P.G. College Badalpur, G.B. Nagar, U.P.
Supervisory Committee -		
Prof. (Dr) Anita Rani Rathore	Principal	Manyawar Kanshiram Govt. Degree College, Gabhana, Aligarh
Prof. Ramesh Prasad	Professor	Sampoornanand Sanskrit University, Varanasi
Dr Puneet Bisaria	Professor	Bundelkhand University, Jhansi
Dr Deepti Bajpai	Associate Professor, Dept. of Sanskrit	Km. Mayawati Govt. Girls PG College, Badalpur, Gautam Buddha Nagar

**Syllabus Developed by:**

S.No.	Name	Designation	Department	College/ University
1.	Prof. (Dr) Anita Rani Rathore	Principal	English	Manyawar Kanshiram Govt. Degree College, Gabhana, Aligarh
2.	Prof. Gaurhari Behera	Professor	English	DDU Gorakhpur University, Gorakhpur, U.P.
3.	Prof Shiv Govind Puri	Professor	Dept. of English and Modern European Languages	University of Lucknow, Lucknow

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4.	Dr Sarita Singh	Assistant Professor	Department of English	Maharaja Bijli Pasi Govt. PG College, Aashiyana, Lucknow
5.	Dr Shweta Mishra	Assistant Professor	Department of English	Maharaja Bijli Pasi Govt. PG College, Aashiyana, Lucknow
6.	Dr Vijeta Gautam	Assistant Professor	Department of English	Km. Mayawati Govt. Girls PG College, Badalpur, Gautam Buddha Nagar

National Education Policy-2020  
Common Minimum Syllabus for all U.P. State Universities  
**M.A. [Masters Degree in English]**

Year	Sem.	Course Code	Paper Title	Theory/ Practical	Credits
B.A.	VII	A040701T	English Literature (14th- 17th Century)	Theory	5
		A040702T	English Literature (18th- 20th Century)		5
		A040703T	Linguistics & ELT		5
		A040704T	Indian English Literature		5
B.A.	VIII	A040805T	Literary Criticism and Theories	Theory	5
		A040806T	Colonial and Post-Colonial Literature		
		A040807T	Translation and Folk Literature /OR		5
		A040808T	Literature & Environment		
		A040809T	Research Methodology		5
M.A.	IX	A040901T	American Literature	Theory	5
		A040902T	African & Caribbean Literature		5
		A040903T	South Asian Literature		5
		A040904T	Australian & Canadian Literature OR		5
		A040905T	Stylistics & Discourse Analysis		
M.A.	X	A041005T	Gender Studies	Theory	5
		A041006T	Cultural and Marginal Studies		5
		A041007T	Advanced Literary Studies in Films, Theatre and Performing Arts		5
		A041008T	OR Popular Culture and Fiction		
		A041009T	M.A. Thesis		5





## Programme Outcomes:

The programme aims to:

- Sensitize students to the aesthetic, cultural and social aspects of literature
- Engage students in high-level study of literature and cultivate their abilities in advanced interpretation, innovation, and writing
- Produce awareness and sensitizing the students to the pertinent issues of culture, society, environment, gender and disability, social relegation and other issues of human dignity
- Develop an insight regarding the idea of world literature
- Extend the core and applied knowledge of English Studies across the globe with special emphasis on various genres
- Generate critical thinking and humanitarian values to formulate creative synthesis of texts, society, and culture
- Make the student understand and assess various mainstream and subaltern cultures and appreciate them
- Acquaint the students with different theoretical and practical aspects and components of linguistics and stylistics
- Familiarize students with the standards equipped for clarifying the specific decisions made by individual and gatherings of people in their utilization of language
- Develop the ability to analyse and interpret human discourse, thought and expression
- Sensitize the students towards the voices of the marginalized and the oppressed so that they can empathize with them and work for their cause
- Gain an access to historical and emergent traditions of literature, culture and thought.
- Enlighten the students through basic understanding of cultural discourse that, how language mediates through literary texts
- Examine and critically analyse issues and notions of gender and patterns of gender roles
- Identify how gendered practices influence and shape knowledge production and human discourses
- Explore the creative dynamics between writing and performance on the stage, on the screen and in a text
- Introduce the learners to a wide range of film nuances and theatrical practices around the world
- Develop an understanding of various performing arts as tools of cultural intervention
- Examine performance as a means of creative expression, a mode of critical inquiry, and an avenue for public engagement
- Exploit literacy tools by examining elements of popular culture forms
- Familiarize the learners with the procedures involved in research
- Orient the students towards academic research





### Programme Specific Outcomes:

The learners shall be able to:

- Inculcate a rhetorical approach to the literary study of American texts and also the issues of American dream, race, ethnicity, multiculturalism, realism and beliefs about American cultural history.
- Develop insights pertinent to the issues of South East Asian countries by studying their literature
- Understand the relation between linguistics and stylistics
- Apply the basic concepts in stylistics to literary texts
- Familiarize themselves with the fundamental concepts and principles in Discourse analysis and Pragmatics
- Identify how identities are constructed through the use of discourse
- Demonstrate how the basic concepts in Discourse and Pragmatics are applied in the stylistic analysis of literary texts
- Read the primary canonical and apocryphal texts describing various gender-based issues and examine their depiction in literature over the years
- Study seminal texts pertaining to issues of gender
- Study literary texts that prioritise issues of gender, both in India and the West
- Comprehend and contextualise contemporary films adapted from literature
- Contextualize and judge contemporary literature or film in along continuum to describe literature or film in terms of major periods, practices, and/or genres
- Gain an insight into the interdisciplinary nature of literature and popular culture
- Realise how literature, cinema and theatre acts as a mirror to the past, cultural, political, social, economic and historical
- Familiarize them with the ways of reading a film text by engaging with the unique nature of the language of cinema as an art form, and its potential for cross-cultural dialogue among civilizations.
- Learn the fundamental concepts, terms and theories in the field of Performance Studies
- Comprehend the major issues, methodologies, and paradigms of performance studies
- Understand various conventions of theatrical performances
- Explore a wide range of contexts where the language is used to meet a variety of real-life communication needs through the study of various genres
- Identify topics and formulate questions for productive inquiry
- Identify appropriate methods and sources for research and evaluate critically the sources they find and use them effectively in their own writings





Programme/Class: <b>MASTER DEGREE</b>	Year: <b>FIFTH</b>	Semester: <b>9</b>
Subject: <b>ENGLISH</b>		
Course Code: - <b>A040901T</b>	Course Title: <b>AMERICAN LITERATURE</b>	

**Course Outcomes:**

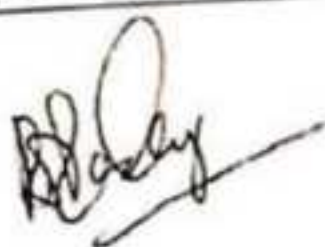
After completing this course, the students will be able to:

- Gain a critical understanding of the socio-historical and cultural ethos reflected in different genres of American literature from the beginning of the Seventeenth century to the end of the Twentieth century through different literary texts
- Understand the American style of writing and ideologies like Transcendentalism, corruption, pride, power and obsession along with spiritualism and Christian values
- Independently explore other leading authors and texts from the United States and respond critically to the multiple nuances present in them and evaluate their literary value and contemporary relevance
- Recognize the cosmopolitan liberal spirit of the literature of the new post- depression America.
- Comprehend the implications and reverberations of the American freedom struggle through the prescribed texts
- Appreciate the literature that embodied the ascendant American Dream and Destiny in the post second world-war period and also the narrative of the rupture of this grand vision and the attendant disillusionment and loss.
- Understand the rise of existential, experimental and postmodern forms of writing that constitute the most significant achievement of contemporary American Literature.
- Appraise the idea of multiculturalism in America
- Use this knowledge to extend scope for research ideas

Credits: <b>05</b>	Paper: <b>Core Compulsory</b>
Max. Marks: <b>25+75</b>	Min. Pass Marks: .....

Total No. of Lectures-Tutorials-Practical (in hours per week): **5-0-0.**

Unit	Topic	No. of Lectures
I	<b>SOCIO-POLITICAL AND LITERARY BACKGROUND</b> <ul style="list-style-type: none"> <li>• The Colonial Period (1607-1775)</li> <li>• The Revolutionary Period (1765-1790)</li> <li>• The Early National Period (1775-1828)</li> <li>• The American Renaissance (1828-186M5)</li> <li>• The Realistic Period (1865-1900)</li> <li>• The Naturalist Period (1900-1914)</li> </ul>	15





	<ul style="list-style-type: none"> <li>• The Modern Period (1914–1939)</li> <li>• The Beat Generation (1944–1962)</li> <li>• The Contemporary Period (1939–Present)</li> </ul>	
II	<p><b>PROSE</b></p> <ul style="list-style-type: none"> <li>• Ralph Waldo Emerson: * "Self Reliance" or "The American Scholar"</li> <li>• Sojourner Truth: "Ain't I A Woman?" (Speech in the Women's Rights Convention in Akron, Ohio, 1851)</li> <li>• Arthur Miller: * "Tragedy and the Common Man"</li> <li>• Martin Luther King Jr.: * "I Have a Dream" (Speech, 1963)</li> </ul>	12
III	<p><b>POETRY</b></p> <ul style="list-style-type: none"> <li>• Edgar Allan Poe: * "Raven"</li> <li>• Emily Dickinson: * "Because I could not stop for Death"</li> <li>• Walt Whitman: * <del>"When Lilacs Last in the Dooryard Bloom'd"</del> * "O Captain, My Captain"</li> <li>• Robert Frost: * "Mending Wall"</li> <li>• Wallace Stevens: * "The Snow Man"</li> <li>• Sylvia Plath: * "Tulips"</li> <li>• Adrienne Rich: * "Diving Into the Wreck"</li> </ul>	14
IV	<p><b>DRAMA</b></p> <ul style="list-style-type: none"> <li>• Eugene O'Neill: * <i>Thirst</i> (One Act Play)</li> <li>• Edward Albee: * <i>The Zoo Story</i> (One Act Play)</li> <li>• Lorraine Hansberry: <i>A Raisin in the Sun</i></li> </ul>	12
V	<p><b>SHORT STORY/FICTION</b></p> <ul style="list-style-type: none"> <li>• Edgar Allan Poe: * <i>The Purloined Letter</i></li> <li>• F. Scott Fitzgerald: <i>The Great Gatsby</i></li> <li>• Nathaniel Hawthorne: <i>The Scarlet Letter</i></li> <li>• Herman Melville: <i>Moby Dick</i></li> </ul>	12
VI	<p><b>DOCUMENTARIES/ FILM ADAPTATIONS:</b> (Any 4 of the following)</p> <ul style="list-style-type: none"> <li>• <i>An Inconvenient Truth</i> (2006) Dir. by Davis Guggenheim <a href="http://moviaddict.us/play.php?movie=t0497116">http://moviaddict.us/play.php?movie=t0497116</a></li> <li>• <i>Stand by Me</i> (1986) Dir. Rob Reiner (Adapted from Stephen King's Novella, <i>The Body</i>) <a href="https://youtu.be/X2ZWEO9eTYI">https://youtu.be/X2ZWEO9eTYI</a></li> <li>• <i>Forrest Gump</i> (1994) Dir. by Robert Zemeckis (Adapted from Winston Groom's novel <i>Forrest Gump</i>) <a href="https://youtu.be/KoOcfJNV8Zw">https://youtu.be/KoOcfJNV8Zw</a></li> <li>• <i>Little Women</i> (1994) Dir. by Gillian Armstrong (Adapted from Louisa May Alcott's novel <i>Little Women</i>) <a href="https://youtu.be/qeSZZKz3FSA">https://youtu.be/qeSZZKz3FSA</a></li> <li>• <i>The Miracle Worker</i> (1962) Dir. by Arthur Penn (Adapted from Hellen Keller's autobiography <i>The Story of My Life</i>) <a href="https://youtu.be/Y_5zaDjGd5s">https://youtu.be/Y_5zaDjGd5s</a></li> </ul>	10

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- *13th* (2016) Dir. by Ava DuVernay  
<https://youtu.be/krfcq5pF8u8>  
(Netflix)

• **Suggested Readings:**

- Ralph Waldo Emerson, 'Self Reliance', in *The Selected Writings of Ralph Waldo Emerson*, ed. by Brooks Atkinson (New York: The Modern Library, 1964)
- Barrish, P., "American Literary Realism: Critical Theory and Intellectual Prestige, 1880- 1995". Oxford University Press, Cambridge, 2001.
- Chase, R., "The American Novel and Its Tradition", Doubleday Anchor, New York, 1957.
- Chenetier, M., "Critical Angles: European Views of Contemporary American Literature", Southern Illinois University Press, 1986.
- Dutta, N., "American Literature", Orient BlackSwan, Hyderabad, 2016.
- Helbling, M., "The Harlem Renaissance: The One and the Many", Greenwood Press, Westport, 1999.
- Howard, J., "Form and History in American Naturalism", University of North Carolina Press, Chapel Hill, 1985.
- Marcus, F. and Sollors, W., ed., "A New Literary History of America", Harvard University Press, Harvard, 2009.
- Oliver, E.S., ed., "An Anthology: American Literature, 1890-1965", Eurasia Publishing House (Pvt) Ltd., New Delhi, 2001.
- Pattee, F. L., "The Development of the American Short Story", Harper, New York, 1966.
- Ramanan, M., ed., "Four Centuries of American Literature", Macmillan India Ltd., Chennai, 1996.
- Warren, J. W., ed., "The (Other) American Tradition: Nineteenth-Century Women Writers", Rutgers University Press, New Brunswick, NJ, 1993.
- Winter, Molly Crumpton, *American Narratives: Multiethnic Writing in the Age of Realism*, Baton Rouge, LA: Louisiana State UP, 2007.
- Wyatt, D., "Secret Histories: Reading Twentieth Century American Literature", Johns Hopkins University Press, 2010.
- Authorised editions of the prescribed texts.

This course can be opted as an elective by the students of following subjects:

**Open to all**

**Suggested Continuous Evaluation Methods:**

Continuous Internal Evaluation shall be based on Project/ Assignment and Internal Class Test. The marks shall be as follows:

<b>Project/Assignment</b>	<b>10 Marks</b>
<b>Internal Class test</b>	<b>15 Marks</b>
Course prerequisites:	To study this course, a student must have passed/opted <b>English in B.A.IV.</b>

Suggested equivalent online courses: MOOC platforms like SWAYAM etc. and other similar



programs offered by state/national/foreign universities.

Further Suggestions: IGNOU and other Correspondence courses offered by Distance Education Universities of both State and Centre

(Texts marked with \* are for detailed study)

Programme/Class: <b>MASTER DEGREE</b>	Year: <b>FIFTH</b>	Semester: <b>9</b>
Subject: <b>ENGLISH</b>		
Course Code: - <b>A040902T</b>	Course Title: <b>AFRICAN &amp; CARIBBEAN LITERATURE</b>	
<b>Course Outcomes:</b> After completing this course, the students will be able to:		
<ul style="list-style-type: none"><li>• Critically analyze the language, form and perspectives of different genres of literary texts from African and Caribbean literary traditions</li><li>• Demonstrate an understanding of the socio-cultural and political contexts in which the texts have been produced and received</li><li>• Critically engage with the literary texts in the light of colonial and postcolonial histories and contemporary theories that are relevant to the issues raised in the texts</li><li>• Recognize some key texts from various African and Caribbean nations and the ways in which they engage with questions of language, form, colonial histories, multiculturalism, indigeneity, nativism and contemporary postcolonial developments</li><li>• Develop a critical vocabulary for problematizing the notions of margin, center and the literary and cultural canon</li><li>• Comprehend the difference of a life lived in a postcolonial era and the life lived in a colonial context.</li><li>• Understand the main currents of development in English Language writing in the Anglophone parts of Africa and Caribbean islands</li><li>• Analyze how race, class, gender, history and identity are presented and problematized in the literary texts of African and Caribbean writers</li><li>• Develop the knowledge of how to contextualize postcolonial writing in terms of its historical and geographical specificities</li><li>• Dismantle the myths of African inferiority, assert African cultures, and sensitize the</li></ul>		

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issues of the apartheid regime in South Africa

- Use this knowledge to extend scope for research ideas

Credits: 05

Paper: Core Compulsory

Max. Marks: 25+75

Min. Pass Marks: .....

Total No. of Lectures-Tutorials-Practical (in hours per week): 5-0-0.

Unit	Topic	No. of Lectures
I	<p><b>SOCIO-POLITICAL AND LITERARY BACKGROUND</b></p> <ul style="list-style-type: none"> <li>• Impact of Colonialism</li> <li>• Race and Ethnicity</li> <li>• Negritude Movement</li> <li>• Displacement in African and Caribbean Literature</li> <li>• Creolization</li> <li>• Post-Colonial Literature in Africa- Decolonization</li> <li>• African Diaspora</li> <li>• Post-apartheid Literature</li> <li>• Anglo-Caribbean &amp; West Indian Literature</li> </ul>	12
II	<p><b>PROSE</b></p> <ul style="list-style-type: none"> <li>• George Lamming: * "In the Beginning" From <i>The Pleasures of Exile</i></li> <li>• J.M. Coetzee: * "Apartheid Thinking" From <i>Giving Offense: Essays on Censorship</i></li> <li>• Jamaica Kincaid: <i>A Small Place</i></li> </ul>	14
III	<p><b>POETRY</b></p> <ul style="list-style-type: none"> <li>• Dennis Brutus: * "A Common Hate Enriched Our Love and Us"</li> <li>• Gabriel Okara: * "The Mystic Drum"</li> <li>• Birago Diop: * "Breath"</li> <li>• Edward Braithwaite: * "Colombe"</li> <li>• Edward Baugh: * "The Carpenter's Complaint"</li> <li>• Mervyn Morris: * "Literary evening, Jamaica"</li> </ul>	12
IV	<p><b>DRAMA</b></p> <ul style="list-style-type: none"> <li>• Athol Fugard: <i>Master Harold and the Boys</i></li> <li>• Wole Soyinka: <i>Death and the King's Horseman</i></li> <li>• Derek Walcott: * <i>Dream on Monkey Mountain</i></li> </ul>	14
V	<p><b>SHORT STORY/FICTION</b></p> <ul style="list-style-type: none"> <li>• Olive Senior: * <i>Summer Lightning</i></li> <li>• Henri Lopes: * <i>The Advance</i></li> </ul>	13

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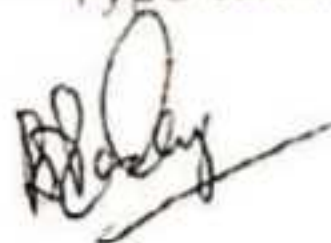


	<ul style="list-style-type: none"> <li>• Chinua Achebe: <i>Things Fall Apart</i></li> <li>OR</li> <li>• Nadine Gordimer: <i>My Son's Story</i></li> <li>• V. S. Naipaul: <i>The Mimic Man</i></li> </ul>	
VI	<p><b>DOCUMENTARIES/ FILM ADAPTATIONS:</b> (Any 4 of the following)</p> <ul style="list-style-type: none"> <li>• <i>Tsotsi</i> (2005) Dir. by Gavin Hood (Adapted from Athol Fugard's novel <i>Tsotsi</i>) <a href="https://youtu.be/RGMkv3pzj04">https://youtu.be/RGMkv3pzj04</a></li> <li>• <i>Half of a Yellow Sun</i> (2014) Dir. by Biyi Bandele (Adapted from Chimamanda Ngozi Adichie's novel <i>Half of a Yellow Sun</i>) <a href="https://youtu.be/Rr6VuD407fw">https://youtu.be/Rr6VuD407fw</a></li> <li>• <i>Beasts of No Nation</i> (2015) Dir. by Cary Joji Fukunaga (Adapted from Uzodinma Iweala's <i>Beasts of No Nation</i>) Netflix</li> <li>• <i>Cry Freedom</i>, (1987) Dir. by Richard Attenborough (YouTube)</li> <li>• <i>Home Again</i> (2012) Dir. by Sudz Sutherland <a href="https://youtu.be/EolCqLZJNXQ">https://youtu.be/EolCqLZJNXQ</a></li> </ul>	10

**Suggested Readings:**

- Coetzee, J.M., "Apartheid Thinking", *Giving Offense: Essays on Censorship*, University of Chicago Press, Chicago, 1997.
- Cook, D., "African Literature: A Critical View", Longman, London, 1977.
- Dathorne, O.R., "African Literature in the Twentieth Century" Heinemann Educational Publications, London, 1974.
- Dathorne, O.R., "Caribbean Narrative" Heinemann Educational Publications, London, 1967.
- Gates, H. L., "Race, Writing and Difference", University of Chicago Press, Chicago, 1985.
- Gilroy, P., "The Black Atlantic: Modernity and Double Consciousness" Harvard University Press, Harvard, 1994.
- Killam, G.D., "African Writers on African Writing", Heinemann Educational Publications, London, 1979.
- King, B., "West Indian Literature", Macmillian, London, 1968.
- Levine, L., "Black Culture and Black Consciousness", Oxford University Press, Oxford, 1977.
- Mphahlele, E., "African Writing Today", Penguin Books, Harmondsworth, 1967.
- Mugo, M.G., "Visions of Africa", Kenya Literature Bureau, 1978.
- Nasta, S., ed., "Motherlands: Women's Writing from Africa, the Caribbean and South Asia", Women's Press, London, 1991.
- Nazareth, P., "An African View of Literature", North-Western University Press, Illinois, 1974.

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- Nkosi, L., "Tasks and Masks: Style and Themes in African Literature", Longman, London, 1966.
- Ramchand, K., "West Indian Novel and Its Background". Faber and Faber, London, 1970.
- Soyinka, W., "Myth, Literature and the African World", Oxford University Press, Oxford, 1991.
- Wa Thiongo, N., "Homecoming: Essays on African and Caribbean Literature, Culture and Politics", Heinemann Educational Publications, London, 1972.
- Authorized editions of the prescribed texts.

This course can be opted as an elective by the students of following subjects:

**Open to all**

**Suggested Continuous Evaluation Methods:**

Continuous Internal Evaluation shall be based on Project/ Assignment and Internal Class Test. The marks shall be as follows:

<b>Project/Assignment</b>	<b>10 Marks</b>
<b>Internal Class test</b>	<b>15 Marks</b>
Course prerequisites:	To study this course, a student must have passed/opted <b>English in B.A.IV.</b>

Suggested equivalent online courses: MOOC platforms like SWAYAM etc. and other similar programs offered by state/national/foreign universities.

Further Suggestions: IGNOU and other Correspondence courses offered by Distance Education Universities of both State and Centre

**(Texts marked with \* are for detailed study)**





Programme/Class:  
**MASTER DEGREE**

Year:  
**FIFTH**

Semester:  
**9**

Subject:  
**ENGLISH**

Course Code: - **AM40903T**

Course Title:  
**SOUTH ASIAN LITERATURE**

**Course Outcomes:**

After the completion of the course, students will be able to:

- Develop the understanding of the concept of South Asian Literature
- Interpret the inter-national ties between South Asian nations
- Develop an appreciation of the different countries without prejudices
- Get an understanding of the intrinsic struggles of each nation
- Respond to texts critically, showing an awareness of how writers use and adapt language, form and structure to create meaning in texts
- Demonstrate understanding of the socio-cultural and political contexts in which texts have been produced and received
- Analyze texts in the light of contemporary literary theories that are relevant to the issues raised in the texts
- Perceive the importance of literatures outside the British canon - understand colonialism in its different manifestations and the postcolonial experience
- Get basic understanding of cultures and traditions of South Asia such as caste system, arranged marriage, dowry system
- Explore some geopolitical history of South Asian such as British colonization, partition, creation of Bangladesh, globalization
- Use this knowledge to extend scope for research ideas

Credits: **05**

Paper: **Core Compulsory**

Max. Marks: **25+75**

Min. Pass Marks: **.....**

Total No. of Lectures-Tutorials-Practical (in hours per week): **5-0-0.**

Unit	Topic	No. of Lectures
I	<b>INTRODUCTION</b> <ul style="list-style-type: none"><li>• The history of the Region: The Shared history, The Colonial Impact, Convergences and specificities</li><li>• Cultural realm of South Asia – Various aspects of Cultural landscapes including religious diversities, linguistic mosaic- Social structure - Caste system - The Social Geography of South Asia</li><li>• Languages of South Asia – Images of South Asia through Literature - Trends in Prose, Poetry, Drama and Fiction</li></ul>	10



II	<p><b>PROSE</b></p> <ul style="list-style-type: none"> <li>• Amartya Sen: <i>"Indian Tradition and the Western Imagination"</i></li> <li>• Namita Gokhale and Malashri Lal: <i>"South Asian Literatures: Beyond Borders, Across Boundaries"</i></li> <li>• Romesh Gunsekera: <i>"A Long, Slow Descent into Hell"</i></li> <li>• Hanif Kureishi: "Something Given: Reflections on Writing" from <i>Writing a First Novel: Reflections on the Journey</i></li> </ul>	14
III	<p><b>POETRY</b></p> <ul style="list-style-type: none"> <li>• Agha Shahid Ali: * "Postcard from Kashmir" (India)</li> <li>• Kishwar Naheed: * "I am not that woman" (Pakistan)</li> <li>• Yasmine Gooneratne: * "On an Asian Poet Fallen Among American Translators" (Sri Lanka)</li> <li>• Razia Khan: * "My Daughter's Boyfriend" (Bangladesh)</li> <li>• Nadia Anjuman: * "Smoke Bloom" (Afghanistan)</li> <li>• Lakshmi Prasad Devkota: * "Lunatic" (Nepal)</li> <li>• Abdullah Sadiq: * "I Saw it in My Dream" from <i>Gestures, An Anthology of South Asian Poetry</i> (Maldives)</li> </ul>	15
IV	<p><b>DRAMA</b></p> <ul style="list-style-type: none"> <li>• Hanif Kureishi: * <i>The Mother Country</i> (Pakistan)</li> <li>• Ernest Macintyre: * <i>The Loneliness of the Short Distance Traveller</i> (Sri Lanka)</li> </ul>	10
V	<p><b>FICTION</b></p> <ul style="list-style-type: none"> <li>• Khaled Hosseini: <i>A Thousand Splendid Suns</i> (Afghanistan) OR Kamila Shamsie: <i>Broken Verses</i> (Pakistan)</li> <li>• Michael Ondaatje: <i>Anil's Ghost</i> (Sri Lanka) OR Kunzang Choden: <i>The Circle of Karma</i> (Bhutan)</li> <li>• Monica Ali: <i>Brick Lane</i> (Bangladesh) OR Manjushree Thapa: <i>The Tutor of History</i> (Nepal)</li> </ul>	16

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VI	<p><b>DOCUMENTARIES/ FILM ADAPTATIONS:</b> (Any 4 of the following)</p> <ul style="list-style-type: none"> <li>• <i>Slumdog Millionaire</i> (2008) Dir. by Danny Boyle (Adapted from Vikas Swarup' novel <i>Slumdog Millionaire</i>) (India) <a href="https://youtu.be/XiUk-OddB2Q">https://youtu.be/XiUk-OddB2Q</a></li> <li>• <i>The Reluctant Fundamentalist</i> (2012) Dir. by Mira Nair (Adapted from Mohsin Hamid's <i>The Reluctant Fundamentalist</i> (Pakistan) <a href="https://youtu.be/-C3hEA1ycBI">https://youtu.be/-C3hEA1ycBI</a></li> <li>• <i>Enemies of Happiness</i> (2006) Dir. by Eva Mulvad <a href="https://youtu.be/zV4hR3NKbcI">https://youtu.be/zV4hR3NKbcI</a> (Afghanistan)</li> <li>• <i>Simantorekha</i> (2017) Dir. by Tanvir Mokammel <a href="https://youtu.be/uwRh-Q0RoS0">https://youtu.be/uwRh-Q0RoS0</a> (Bangladesh)</li> <li>• <i>Himalaya</i> (1999) Dir. by Eric Valli <a href="https://youtu.be/SjPIDm9qHRU">https://youtu.be/SjPIDm9qHRU</a></li> </ul>	10
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**Suggested Readings:**

- Ahmad, A. and Bose, R., "Pashtun Tales: from the Pakistan-Afghan frontier", Viva Books Private Limited, New Delhi, 2010.
- Ballard, R., "Desh Pardesh: The South Asian Presence in Britain", Hurst and Co., London, 1994.
- Bates, C., "Subalterns and Raj: South Asia since 1600", Routledge, New York, 2007.
- Bhasin, K., Menon, R. and Khan, S.N., "Against All Odds: Essays on Women, Religion and Development from India and Pakistan", Kali for Women, 1997.
- Brass, P. R., and Vanaik, A., "Competing Nationalisms in South Asia: Essays for Asghar Ali Engineer", Orient Longman, Hyderabad, 2002.
- de Silva, C. R., "Sri Lanka: A History", Vikas Publishing House Pvt Ltd, New Delhi, 1992.
- Engineer, A. A., "Ethnic Conflict in South Asia", Ajanta Publications, Delhi, 1987.
- Goonetilleke, D.C.R.A., "Images of the Raj: South Asia in the Literature of Empire", Macmillan, London, 1988.
- Hussain, Y., "Writing Diaspora: South Asian Women, Culture and Ethnicity", Ashgate Publication Limited, 2004.
- Ludden, D., "Reading Subaltern Studies: Critical History, Contested Meaning and the Globalization of South Asia", Anthem Press, London, 2002.
- Maloney, C., "Peoples of South Asia", Holt, Rinehart and Winston, New York, 1974.
- Pollock, S., ed., "Literary Cultures in History: Reconstructions from South Asia", University of California Press, Berkeley, 2003.
- Raj, K., "Relocating Modern Science: Circulation and the Construction of Knowledge in South Asia and Europe, 1650-1900", Palgrave Macmillan, New York, 2007.

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- Sanga, J. C., "South Asian Literature in English: An Encyclopedia", Raintree, London, 2004.
- Zeppa, J., "Beyond the Sky and the Earth: A Journey into Bhutan", Putnam Publishing Group, New York, 1999.
- Authorised editions of the prescribed texts.

This course can be opted as an elective by the students of following subjects:  
**Open to all**

**Suggested Continuous Evaluation Methods:**

Continuous Internal Evaluation shall be based on Project/ Assignment and Internal Class Test. The marks shall be as follows:

<b>Project/Assignment</b>	<b>10 Marks</b>
<b>Internal Class test</b>	<b>15 Marks</b>
Course prerequisites:	To study this course, a student must have passed/opted <b>English in B.A.IV.</b>

Suggested equivalent online courses: MOOC platforms like SWAYAM etc. and other similar programs offered by state/national/foreign universities.

Further Suggestions: IGNOU and other Correspondence courses offered by Distance Education Universities of both State and Centre.

(Texts marked with \* are for detailed study)

Programme/Class: <b>MASTER DEGREE</b>	Year: <b>FIFTH</b>	Semester: <b>9</b>
Subject: <b>ENGLISH</b>		
Course Code: - <b>A040904T</b>	Course Title: <b>AUSTRALIAN &amp; CANADIAN LITERATURE</b>	

**Course Outcomes:**

After completing this course, the students will be able to:

- Acquire knowledge of the emergence of Canadian Literature and Australian Literature
- Demonstrate an awareness of the spread and reach of literatures from Australia and Canada
- Explain the politics and ideology in canon formation
- Gain a critical understanding of the socio-historical and cultural ethos reflected in Australian and Canadian literature.
- Display an awareness of how socio-cultural contexts shape literary experiences
- Conceptualize the terms like ethnicity, diversity, national culture and multiculturalism



- Take cognizance of the historical, social and cultural contexts of each work and thereby make connections between literature and society
- Develop an appreciation of Aboriginal Narratives and Indigenous literature
- Receive practical knowledge of the identity crisis through the prescribed texts.
- Appreciate the cross cultural and multicultural aspects
- Develop an understanding about the ethnic and cultural diversity of Australia and Canada
- Get an understanding of the intrinsic struggles of Australia and Canada
- Realize the plight and exploitation of the aboriginal/ indigenous people
- Appraise different cultures, myths, and histories of Australia and Canada through fiction
- Use this knowledge to extend scope for research ideas

Credits: 05

Paper: Core Compulsory

Max. Marks: 25+75

Min. Pass Marks: .....

Total No. of Lectures-Tutorials-Practical (in hours per week): 5-0-0.

Unit	Topic	No. of Lectures
I	<p><b>(a) Australian Literature</b></p> <ul style="list-style-type: none"> <li>• Aboriginal Narrative: The Oral Tradition</li> <li>• The Century after Settlement</li> <li>• Nationalism and Expansion</li> <li>• Literature from 1940 to 1970</li> <li>• Literature from 1970 to 2000</li> <li>• Literature in the 21st Century</li> </ul> <p><b>(b) Canadian Literature</b></p> <ul style="list-style-type: none"> <li>• Indigenous Literature</li> <li>• The French Regime 1535–1763</li> <li>• After the British Conquest 1763–1830</li> <li>• Early Literature 1830–60</li> <li>• The Literary Movement of 1860</li> <li>• The Montreal School 1895–1935</li> <li>• World War II and the Post-war Period 1935–60</li> <li>• The Quiet Revolution</li> <li>• Contemporary Trends</li> </ul>	15
II	<p><b>PROSE</b></p> <ul style="list-style-type: none"> <li>• Patrick White: "Flaws in the Glass" From <i>Flaws in the Glass: A Self Portrait</i></li> <li>• Sally Morgan: <i>My Place</i></li> <li>• Susanna Moodie: "Brian, The Still Hunter" (Chapter-11) from <i>Roughing it in the Bush: Or, Life in Canada</i></li> <li>• M.G. Vassanji: "Am I a Canadian Writer?"</li> </ul>	12

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III	<p><b>POETRY</b></p> <ul style="list-style-type: none"> <li>• Banjo Paterson: * "Waltzing Matilda"</li> <li>• A.D. Hope: * "Australia"</li> <li>• Judith Wright: * "Bullocky"</li> <li>• Michael Ondaatje: * "The Cinnamon Peeler"</li> <li>• Margaret Atwood: * "Journey to the Interior"</li> <li>• A.L. Purdy: * "Wilderness Gothic"</li> <li>• Dorothy Livesay: * "Waking in the Dark"</li> </ul>	12
IV	<p><b>DRAMA</b></p> <ul style="list-style-type: none"> <li>• Jack Davis: <i>The Dreamers</i></li> <li>• George Ryga: <i>The Ecstasy of Rita Joe</i></li> </ul>	11
V	<p><b>FICTION</b></p> <ul style="list-style-type: none"> <li>• Thomas Keneally: <i>Schindler's Ark</i> Or Leonard Cohen: <i>Beautiful Losers</i></li> <li>• Christina Stead: <i>For Love Alone</i> Or Margaret Lawrence: <i>The Stone Angel</i></li> <li>• Peter Carey: <i>True History of Kelly Gang</i> Or Margaret Atwood: <i>Surfacing</i></li> </ul>	15
VI	<p><b>DOCUMENTARIES/ FILM ADAPTATIONS:</b> (Any 4 of the following)</p> <ul style="list-style-type: none"> <li>• <i>Storm Boy</i> (2019) Dir. by Shawn Seet (Adapted from Colin Thiele's <i>Storm Boy</i>) <a href="https://youtu.be/fCuoKT5K08c">https://youtu.be/fCuoKT5K08c</a></li> <li>• <i>The First Australians</i> Episode 1 and 2 <a href="https://youtu.be/IV0vjJkLJkQ">https://youtu.be/IV0vjJkLJkQ</a> <a href="https://youtu.be/pFKv1ZSZ7eA">https://youtu.be/pFKv1ZSZ7eA</a></li> <li>• <i>The Life of Pie</i> (2012) Dir. by Ang Lee (Adapted from Yann Martel's <i>The Life of Pie</i>) <a href="https://youtu.be/-2MDjdEosV4">https://youtu.be/-2MDjdEosV4</a></li> <li>• <i>One Week</i> (2008) Dir. by Michael McGowan <a href="https://youtu.be/Xpvy8EIU8hg">https://youtu.be/Xpvy8EIU8hg</a></li> <li>• <i>Gunless</i> (2010) Dir. by William Phillips <a href="https://youtu.be/0H knVP8k-8">https://youtu.be/0H knVP8k-8</a></li> </ul>	10

**Suggested Readings:**

- Atwood, M., "Progressive Insanities of a Pioneer", *Two Headed Poems*, Oxford University Press, New York, 1978.
- Atwood, M., "Survival: A Thematic Guide to Canadian Literature", Anansi Press, Toronto, 1982.





- Bennett, B., and Strauss, J., eds. "The Oxford Literary History of Australia, Oxford University Press, Melbourne, 1998.
- Broome, R., "Aboriginal Australians: Black Response to White Dominance 1788-1980", Allen and Unwin, Boston, 1982.
- Brown, R.M. and Bennett, D., ed., "An Anthology of Canadian Literature in English", Oxford University Press, Toronto, 1982.
- Carter, D., "Dispossession, Dreams & Diversity: Issues in Australian Studies", Oxford University Press, Oxford, 2006.
- Clancy, L., "A Reader's Guide to Australian Fiction", Oxford University Press, Melbourne, 1992.
- Clark, M., "A Short History of Australia", Penguin Books, Australia, 1963.
- Fitzpatrick, P., "After the Doll: Australian Drama since 1955", Edward Arnold, Melbourne, 1979.
- Heiss, A. and Minter, P., eds., "Anthology of Australian Aboriginal Literature", McGill Queen's Press, Queensland, 2008.
- Howells, C.A. and Kroeller, E., ed., "Cambridge History of Canadian Literature", Cambridge University Press, London, 2009.
- [https://canlit.ca/canlitmedia/canlit.ca/pdfs/articles/canlit190-Am\(Vassanji\).pdf](https://canlit.ca/canlitmedia/canlit.ca/pdfs/articles/canlit190-Am(Vassanji).pdf)
- Klinck, C.F. et. al., ed. "A Literary History of Canada", University of Toronto Press, Toronto, 1976.
- Kröller, E., "The Cambridge Companion to Canadian Literature", Cambridge University Press, Vancouver, 2017.
- Page, G., "A Reader's Guide to Contemporary Australian Poetry", University of Queensland Press, Queensland, 1995.
- Sayed, A., "M.G. Vassanji: Essays on His Work", Guernica Editions, Toronto, 2014.
- Authorised editions of the prescribed texts.

This course can be opted as an elective by the students of following subjects:

**Open to all**

**Suggested Continuous Evaluation Methods:**

Continuous Internal Evaluation shall be based on Project/ Assignment and Internal Class Test. The marks shall be as follows:

<b>Project/Assignment</b>	<b>10 Marks</b>
<b>Internal Class test</b>	<b>15 Marks</b>
Course prerequisites:	To study this course, a student must have passed/opted <b>English in B.A.IV.</b>

Suggested equivalent online courses: MOOC platforms like SWAYAM etc. and other similar programs offered by state/national/foreign universities.

Further Suggestions: IGNOU and other Correspondence courses offered by Distance Education Universities of both State and Centre

(Texts marked with \* are for detailed study)





Programme/Class: <b>MASTER DEGREE</b>		Year: <b>FIFTH</b>	Semester: <b>9</b>
Subject: <b>ENGLISH</b>			
Course Code: - <b>A040905T</b>		Course Title: <b>STYLISTICS AND DISCOURSE ANALYSIS</b>	
<b>Course Outcomes:</b>			
After the completion of the course, students will be able to:			
<ul style="list-style-type: none"> <li>• Infer the basic concepts of Stylistics and Discourse</li> <li>• Attend to both literary and linguistic stylistics</li> <li>• Identify specific linguistic features</li> <li>• Understand the communicative function of stylistic features in the interpretation of the text</li> <li>• Explore the relation between style and literary function</li> <li>• Acquire an understanding of the principles of stylistic analysis and theory</li> <li>• Learn different aspects of how to analyse the language of texts</li> <li>• Develop skills in all aspects of literary stylistic analysis and research</li> <li>• Perform the practical criticism of any text</li> <li>• Equip themselves with stylistic analytical tools to examine texts</li> <li>• Acquire linguistic terminology and skills for the analysis of literary texts</li> <li>• Enhance interpretative accuracy</li> <li>• Analyse oral or written discourse</li> <li>• Comprehend the performative use of language</li> <li>• Recognise and associate the stylistic patterns of the texts</li> <li>• Understand the function and application of Stylistics in facilitating literary response and in understanding the techniques and features of literary texts</li> <li>• Explain the relationship society, culture and context have to discourse</li> </ul>			
Credits: <b>05</b>		Paper: <b>Core Compulsory</b>	
Max. Marks: <b>25+75</b>		Min. Pass Marks: .....	
Total No. of Lectures-Tutorials-Practical (in hours per week): <b>5-0-0.</b>			
Unit	Topic	No. of Lectures	
<b>I</b>	<u><b>Basics of Stylistics (I)</b></u> a) The concept of style and stylistics b) The nature and scope of stylistics c) Style and Meaning	<b>14</b>	

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	<p>d) A brief history of stylistics: Rhetoric to Present day</p> <p>e) Strengths and limitations of stylistics</p> <p><b><u>Basics of Stylistics (II)</u></b></p> <p>a) Linguistics and stylistics</p> <p>b) Linguistic Criticism</p> <p>c) Linguistic Choice</p> <p>d) Literature and stylistics</p> <p>e) Literary Language</p> <p>f) Practical criticism and stylistics</p> <p>g) Stylistics and the levels of language (style, register and dialect)</p>	
II	<p><b><u>(A) Discourse Analysis</u></b></p> <p>1. Introduction to Discourse analysis</p> <p>2. The importance of context for the analysis of discourse</p> <p>3. Text and discourse</p> <p>4. Notions of Textuality- Coherence and Cohesion</p> <p><b><u>(B) Pragmatics and Meaning in Interaction</u></b></p> <p>1. Concepts of Pragmatics</p> <p>2. Principles and rules of interaction</p> <p>3. Literal and Implied meaning</p> <p>4. The Co-operative, Conversational (exchange structures, turn-taking models, adjacency pairs, repair mechanisms, overlaps, interruptions, etc.) and Politeness (the concept of face and theories of politeness) Principles</p> <p>5. Speech Acts (direct and indirect)</p>	14
III	<p><b><u>Stylistics of Poetry</u></b></p> <p>a) The concept of: poetic diction, poetic licence,</p> <p>b) The use of figures of speech and other poetic devices (alliteration, assonance, imagery, metaphor, onomatopoeia, personification, rhyme, meter, stanza, word play, feelings, etc.)</p> <p>c) The concept of Foregrounding, usage of different types of Repetition and Deviation, Parallelism</p> <p><b><u>Illustrations:</u></b></p> <ul style="list-style-type: none"> <li>• S.T. Coleridge: "Kubla Khan"</li> <li>• Nissim Ezekiel: "Goodbye Party for Miss Pushpa T.S."</li> <li>• Maya Angelou: "Still I Rise"</li> </ul> <p>OR</p> <p>Wole Soyinka: "Telephone Conversation"</p>	12
IV	<p><b><u>Stylistics of Drama</u></b></p> <p>a) Theatre and drama</p> <p>b) Drama as a semiotic text</p> <p>c) Elements of drama (plot, character, dialogue, setting,</p>	12

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	<p>chorus, spectacle, etc.)</p> <p>d) Dramatic text and performance text</p> <p>e) Dramatic dialogues and everyday conversations</p> <p>f) Dramatic dialogues and speech act theory</p> <p><u>Illustrations:</u></p> <ul style="list-style-type: none"> <li>• The Balcony Scene in Shakespeare's <i>Romeo and Juliet</i> OR The Porter Scene in Shakespeare's <i>Macbeth</i></li> <li>• The Opening Scene in Eugene O'Neill's <i>Emperor Jones</i></li> <li>• The Opening Scene in Girish Karnad's <i>Tughlaq</i></li> </ul>	
V	<p><b><u>Stylistics of Fiction</u></b></p> <p>a) Fiction as narrative form of discourse</p> <p>b) Characterisation, setting, narrator, theme and other elements like motif, archetype, symbol, irony, etc.</p> <p>c) Narrative techniques/strategies in fiction</p> <p>d) Point of view</p> <p>e) Distal Deixis</p> <p><u>Illustrations:</u></p> <p><b>(SHORT STORIES)</b></p> <ul style="list-style-type: none"> <li>• Edgar Allen Poe: "The Fall of the House of Usher"</li> <li>• Katherine Mansfield: "The Fly"</li> <li>• R.K. Narayan: "The Trail of the Green Blazer"</li> </ul>	12
VI	<p>Stylistics and Discourse Analysis Practice:</p> <p>Stylistic interpretation and analysis of unseen poems and/or prose passages.</p>	11

**Suggested Readings:**

- Black, Elizabeth, "Pragmatic Stylistics", Edinburgh, 2006.
- Blackmore, D., "Understanding Utterances: An Introduction to Pragmatics", Oxford: Blackwell, 1992.
- Flower, R., "Linguistic Criticism", OUP, 1996.
- Halliday, M.A.K. et al., "An Introduction to Functional Grammar", 3<sup>rd</sup> edition, London, Arnold, 2004
- Khairnar, Bharati, "Stylistic Analysis of Chinua Achebe's Fictional Works", Aadi Publication, Jaipur, 2013.
- Krishnaswamy, N., S. K. Verma and N. Nagarajan, "Modern Applied Linguistics", Madras, Macmillan, 1992.
- Leech, Geoffrey, "A Linguistic Guide to English Poetry", London, Longman, 1969.
- Leech Geoffrey and Short M., "Style in Fiction", Harlon Longman, 1981.
- Lesley Jeffries and Dan McIntyre, "Stylistics", Cambridge, 2010.
- Levinson, S.C., "Pragmatics", Cambridge, CUP, 1983.
- Lyons, J., "Language and Linguistics", Cambridge, 1981.
- Simpson, Paul, "Stylistics: A Resource Book for Students", London & New York, Routledge, 2004.



- Short, Mick, "Exploring the Language of Poems, Plays and Prose", Longman, 1996.
- Verdnok, Peter, "Stylistics", Oxford, OUP, 2002.
- Authorised editions of the prescribed texts.

This course can be opted as an elective by the students of following subjects:  
**Open to all**

**Suggested Continuous Evaluation Methods:**

Continuous Internal Evaluation shall be based on Project/ Assignment and Internal Class Test. The marks shall be as follows:

<b>Project/Assignment</b>	<b>10 Marks</b>
<b>Internal Class test</b>	<b>15 Marks</b>
<b>Course prerequisites:</b>	To study this course, a student must have passed/opted <b>English in B.A. IV</b>

Suggested equivalent online courses: MOOC platforms like SWAYAM etc. and other similar programs offered by state/national/foreign universities.

Further Suggestions: IGNOU and other Correspondence courses offered by Distance Education Universities of both State and Centre

**(Texts marked with \* are for detailed study)**

<b>Programme/Class:</b> <b>MASTER DEGREE</b>	<b>Year:</b> <b>FIFTH</b>	<b>Semester:</b> <b>10</b>
<b>Subject:</b> <b>ENGLISH</b>		
<b>Course Code: - A041001T</b>	<b>Course Title:</b> <b>GENDER STUDIES</b>	
<p><b>Course Outcomes:</b>            After completing this course, the students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand how a gendered perspective may change one's perception of literature</li> <li>• Study the writings of key theorists with special reference to literature and gender</li> <li>• Stimulate discussion on issues of cultural constructs of femininity and masculinity</li> <li>• Theorize gender in feminism, queer studies or masculinity studies</li> <li>• Interpret a text and read social change through the lens of gender</li> <li>• Realize how gender norms intersect with norms of caste, race, religion and community to create forms of privilege and oppression</li> <li>• Participate in challenging gendered practices that reinforce discrimination</li> </ul>		
<b>Credits: 05</b>	<b>Paper: Core Compulsory</b>	

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Max. Marks: 25+75

Min. Pass Marks: .....

Total No. of Lectures-Tutorials-Practical (in hours per week): 5-0-0.

Unit	Topic	No. of Lectures
I	<p><b>CONCEPTS/ESSAYS:</b></p> <ul style="list-style-type: none"> <li>• Patriarchy/Androgyny/Androcentricism</li> <li>• Sex Versus Gender</li> <li>• Introduction to Feminism &amp; Types of Feminism: Womanism/ Écriture feminine/ Gynocriticism/ Ecofeminism/ Cyberfeminism/LGBT Movement</li> <li>• Masculinity Studies, Queer Theory</li> <li>• Obscenity, Pornography, Violence and Gender</li> <li>• Elaine Showalter: <i>Towards a Feminist Poetics</i></li> <li>• Michel Foucault: "Scientia Sexualis" From <i>History of Sexuality</i></li> </ul>	12
II	<p><b>PROSE:</b></p> <ul style="list-style-type: none"> <li>• Bell Hooks: "Sisterhood: Political Solidarity Between Women" Chapter 4 from <i>Feminist Theory from Margin to Center</i></li> <li>OR</li> <li>• Simone de Beauvoir: "Introduction" from <i>The Second Sex</i></li> <li>• Jasbir Jain: "Indian Feminisms: The Nature of Questioning and the Search for Space in Indian Women's writing" from <i>Writing Women Across Cultures</i></li> <li>OR</li> <li>• Ashis Nandy: "Woman Versus Womanliness in India" from <i>At the Edge of Psychology: Essays in Politics and Culture</i></li> <li>• Judith Butler: "Subjects of Sex/Gender/Desire" Chapter 1 from <i>Gender Trouble</i></li> <li>OR</li> <li>• Riki Wilchins: "Homosexuality: Foucault and the Politics of the Self" from <i>Queer Theory, Gender Theory: An Instant Primer</i></li> </ul>	14
III	<p><b>POETRY</b></p> <ul style="list-style-type: none"> <li>• Kamala Das: * "The Dance of the Eunuchs"</li> <li>• Audrey Lorde: * "A Woman Speaks"</li> <li>• Carol Ann Duffy: * "Standing Female Nude"</li> <li>• Nikita Gill: * "Fire"</li> <li>• Suniti Namjoshi: * "The Unicorn"</li> </ul>	10
IV	<p><b>FICTION/MEMOIR:</b></p> <ul style="list-style-type: none"> <li>• Maxine Hong Kingston: <i>The Woman Warrior</i></li> </ul>	15























































