

## **MAA PATESHWARI UNIVERSITY, BALRAMPUR (U. P)**



**PG Programme: M. A. (English)**

**Syllabus for M. A. English (Sem I, II, III & IV)**

**Learning Outcome-based Curriculum**

**In Accordance with National Education Policy-2020**

**Paper wise Course Contents: Enclosed the copy of syllabus**

**Credits/ semester: (5x5 =) 25**

**Total number of Credits (for 4 semesters): (25x4=) 100**

**No. of lectures per Core/ Elective Paper/ Semester: (15x5=) 75**

**Total no. of periods (for 4 Semesters): (75x4) = 300**

**M.A. Course in English shall comprise 4 semesters. Each semester shall have 4 courses. In all, there shall be 16 courses of 5 credits each. Each course shall carry 100 marks. Of these, 75 marks shall be reserved for theory (End-Semester Examination) and 25 marks for tutorials/seminars (Internal Assessment). The starred texts in Drama are meant for detailed study and all texts in Poetry and Prose are for Detailed study.**

**Learning Outcomes: Master's Degree (2 years /4 semesters of study):** The Master's degree qualifies students who can apply an advanced body of knowledge in a range of contexts for professional practice, research, and scholarship and as a pathway for further learning. Graduates at this level are expected to possess and demonstrate specialized knowledge and skills for research, and/or professional practice and/or for further learning. Master's degree holders are expected to demonstrate the ability to apply the established principles and theories to a body of knowledge or an area of professional practice.

**Programme Specific Outcomes:** Upon completion of the MA English programme, graduates should be able to demonstrate the acquisition of:

- Advanced knowledge of major literary periods, genres, and movements.
- Critical understanding and interpretation of literary and cultural texts along with an awareness and appreciation of diverse literary traditions and cultural contexts.
- Advanced theoretical and analytical skills in literary studies.
- attain a comprehensive knowledge of the history, forms and concepts associated with literatures in English.
- demonstrate a high-level proficiency in analyzing and interpreting literary and other cultural texts.
- acquire communication competence and skills in English, both spoken and written.
- equip themselves with skills and techniques of English language and literature teaching at various levels.
- display skills of translating English texts to other languages and vice-versa
- identify and pursue areas of research in literary and cultural studies.

- develop a creative, aesthetic and critical awareness of the world surrounding them.

### Two Year MA Programme in English

Semester	Course Code	Course Title	Type	Credits
<b>I</b>	ENG101	Chaucer to Marlowe	Core	05
	ENG102	John Donne to Henry Fielding	Core	05
	ENG103	William Wordsworth to Thomas Hardy	Core	05
	ENG104	20 <sup>th</sup> Century Literature	Core	05
	ENG105	Project Presentation/Study Tour		05
<b>II</b>	ENG106	English Literary Criticism	Core	05
	ENG107	Women Literature	Core	05
	ENG108	American Literature	Core	05
	ENG109	Applied Linguistics	Core	05
	ENG110	Project Presentation/Study Tour		05
<b>III</b>	ENG111	Indian Literature in English	Core	05
	ENG112	Postcolonial Literatures	Core	05
	ENG113	Phonetics and English for Specific Purposes		
	ENG114	(A) William Shakespeare OR (B) T S Eliot	First Elective	05
	ENG115	Project Presentation/Study Tour	Core	05
<b>IV</b>	ENG116	Indian Literature in Translation	Core	
	ENG117	Contemporary Literary Theories	Core	
	ENG118	Literature and Environment	Core	05
	ENG119	(A) English Writing on India OR (B) Literature of the Indian Diaspora	Second Elective	05
	ENG120	Dissertation	Core	05

## **Semester I**

### **Core Paper I: Chaucer to Marlowe**

#### **Unit 1 (a)Social, Political and Intellectual Background**

**(b)Prose : Francis Bacon- Of Truth**

Of Great Place

Of Ambition

#### **Unit 2 Poetry**

**Geoffrey Chaucer:** Prologue to Canterbury Tales

**Edmund Spenser:**The Faerie Queene (Book I , Canto I)  
Epithalamion

#### **Unit 3 Drama**

**Christopher Marlowe:** Doctor Faustus\*

**Thomas Kyd :** The Spanish Tragedy

**Ben Jonson:** The Alchemist

### **Course Outcomes:**

After the completion of the course the students shall:

- get an overview of the major poetic trends in British poetry that age.
- develop the skill to analyse and interpret all the genres in terms of theme, language and form.
- understand the contexts that produced literature in different periods.
- identify the various themes and techniques of different works of English literature.
- major prose writers of the concerned period.
- be able to identify the various prose styles of major prose writers of the period under study.

### **Recommended Readings:**

- Abrams, M.H.: *English Romantic Poets*. OUP, 2nd ed., 1975.
- Legouis, E. *Geoffrey Chaucer*. Bloud and Company, 1910.
- Walker, Hugh. *The Literature of the Victorian Era*. Cambridge University Press, 2011.
- Walker, Hugh. *The English Essays and Essayists*. J.M. Dent and Sons Ltd., 1928.
- Chambers, E. *The Development of English Prose*. Oxford University Press, 1957.

## **Core Paper II: John Donne to Henry Fielding**

### **Unit 1**

#### **(a) Social, Political and Intellectual Background**

##### **(b)Prose**

**Jeremy Collier** : ‘A Short View of the Immorality and Profaneness of the English Stage’

**Richard Steele** : The Character of an Upright Man

**Oliver Goldsmith** : ‘The Republic of Letters’ from The Citizen of the World

### **Unit 2**

#### **Poetry**

John Donne: “The Good-Morrow”

**John Milton** : Paradise Lost, Book I

**Alexander Pope** : The Rape of the Lock (Cantos I to III)

### **Unit 3**

#### **Drama**

**John Webster:** The Duchess of Malfi\*

**William Congreve** : The Way of the World

### **Unit 4**

#### **Fiction**

**Daniel Defoe:** Robinson Crusoe

**Henry Fielding** : Tom Jones

**Samuel Richardson** : Pamela

### **CourseOutcomes:**

After the completion of the course the students shall:

- get an overview of the major poetic trends in British genres of that age.
- develop the skill to analyse and interpret all the genres in terms of theme, language and form.
- understand the contexts that produced literature in this particular period.
- identify the various themes and techniques of different works of English literature.
- discover the various techniques of fiction writing.
- develop an understanding of the theories of fiction.

### **Recommended Readings:**

- Abrams, M.H.: *English Romantic Poets*. OUP, 2nd ed., 1975.
- Gardner, Helen. *The Metaphysical Poets*. Penguin Classics, 1960.
- Styan, J.L., *The English Stage*, Cambridge: Cambridge University Press, 1996.
- Chambers, E. *The Development of English Prose*. Oxford University Press, 1957.

## **Core Paper III: Wordsworth to Hardy**

### **Unit 1 (a) Social, Political and Intellectual Background**

#### **(b) Prose**

**Charles Lamb:** 'The Superannuated Man'

**John Ruskin :** Unto This Last: The Roots of Honour

**Matthew Arnold:** Culture and Anarchy: Sweetness and Light

### **Unit 2**

#### **Poetry**

**William Wordsworth :** 'Tintern Abbey'

**Samuel Taylor Coleridge :** 'The Rime of the Ancient Mariner'

**John Keats :** 'Ode to Autumn'

**P B Shelley:** 'Ode to the West Wind'

**Alfred Tennyson :** "Ulysses"

**Robert Browning:** 'Rabbi Ben Ezra'

**Matthew Arnold :** 'The Scholar Gypsy'

### **Unit 3**

#### **Fiction**

**Jane Austen :** Sense and Sensibility

**Thomas Hardy :** Tess of the D'Urbervilles

### **Course Outcomes:**

After the completion of the course the students shall:

- get an overview of the major poetic trends in British genres of that age.
- develop the skill to analyse and interpret all the genres in terms of theme, language and form.
- understand the contexts that produced literature in this particular period.
- identify the various themes and techniques of different works of English literature of this age.
- discover the various techniques of fiction writing in romantic age.
- develop an understanding of the theories of fiction in romantic age.

### **Recommended Readings:**

- Abrams, M.H.: *English Romantic Poets*. OUP, 2nd ed., 1975.
- Walker, Hugh. *The English Essays and Essayists*. J.M. Dent and Sons Ltd., 1928.
- Chambers, E. *The Development of English Prose*. Oxford University Press, 1957.

- Arnold. *Introduction to the English Novel* (Vols.1 & 2), London: Hutchinson & Co., 1999.

## Core Paper IV: 20<sup>th</sup> Century Literature

## Unit 1 (a) Social, Political and Intellectual Background

**(b)Prose**

## Jean-Paul Sartre: Existentialism and Human Emotions

## Albert Camus: The Myth of Sisyphus Chapters I & IV

## Unit 2 Poetry

## Thomas Stearns Eliot: The Waste Land

### W.B. Yeats : ‘Byzantium’

## ‘Easter 1916’

## Philip Larkin: Here

### Ted Hughes: 'Hawk Roosting'

## Seamus Heaney : Casualty

### **Dylan Thomas : ‘Do Not Go Gentle into That Good Night’**

## Unit 3 Drama

## Harold Pinter: The Homecoming

## Samuel Beckett: Waiting for Godot

## Unit 4 Fiction

## Virginia Woolf :To the Lighthouse

## D.H. Lawrence : Sons and Lovers

## Project Presentation/Study Tour

**Course Outcomes:**

- acquire the strategy of analysing and interpreting poetry of modern age.
- get exposed to the origin and development of English drama of 20<sup>th</sup> century.
- develop an understanding of the genres, conventions and experiments in English drama.
- understand the basics and conventions of various theatrical conventions and styles.
- understand the major factors responsible for the rise of the novel.
- identify the major characteristics of fiction in modern age.

- discover the various techniques of fiction writing in this age.

### Recommended Readings:

- Esslin, M.: *The Theatre of the Absurd* New York: Vintage 3rd Ed. 2004.
- Styan, J.L., *The English Stage*, Cambridge: Cambridge University Press, 1996.
- Chambers, E. *The Development of English Prose*. Oxford University Press, 1957.
- Walker, Hugh. *The English Essays and Essayists*. J.M. Dent and Sons Ltd., 1928.
- Chambers, E. *The Development of English Prose*. Oxford University Press, 1957.
- Arnold. *Introduction to the English Novel* (Vols.1 & 2), London: Hutchinson & Co., 1999.

## Semester II

### Core Paper I: Literary Criticism

<b>Unit 1</b>	<b>Aristotle:</b> Poetics <b>Longinus:</b> On the Sublime <b>Philip Sidney:</b> An Apology for Poetry
<b>Unit 2</b>	<b>John Dryden:</b> An Essay on Dramatic Poesy <b>William Wordsworth:</b> “Preface to <i>Lyrical Ballads</i> ” <b>S. T. Coleridge:</b> Biographia Literaria (Chapter XIII, XIV)
<b>Unit 3</b>	<b>Matthew Arnold:</b> ‘Study of Poetry’ <b>T. S. Eliot:</b> ‘Tradition and the Individual Talent’, ‘Hamlet and His Problems’ <b>I. A. Richards:</b> ‘Four Kinds of Meaning’
<b>Unit 4</b>	<b>Short Introduction to Dhvani, Vakrokti, Alankara, Riti, Auchitya</b>

### Course Outcomes

After the completion of the course the students shall

- get introduced to the major texts of literary criticism from Aristotle to I.A. Richards.
- identify the major critical concerns and debates in the history of literary criticism.
- develop a critical vocabulary for analysing literary texts in the light of major critical texts.
- get introduced to the concept of theory and its significance to the study of literature and culture.
- get acquainted with various schools of Classical Indian literary criticism.

### Recommended Readings :



- Barry, Peter: *Beginning Theory*. Manchester University Press, 3rd edition, 2009.
- Butcher, S.H. *Aristotle's Theory of Poetry and Fine Art*. Dover Publications, 1951.
- Enright, D. J. and Ernst De Chickera. *English Critical Texts*. OUP, 1963.
- Hardy, William J. *Twentieth Century Criticism*. New York: Free Press(Macmillan), 1974.
- Saintsbury, George. *A History of Literary Criticism*. New Delhi: Atlantic Publishers, 2004.
- Wellek, Rene. *A History of Modern Criticism: 1750-1950, Vols. I-IV*. London: Jonathan Cape 1958.
- Wimsatt, William K. and Cleanth Brooks. *Literary Criticism: A Short History*. Random House, 2000.
- Kapoor, Kapil. *Literary Theory: Indian Conceptual Framework*, Affiliated East-West press private Limited.

## **Core Paper II: Women Literature**

**Unit I : (a) Basic Concepts :** Patriarchy, Sex and Gender, Androgyny, Types of Feminism, Womanism, Écriture feminine, Gyno Criticism

### **(b)Feminist Literary Criticism:**

**Simone de Beauvoir:** Introduction to *The Second Sex*

**Virginia Woolf :** A Room of One's Own

**Unit 2** **Mahasweta Devi :** Mother of 1084

**Rashid Jahan :** *Behind the Veil* (One Act Play)

**Unit 3** **Anita Desai :** Fire on the Mountain

**Bharati Mukherjee :** Jasmine

**Unit 4** **Maya Angelou :** 'Phenomenal Woman'

**Suniti Namjoshi :** 'The Unicorn'

**Sylvia Plath:** Lady Lazarus

**Mamta Kalia:** Tribute to Papa

### **Course Outcomes:**

- become familiar with the earliest critical feminist works along with an understanding of the development of feminist theory.
- be familiar with the critical feminist works along with an understanding of the development of feminist theory by studying the various phases of feminism in theory and literature.

- be able to evaluate the feminist works of Black and Brown women and understand the politics of race within feminist theory.
- be acquainted with the concept of critical feminist re-readings of canonical text and the concept of ‘writing back’ and female subjectivity by studying select texts.

### **Recommended Readings :**

Beauvoir, Simone de. *The Second Sex*. 1949. Trans. and ed. H.M. Parshley. David Campbell Publishers Ltd., 1993.

Millet, Kate. *Sexual Politics*. Doubleday, 1969.

Moi, Toril. *Sexual/Textual Politics*. Methuen, 1985.

Showalter, Elaine. *A Literature of Their Own: British Women novelists from Bronte to Lessing*. Princeton University Press, 1977.

Spender, Dale. *Mothers of the Novel*. Pandora Press, 1986.

### **Core Paper III: American Literature**

#### **Unit 1**

#### **Prose**

**Ralph Waldo Emerson:** ‘Self-Reliance’

**H. D. Thoreau:** ‘Civil Disobedience’

#### **Unit 2**

#### **Poetry**

**Ralph Waldo Emerson:** Brahma

**Walt Whitman:** Song of Myself (sections 1, 48, 49)

**Emily Dickinson:** Hope is a thing with feathers

‘Because I could not stop for death’

**Robert Frost:** Birches

‘The Road Not Taken’

#### **Unit 3**

#### **Drama**

**Edward Albee:** Who’s Afraid of Virginia Woolf

#### **Unit 4**

#### **Fiction**

**Nathaniel Hawthorne:** The Scarlet Letter

**Mark Twain:** Huckleberry Finn

**Toni Morrison:** Beloved

### **Course Outcomes**

After the completion of the course the students shall

- get acquainted with major trends and significant achievements of American Literature.

- get acquainted with concepts like Puritanism, Transcendentalism and the American Frontier.
- get a comprehensive knowledge of the social, historical, cultural forces that were responsible for the formation of the American tradition of writings in English.
- get sensitized to the evolution of liberationist and empowering movements like Black consciousness and Feminism and the spectacular rise of Black Feminist writing.
- get acquainted with the rise of existential, experimental and postmodern forms of writing that constitute the most significant achievement of contemporary American Literature.

### **Recommended Readings**

Cunliffe, M. *The Literature of the United States*. Penguin Books, 1970.

Fischer, R. *American Literature of the 19th Century*. S. Chand and Company Ltd., 2005.

Hoffman, D ed. *Harvard Guide to Contemporary American Writing*. Harvard University Press, 1979.

Oliver, Egbert S. (Ed.). *American Literature, 1890-1965: An Anthology*. S.Chand and Company Ltd., rpt. Edition, 2002.

Ruland, R. and Bradbury: *From Puritanism to Postmodernism*. Routledge, 1991.

Spiller, Robert,E.: *The Literary History of the United States*, Macmillan.

### **Core Paper IV: Applied Linguistics**

#### **Unit I**

What is Language/ Origin and Development of Human Language  
Properties/ Characteristics of Human Language  
Origin, growth and development of English  
Growth of Vocabulary  
Change of Meaning.

#### **Unit II**

Linguistics as a Science  
Models of Linguistic Analysis  
Major Concepts: Synchronic and Diachronic Linguistics, Syntagmatic and Paradigmatic Relations, Langue and Parole, Competence and Performance  
Socio-linguistics; Dialects, Idiolects and Registers;  
Evolution of Standard English; English as a Global Language.

#### **Unit III**

Morphology  
Morphemes & Allomorphs  
Processes of Word Formation

#### **Unit IV**

Grammar (Traditional, Structural and Transformational Generative)

## Course Outcomes

After the completion of the course

- students will understand uniqueness and functions of human language.
- students will acquire in-depth knowledge of the mechanism involved in the production, transmission and reception of speech sounds.
- students will develop understanding about the structure of morphological system and morphophonemic and morphological process in language.

## Recommended Readings

Baugh, A.C..*A History of English Language*. Prentice Hall 5<sup>th</sup> edition, 2001; Routledge, 2002

Barber, Charles. *The English Language: A Historical Introduction*. Cambridge University Press, 2000.

Meinong, C.K. . *Principals of Linguistics*. Penguin, 1992.

Sethi and Dhamij: *Course in Phonetics*. Prentice Hall, 1999.

Yule, George. *The Study of Language*. Cambridge University Press, 1996.

## Project Presentation/Study Tour

### Semester III

#### Core Paper I: Indian English Literature

##### Unit 1

##### Prose

**Mahatma Gandhi:** Hind Swaraj

**A.K. Ramanujan :** “Is There an Indian Way of Thinking”

##### Unit 2

##### Poetry

**Rabindranath Tagore:** Songs from Gitanjali (Song no.01,19,54)

**Sarojini Naidu:** Coromandel Fishers

**Jayanta Mahapatra :** ‘The Lost Children of America

**Nissim Ezekiel:** A Morning Walk

“Poet, Lover, Birdwatcher”

**Kamala Das :** ‘The Dance of the Eunuchs

##### Unit 3

##### Drama

**Mahesh Dattani:** Final Solutions\*

**Girish Karnad :**The Fire and the Rain

## **Unit 4**

## **Fiction**

**Raja Rao:** Kanthapura

**Arundhati Roy:** The God of Small Things

**R.K. Narayan :** The Guide

### **Course Outcomes**

After the completion of the course

- Students will have an in-depth knowledge of major Indian writers in English or English Translation, showcasing an understanding of their contributions and the evolution of contemporary Indian literature.
- Students will be able to critically examine and discuss various literary genres, considering the socio-economic, political, and religious factors that shape these genres in the diverse cultural landscape of India.
- the students shall grasp the social political and cultural issues reflected in the major genres of Indian English Literature.
- the students shall identify the thematic, linguistic and formalistic features of Indian English Literature.
- the students shall learn ways of interpreting Indian English Literature.

### **Recommended Readings:**

- K.R. Ramchandran Nair: Three Indo-Anglian Poets: Henry Derozio, Toru Dutt, and Sarojini Naidu (New Delhi, 1987)
- K.D. Sethna, Sri Aurobindo: The Poet (Pondicherry, 1974)
- Paranjape, Makarand (ed.) Indian Poetry in English. Macmillan India Ltd. 1993
- M.K. Naik and S. Mokashi-Punekar (eds), Perspectives on Indian Drama in English (Madras, 1977).
- S. Krishna Bhatta, Indian English Drama: A Critical Study (New Delhi, 1987).

## **Core Paper II: Post-colonial Literatures**

### **Unit 1**

### **Prose**

**Henry Lawson** – "The Drover's Wife"

**Barbara Baynton** – "The Chosen Vessel"

## **Unit 2**

### **Poetry**

**A.D. Hope:** Death of the Bird

**Judith Wright:** Woman to Man

**Peter Porter** – “Your Attention Please”

## **Unit 3**

### **Drama**

**Ray Lawler** : Summer of the Seventeenth Doll

## **Unit 4**

### **Fiction**

**Chinua Achebe:** Things Fall Apart

**Patrick White** : Voss

**Margaret Atwood:** Surfacing

### **Course Outcomes**

After the completion of the course the students shall

- comprehend the history of colonialism and various types of resistance to it through the study of literary texts from Africa, Caribbean Islands Australia and Canada.
- get introduced to some of the key postcolonial texts from the settler colonies of these regions.
- develop a critical vocabulary and strategy for studying Postcolonial literatures.
- identify various new genres and forms emerging out of cultural interaction in Postcolonial literatures.

### **Recommended Readings**

Ashcroft, Bill, Gareth Griffiths and Helen Tiffin. *The Empire Writes Back*:

Routledge, 1991.

Innes, C. L. *The Cambridge Introduction to Postcolonial Literatures*.

Cambridge University Press, 2007.

Nayar, Pramod. *Postcolonial Literatures: An Introduction*. Pearson Longman, 2008.

Patke, Rajiv. *Postcolonial Poetry in English*. Oxford University Press, 2006.

## **Core Paper: III Phonetics and English for Specific Purposes**

### **Unit I**

Organs of Speech

Speech Mechanism

	Speech Sounds
	Phonetic Symbols.
<b>Unit II</b>	Phonemes
	Allophones
	Sound Sequences: Syllable, Word Stress, Strong and Weak Forms
	Stress and Intonation in English
	Description and Classification of Vowels and Consonants
<b>Unit III</b>	Types of Transcription
	Syllable
	Word-Accent, Stress and Rhythm in Connected Speech
<b>Unit IV</b>	English as a Second Language
	English for Academic Purposes
	English on the Workplace
	Business English
	Technical English
	Scientific English
	Legal English

### Course Outcomes

After the completion of the course

- students will understand uniqueness and functions of human language.
- students will acquire in-depth knowledge of the mechanism involved in the production, transmission and reception of speech sounds.
- students will develop understanding about the structure of morphological system and morphophonemic and morphological process in language.
- students will be able to appreciate the interdisciplinary nature of Linguistics.

### Recommended Readings

Baugh, A.C..*A History of English Language*. Prentice Hall 5th edition, 2001; Routledge, 2002  
Matilal, B.K..*The Word and the World*. Oxford University Press, 1990.  
Meinong, C.K. . *Principals of Linguistics*. Penguin, 1992.  
Sethi and Dhamij: *Course in Phonetics*. Prentice Hall, 1999.  
Yule, George. *The Study of Language*. Cambridge University Press, 1996.  
Jones, Daniel: *English Pronouncing Dictionary*, Cambridge University Press.

## **First Elective Paper: (A) William Shakespeare**

### **Unit 1**

#### **Poetry**

Look in the Glass and Tell the Face Thou Viewest (Sonnet 3)

Shall I Compare Thee to a Summer's Day (Sonnet 13)

Heavy, Do I Journey on the Way (Sonnet 50)

Where Art Thou Muse (Sonnet 100)

The Expense of Spirit in A Shame (129)

### **Unit 2**

#### **Drama**

Henry IV, Part I

Hamlet

The Tempest

### **Unit 3**

#### **Criticism**

Preface to Shakespeare by Samuel Johnson

## **(B) T. S. Eliot**

### **Unit 1**

#### **Poetry**

Burnt Norton

Gerontion

The Hollow Men

### **Unit 2**

#### **Drama**

The Family Reunion

The Cocktail Party

### **Unit 3**

#### **Criticism**

The Function of Criticism

Hamlet and His Problems

## **Project Presentation/Study Tour**



## **Semester : IV**

### **Core Paper I: Indian Literature in Translation**

#### **Unit 1**

#### **Autobiography**

**Amrita Pritam:** Revenue Stamp

**Ismat Chughtai :**A Life in Words: Memoirs

(Translated by M. Asaduddin)

#### **Unit 2**

#### **Poetry**

**Ajneya:** Hiroshima

**Sitakant Mahapatra:** The Song of Jara

**Subrahmania Bharati:** Freedom

**Daya Pawar:** Oh, Great Poet

**Mahadevi Verma:** No Matter the way be Unknown

#### **Unit 3**

#### **Drama**

**Kalidas:** Shakuntala\* (IV ACT)

**Vijay Tendulkar:** The Vultures

**Bhartendu Harischandra's:** Andher Nagri Chaupat Raja's English translation Damned City: The Dumb King

#### **Unit 4**

#### **Fiction**

**Sharan Kumar Limbale:** The Outcaste

**U R Ananthamurthy:** Samskara

**Urmila Pawar :** 'Mother'

### **Course Outcomes**

After the completion of the course

- the students shall get introduced to the major Indian writers translated into English.
- the students shall comprehend the significance of the translated texts in terms of their cultural value and significance.
- the students shall become familiar with the theory and concept of translation in the Indian context.
- the students shall assess the importance of studying translated Indian literature in the Indian English classroom.

## Recommended Readings

Das, Sisir Kumar. *A History of Indian Literature*. Sahitya Akademi. 1995.

Mukherjee, Meenakshi. *Realism and Reality: The Novel and Society in India*. OUP. 1985.

Mukherjee, Sujit. *Towards a Literary History of India*. IAS. 1975.

Satchidanandan, K. *Indian Literature: Positions and Propositions*. Pencraft Int. Satchidanandan, K. *Signatures*. NBT. 2000.

## Core Paper II: Contemporary Literary Theories

<b>Unit 1</b>	<b>Postmodernism and Deconstruction</b> <b>Roland Barthes:</b> The Death of the Author <b>Paul de Mann:</b> Resistance to Theory
<b>Unit 2</b>	<b>Russian Formalism and Myth Criticism</b> <b>Victor Shklovsky:</b> From Art as Technique <b>Bakhtin:</b> Discourse in the Novel <b>Northrop Frye:</b> Myth, Fiction and Displacement
<b>Unit 3</b>	<b>Neo Marxism and Feminism,</b> <b>Louis Althusser:</b> From Ideology and the State Apparatuses <b>Helene Cixous:</b> Castration or Decapitation
<b>Unit 4</b>	<b>Reader Response Theory</b> <b>Stanley Fish:</b> Is there a text in the class? <b>Wolfgang Iser:</b> From "The Reading Process"
<b>Unit 5</b>	<b>Psychoanalysis and Gender Studies</b> <b>Jaques Lacan:</b> The Mirror Stage as Formative of the I as Revealed in the Psychoanalytic Experience <b>Judith Butler:</b> Performative Acts and Gender Constitution

## Course Outcomes

After the completion of the course

- the students shall get introduced to the concept of theory and its significance to the study of literature and culture.
- the students shall comprehend the features of various schools of Contemporary literary theory like Structuralism, Post-Structuralism, Feminism, Marxism, Postcolonialism and so on.
- the students shall learn the ways a literary text can be read in the light of the various theories.

### **Recommended Readings**

Barry, Peter. *Beginning Theory*. Manchester University Press, 3rd edition, 2009.

Bhaduri, Saugata and Simi Malhotra. *Literary Theory: An Introductory Reader*.

Anthem Press India. 2010.

David Lodge, Ed. *Twentieth Century Literary Criticism*: Longman

Phillip Rice & Patricia Waugh, Ed. *Modern Literary Theory: A Reader*, 4th Edition

Julie Rivkin & Michael Ryan, Eds, *Modern Literary Theory: A Reader*, 4th Edition

### **Core Paper III: Literature and Environment**

#### **Unit 1**

##### **Prose**

**Henry David Thoreau:** *Where I Lived and What I Lived For*

**Vandana Shiva:** *Women in Nature* (Staying Alive- 3<sup>rd</sup> chapter)

#### **Unit 2**

##### **Poetry**

**Andrew Marvell:** *The Garden*

*The Mower against Gardens*

**William Wordsworth:** *Lines Written in Early Spring*

*The World is too Much with Us*

**G M Hopkins:** *Binsey Poplars*

*Pied Beauty*

**Robert Frost:** *The Oven Bird*

#### **Unit 3**

##### **Drama**

**William Shakespeare:** *As You Like It*\*

#### **Unit 4**

##### **Fiction**

**George Orwell:** *Coming Up for Air*

**Amitav Ghosh:** *The Hungry Tide*

### **Course Outcomes**

After the completion of the course the students shall

- get sensitized to the ecological crises that the world faces through literary representations.
- understand the role of humanities in general and literature in particular in addressing and comprehending environmental issues.
- comprehend the intersection between gender and environment through

study of literary texts.

### Recommended Readings

- Bate, Jonathan. *Romantic Ecology*. Routledge, 1991.
- Buell, Lawrence. *The Environmental Imagination*, Cambridge: Harvard University Press, 1995.
- Garrard, Greg. *Ecocriticism*. Routledge, 2004.
- Glotfelty, Cheryl and Fromm, Harold (eds). *The Ecocriticism Reader*. University of Georgia Press. 1996.
- Shiva, Vandana, and Maria Mies. *Ecofeminism*. Fernwood Publications, 1993.

### Second Elective: (A) English Writing on India

<b>Unit I</b>	<b>Rudyard Kipling:</b>	Kim
<b>Unit II</b>	<b>E M Forster:</b>	A Passage to India
<b>Unit III</b>	<b>Paul Scott:</b>	The Jewel in the Crown
<b>Unit IV</b>	<b>Mark Tully:</b>	No Full Stops in India

OR

### (B) Literature of the Indian Diaspora

<b>Unit 1</b>	<b>Prose</b>
	<b>Salman Rushdie:</b> 'Imaginary Homelands' from <i>Imaginary Homelands</i>
	<b>Meena Alexander:</b> 'Language and Shame'* from <i>Fault Lines</i>
<b>Unit 2</b>	<b>Poetry</b>
	<b>Usha Akella:</b> 'This is Where the Hair Fell'
	<b>Sujata Bhatt:</b> 'Search for My Tongue'
	<b>Agha Shahid Ali:</b> 'A Pastoral'
	'Learning Urdu'
	<b>Shanta Acharya:</b> 'City Slickers'
	'What You Don't Know'
<b>Unit 3</b>	<b>Fiction</b>
	<b>Jhumpa Lahiri:</b> The Namesake
	<b>Benjamin:</b> Goat Days
	<b>Chitra Banarjee Divakaruni:</b> The Palace of Illusions

### Course Outcomes

After the completion of the course

- the students will have a comprehensive understanding of the literature of the Indian diaspora.

- the students will be able to comprehend the major concerns expressed by the diasporic writers of Indian origin.
- the students will be familiar with the ways in which the diasporic Indian identity finds expression in literature.
- the similarities and differences of themes and expressions in the writings from the Indian diaspora residing in various nations and settings.

### **Recommended Readings**

Anderson, Benedict. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. Verso, 1999.

Bhabha, Homi. *The Location of Culture*. Routledge, 1994.

Hegde, Radha Sarma and Ajaya Kumar Sahoo ed. *Routledge Handbook of the Indian Diaspora*. Routledge, 2017.

Mishra, Vijay. *The Literature of the Indian Diaspora: Theorizing the Diasporic Imaginary*. Routledge, 2007.

Rushdie, Salman. *Imaginary Homelands: Essays and Criticism, 1981–1991*. Granta, 1991.