

MAHARAJA SUHEL DEV STATE UNIVERSITY, AZAMGARH



Syllabus for

Master's Degree in English

Designed As Per Syllabus Development Guidelines

Under

National Education Policy–2020

MAHARAJA SUHEL DEV STATE UNIVERSITY, AZAMGARH

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Consolidated Semester wise list of papers

Year	Sem.	Course Code	Paper Title	Type	Credit
B.A. IV/ M.A. I	VII	A040701T	Paper 1: English Literature (14 th : 17 th Century)	Compulsory	05
		A040702T	Paper 2: English Literature (18 th : 20 th Century)		
		A040703T	Paper 3: Linguistics & ELT		
		A040704T	Paper 4: Indian English Literature		
		A040705R	Paper 5: Major Research Project		04
Minor/Elective Course		A040701M	Communicative English and Writing Skills		04
B.A. IV/ M.A. I	VIII	A040801T	Paper 1: Literary Criticism and Theories	Compulsory	05
		A040802T	Paper 2: Colonial and Post-Colonial Literature		
		A040803T	Paper 3 (A): Translation and Folk Literature	Choose any ONE	05
		A040804T	Paper 3 (B): Literature & Environment		
		A040805T	Paper 4: Research Methodology	Compulsory	05
		A040806R	Paper 5: Major Research Project		04
M.A.II	IX	A040901T	Paper 1: American Literature	Compulsory	05
		A040902T	Paper 2: African & Caribbean Literature		
		A040903T	Paper 3: SAARC Literature		
		A040904T	Paper 4(A): Australian & Canadian Literature	Choose any ONE	05
		A040905T	Paper 4(B): Stylistics & Discourse Analysis		
		A040906R	Paper 5: Major Research Project	Compulsory	04
M.A.II	X	A041001T	Paper 1: Gender Studies	Compulsory	05
		A041002T	Paper 2: Cultural and Marginal Studies		
		A041003T	Paper 3: Genre Fiction		
		A041004T	Paper 4(A): Advanced Literary Studies in Films, Theatre and Performing Arts	Choose any ONE	05
		A041005T	Paper 4(B): Translation: Theory and Practice		
		A041006R	Paper 5: Major Research Project	Compulsory	04

Note: 1. Students will be required to opt one paper as minor paper (04 credits) from the other faculty/subject in addition to major papers either in FIRST semester or SECOND semester. The syllabus of English (Minor/Elective Course) is attached after the syllabus of major courses.

2. Major Research Project is a compulsory paper in the I and II semester of Postgraduation, for which total (100 Marks.) are prescribed, which shall be evaluated at the end of the year by the examiner nominated by the University. Students will undertake a Major Research Project of (04 + 04 = 08 credits) each semester. However, Major Research Projects may be either individual type (completed in only one sem.) or progressive type (completed in two semesters).

3. Optional papers have been classified into groups (A) and (B)

**Designed as per Syllabus Development Guidelines under
National Education Policy – 2020
Syllabus Developed by:**

S. No.	Name	Designation	Department	College/University
1.	Prof. Rashika Riaz, Convener Board of Studies in English	Professor	English	D.C. S. Khandelwal (pg.)College, Mau
2.	Prof. Maya Shanker Pandey External Subject Expert, Board of Studies in English	Professor & Ex-Head	English	Banaras Hindu University, Varanasi
3.	Prof. R.P. Singh External Subject Expert Board of Studies in English	Professor	English	Lucknow University, Lucknow
4.	Dr. A.P. Dwivedi, P.G. Member, Board of Studies in English	Assistant Professor	English	D.C.S.K. (PG) College, Mau
5.	Prof. Munir, U.G. Member, Board of Studies in English	Professor	English	Shibli National P.G. College, Azamgarh
6.	Prof. Rajeshwar Prasad U.G. Member, Board of Studies in English	Professor	English	Sarvodaya (PG) College, Ghosi Mau
7.	Prof. Sarfaraz Nawaz U.G. Member, Board of Studies in English	Professor	English	Shibli National P.G. College, Azamgarh

NOTE: This syllabus is based on the syllabus (with modifications to the extent of 30%) developed by the committee of experts under the co- Ordinator ship of Prof. (Dr.) Anita Rani Rathore, Principal, Manyawar Kanshiram Government Degree College, Gabhana, Aligarh.

Pattern of Question Paper:

Max. Marks - 75

The question paper shall be divided into three sections

Section-A: One question consisting of 10 parts to be answered in about 50 words each
(10 X 2 = 20 Marks)

Section-B: Eight short answer questions including at least three passages for explanation with internal choice. Five questions shall be answered in about 200 words each.

(5 X 7 = 35 Marks)

Section-C: This section will have four long answer questions. Students will have to attempt any two of them in about 500 hundreds words each.

(2 X 10 = 20 Marks)

Dissertation: 100 Marks

The dissertation shall be evaluated at the end of the year by the examiner nominated by the University.

Programme Outcomes (POs)

The programme aims to:

- Develop an appreciation of English language, its connotations and interpret and appreciate the didactic purpose of literature
- Take cognizance of the historical, social and cultural context of each literary work and thereby make connections between literature and society & appreciate literature's ability to stimulate feelings
- Provide an exposure to various social and cultural traditions and through the reading of representative texts from different periods help a student gain a critical insight about the reality as a whole
- Develop the critical sensibility of the students and provide insight for analysis and interpretation of literary works
- Enable them to comprehend the philosophical base behind the various literary and critical theories
- Introduce the students to familiarize them with the basic concepts of language and linguistic theories
- Comprehend translation as a useful bridge between various linguistic regions
- Widen the scope of the understanding of 'literature' to include oral narratives transcending generations.
- Establish the relationships between folklore, oral narratives and culture
- Bring to the students an appreciation of folklore that keeps alive the psychological patterns, instincts, or archetypes of the collective mind of a community
- Sensitize the students towards society and environment
- Develop the research skills and aptitude of the students
- Assist students in the development of intellectual flexibility, creativity, and cultural literacy so that they may engage in life-long learning
- Acquire basic skills to pursue translation as research and career
- Deepen knowledge in English literature for higher studies
- Acquire communication competence and skills in English, both spoken and written
- Help the students prepare for competitive exams
- 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
- Generate critical thinking and humanitarian values to formulate creative synthesis of texts, society, and culture
- 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
- Examine and critically analyses 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
- Familiarize the learners with the procedures involved in research and orient the students towards academic research

Programme Specific Outcomes (PSOs)

The learners will be able:

- To understand literary language and sensibility and get acquainted with major movements related to English literature concentrating on seminal works and poets through study of selected texts
- To familiarize with British Literature and the process of gradual change in the literary scenario right from the fourteenth century to the present age
- Assess how Renaissance ideas revolutionized the entire Europe
- To develop independent critical thinking in their analysis of literary texts
- To find a practical approach to the theoretical concepts through case studies
- Outline main trends in major literary genres
- Describe the development and the constituents of British drama and poetry.
- To acquaint themselves with the basics of linguistics as a scientific study
- To understand the speech mechanism, classify vowels and consonants and get acquainted with the phonetic symbols and phonetic transcription
- To recognize the different features of word accent and intonation and get familiar with language teaching, language learning and testing
- To understand the richness and variety of Indian English Literature
- To relate with the styles and themes of Indian women writers
- To understand the transition from humanistic to modern and post modern critical tradition and will be able to comprehend the current critical theories
- To develop an understanding of the cultural politics of imperialism
- To trace the history of post-colonial movements in India and its textual representations
- To map the development of folklore as a subject and ground the students into folklore studies
- To study the relationship between environment and literature from critical and historical perspective
- To follow the conventions of research papers and to understand the mechanics of research writing
- To have an overview of different approaches, considerations and challenges involved in research
- 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
- Study seminal texts pertaining to issues of gender
- Study literary texts that priorities issues of gender, both in India and the West
- Comprehend and contextualize 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
- 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
- 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: Bachelor's Degree (with Research)/M.A.I	Year: Four	Semester: Seventh
Subject: ENGLISH		
Course Code:- A040701T	Course Title: Paper 1: English Literature (14th – 17th Century)	
<p>Course Outcomes: After completing this course, the students will be able to:</p> <ul style="list-style-type: none"> • Develop an understanding of the concept, spread and impact of Renaissance • Assess how Renaissance ideas revolutionized the entire Europe • Recognize the impact of discovery of new lands and circulation of new ideas across Europe • Identify the shift of the worldview towards humanism post Renaissance and Reformation • Compare the similarities between the Renaissance and contemporary ideas • Estimate the social and cultural impact of the political events of the Restoration • Develop an understanding of the beginnings of the modern political system which started in England after Restoration • Critically engage with representative mainstream British Literature from the Fourteenth to the Seventeenth century, through selected texts and background readings • Discuss the significance of the literary period of the text by analyzing the effects of the major events of that period • Develop independent critical thinking in the analysis of literary texts • Comprehend the culture, author's biography and historical context of the prescribed prose works. • Outline main trends in British drama and poetry. • Describe the development and the constituents of British drama and poetry. • Appreciate the richness and variety of British drama right from Marlowe to Congreve. • Identify the various forms of poetry from Chaucer to Milton. 		
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	Social and Intellectual Background <ul style="list-style-type: none"> • Renaissance, Humanism • Religious and Political Thought • Enlightenment ideas and philosophy • Authorized Version of Bible 	10
II	Prose/Fiction Thomas More: "Of their Slaves and of their Marriages" from <i>Utopia</i> Francis Bacon: "Of Regiment of Health": "Of Delays"	11

III	<p>Poetry</p> <ul style="list-style-type: none"> • Geoffrey Chaucer: *The General Prologue to <i>The Canterbury Tales</i> • Edmund Spenser: <i>The Faerie Queene</i> Book I • William Shakespeare: *Sonnets XVIII and XXX 	13
IV	<p>Poetry</p> <ul style="list-style-type: none"> • John Milton: *<i>Paradise Lost</i> Book I • John Donne: *"The Canonization" • Andrew Marvel: *"To his Coy Mistress" 	16
V	<p>Drama</p> <ul style="list-style-type: none"> • Christopher Marlowe: *<i>Dr Faustus</i> • William Shakespeare: *<i>The Tempest</i> 	17
VI	<p>Drama</p> <ul style="list-style-type: none"> • John Webster: <i>The Duchess of Malfi</i> • William Congreve: <i>The Way of the World</i> 	08

Suggested Readings:

- Bennett, J. *Five Metaphysical Poets*. Cambridge University Press, 1964
- 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.
- Gardner Helen., *The Metaphysical Poets*. Books Way, Kolkata, 2021
- 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.
- Authorized 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:

Project/Assignment	10 Marks
Internal Class test	15 Marks
Course prerequisites:	To study this course, a student must have passed/opted English in B.A.III.
Suggested Equivalent Online Courses: https://www.edx.org/course/shakespeares-life-and-work https://alison.com/tag/english-literature	
Further Suggestions: https://youtu.be/IsAlO994niA	

(Texts marked with*are for detailed study)

Programme/Class: Bachelor's Degree (with Research)/M.A.I	Year: Four	Semester: Seventh
Subject: ENGLISH		
Course Code:- A040702T	Course Title: Paper 2: English Literature (18th – 20th Century)	
<p>Course Outcomes: After completing this course, the students will be able to:</p> <ul style="list-style-type: none"> • Identify the reasons of the emergence of prose and novels and the decline of drama in England • Develop an understanding of the philosophy of Romanticism and how it was impacted by the revolutions in Europe • Interpret the meaning of “Victorian Compromise” and the “Victorian paradox”. • Recognize the impact of Industrial Revolution, Darwinism and Colonization etc. • Identify the cause of the emergent societal problems like pollution, population explosion, urbanization etc. which strengthened during the era • Take cognizance of the historical, social and cultural contexts of each work and thereby make connections between literature and society. • Get introduced to the tradition and significance of non – fictional writing in Great Britain in the 18th, 19th and 20th centuries. • Get acquainted with the habit of reasoning and analysis through prose reading. • Explore the impact of the World Wars on British literature. • Appraise the emergence of female narratives in art and literature. • 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 • Familiarize with the nuances of romantic sensibility and Victorian ethos and their reflection in fiction of that period 		
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>Social and Intellectual Background</p> <ul style="list-style-type: none"> • Restoration • Art and Literature in the Age of Reason. • The Context of Romanticism • The Context of the Industrial Revolution • Darwinism • Victorianism and Contemporary Society • Influence of First World War and the Second World War • The Concept of Modernism 	11

II	<p>Prose</p> <ul style="list-style-type: none"> • Joseph Addison: *"The Spectator's Account of Himself" from the <i>De Coverley Papers</i> • Matthew Arnold: "Sweetness and Light" from <i>Culture and Anarchy</i> Chapter 1 • 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> 	12
III	<p>Poetry</p> <ul style="list-style-type: none"> • Alexander Pope: *"The Rape of the Lock" • William Wordsworth: *"Tintern Abbey" • P.B. Shelley: *"To a Skylark" • D.G. Rossetti: *"The Blessed Damozel" 	12
IV	<p>Poetry</p> <ul style="list-style-type: none"> • T.S. Eliot: *"The Waste Land" • W.B. Yeats: *"The Second Coming" • Wilfred Owen: *"Futility" • Ted Hughes: *"Hawk Roosting" 	12
V	<p>Drama</p> <ul style="list-style-type: none"> • J.M. Synge: *<i>Riders to the Sea</i> • Samuel Beckett: *<i>Waiting for Godot</i> 	14
VI	<p>Fiction</p> <ul style="list-style-type: none"> • Henry Fielding: <i>Joseph Andrews</i> • Joseph Conrad: <i>Heart of Darkness</i> • James Joyce: <i>A Portrait of the Artist as a Young Man</i> 	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:

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

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

Further Suggestions:

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

(Texts marked with *are for detailed study)

Programme/Class: Bachelor's Degree (with Research)/M.A.I		Year: Four	Semester: Seventh
Subject: ENGLISH			
Course Code:- A040703T		Course Title: Paper-3: Linguistics and ELT	
<p>Course Outcomes: After completing this course, the students will be able to:</p> <ul style="list-style-type: none"> • Extend their knowledge of the origin, development and use of language • Discover the relationship between language and culture • Develop the art of deducing the spellings from the pronunciation/ sound of the word • Use the correct pronunciations of the words • Identify the differences in language, dialects and other varieties of languages • Have an understanding of uniqueness and functions of human language • Acquire in-depth knowledge of the mechanism involved in the production, transmission and reception of speech sounds • Develop understanding about the structure of morphological system and morphological process in language • Get acquainted with different theoretical aspects of language acquisition/ learning • Get a theoretical grounding in the field of Sociolinguistics • Identify the barriers in the teaching English as the second language • Illustrate the various methods of teaching English and recognize the advantages and disadvantages of each • Apply appropriate tools and techniques for teaching English in India • Evaluate the development of English/ English studies in India • Familiarize with the process of generating learning material • Understand the fundamental concepts of curriculum design, testing and evaluation • Design language courses and test formats • Recognize different approaches and methods and able to use various techniques of teaching English Language 			
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	General Linguistics What is Language/ Origin and Development of Human Language Properties/ Characteristics of Human Language Linguistics as a Science Models of Linguistic Analysis	11	
II	English Phonetics and Phonology <ul style="list-style-type: none"> • Phoneme • Classification and Description of English Speech Sounds • Word Accent • Accent and Rhythm in Connected Speech • Transcription • Syllable 	14	

III	English Morphology <ul style="list-style-type: none"> • Morpheme • Word & Word Classes • Word Formation • Inflection • Derivation • Compounding 	12
IV	Syntax and Semantics <ul style="list-style-type: none"> • Immediate Constituent Analysis • Structure of the Noun phrase and verb phrase • Types of Clauses and Sentences • Lexical Meaning Relations • Implicative • Entailment and Presupposition • Maxims of Conversation • Speech Act 	12
V	Language Acquisition and Language Learning <ul style="list-style-type: none"> • Psycholinguistics- Nature and Application • Behaviourist, Cognitive and Mentalist Views of Language Learning • Individual Differences in Language Learning • Theories of Language Acquisition 	12
VI	Approaches, Methods and Techniques in Language Teaching <ul style="list-style-type: none"> • Grammar– Translation Method • Direct Method • Structural Approach and Audio-lingual Method • Communicative Language Teaching • The Silent Way (Humanistic Approach) • Use of Teaching Aids, Four Skills (LSRW) 	14

Suggested Readings:

- Baker, M., “In Other Words: A Course book 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 Study of Literature”, Pergamon, London, 1983.
- Dhavavel, S.P., “English Language Teaching in India”, Tata McGraw Hill, 2014.
- 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.C., “Introduction to the Pronunciation of English”, Edward Arnold, London, 1989, (4th edition).
- Greenbaum, S. et al. *A Student's Grammar of the English Language*. Pearson Education India, 1990.
- Harmer, J. *The Practice of English Language Teaching: Teachers at Work*. Pearson Education, 2015.
- Jones, Daniel. *English Pronouncing Dictionary*. Cambridge University Press, 2006.
- Kudchedkar, S., ed. “English Language Teaching in India”, Orient Longman, 2002.
- Leech, G.N. *Meaning and the English Verb*. Routledge, 2014.
- Matilal, B.K., “The Word and the World”, Oxford University Press, New Delhi, 1990.
- Parrott, M. *Grammar for English Language Teachers*. Cambridge University Press, 2010.
- 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:

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

Suggested Equivalent Online Courses:

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

Further Suggestions:

Programme/ Class: Bachelor's Degree (with Research)/ M.A.I	Year: Four	Semester: Seventh
Subject: ENGLISH		
Course Code:- A040704T	Course Title: Paper4: Indian English Literature	
<p>Course Outcomes: After completing this course, the students will be able to:</p> <ul style="list-style-type: none"> • Gain insight into “Indianness” through representative works • Understand contributions of various authors in the growth of Indian English Writing • Identify the unique features of Indian English Writing • Identify major figures in Indian English Writing • Acquaint with the work of significant Indian writers of Poetry, Prose, Fiction and Drama • Understand how society and culture have played a significant part in the lives and career of the Indian writers • Recognize the cultural milieu of the post and the pre-independence era • Identify new research are as in the purview of Indian writings • Discover Indian sensibility in the representative works • Understand Dalit and Native voices in Indian English literature • Provide students a taste of diverse literary practices emerging in India • Gain cognizance of the social, economic and political perspectives of the literature produced in India • Develop a view of how Indian English Literature has evolved with time • Identify, interpret and describe the values and themes that appear in Indian English Literature • Imbibe the essence of Indian English Literature 		
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>Concepts</p> <ul style="list-style-type: none"> • Post modernism 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. 	11
II	<p>Non-Fictional Prose</p> <ul style="list-style-type: none"> • Meenakshi Mukherjee: “Nation, Novel, Language” from <i>The Perishable Empire: Essays on Indian Writings in English</i> • J.L. Nehru: <i>Autobiography</i>, Chapters 44, 47 and 51 	12
III	<p>Poetry</p> <ul style="list-style-type: none"> • A.K. Ramanujan: *<i>“Love Poem for a Wife”</i> • R. Parthasarthy: *<i>“Exile from Homecoming”</i> • Sarojini Naidu: *<i>“The Palanquin Bearer”</i> • Shiv K Kumar: *<i>“Pilgrimage”</i> • Dom Moraes: *<i>“Bells for William Wordsworth”</i> 	11

IV	Fiction <ul style="list-style-type: none"> • Raja Rao: <i>The Serpent and the Rope</i> • Arundhati Roy: <i>The God of Small Things</i> 	18
V	Short Stories <ul style="list-style-type: none"> • Ravindra Nath Tagore: “The Home-Coming” • Mulk Raj Anand: “The Barber’s Trade Union” • Anita Desai: “Diamond Dust” 	13
VI	Drama <ul style="list-style-type: none"> • Vijay Tendulkar: <i>Silence! The Court is in Session</i> • Girish Karnad: <i>Hayavadana</i> 	10

Suggested Readings:

- Authorised editions of prescribed texts
- 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.
- King, Bruce. *Modern Indian Poetry in English*. Oxford University Press India, 2005.
- 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.
- Naik, M.K. *A History of Indian English Literature*. Sahitya Akademi, 1980.
- Narasimhaiah, C.D. ed., “Makers of Indian English Literature”, Delhi, Pencraft International, 2000.
- Varma, Pavan K., “Becoming Indian- The Unfinished Revolution of Culture and Identity”, India, Penguin, 2010.

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 passed/opted English in B.A.III.

Suggested Equivalent Online Courses:

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Further Suggestions:

<https://youtu.be/sR3am7ABCXU>

(Texts marked with *are for detailed study)

Programme/ Class: Bachelor's Degree (with Research)/ M.A.I		Year: Four	Semester: Eighth
Subject: ENGLISH			
Course Code:- A040801T		Course Title: Paper 1: Literary Criticism and Theories	
Course Outcomes:			
After the completion of the course, students will be able to:			
<ul style="list-style-type: none"> • 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: 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	Classical Theories <ul style="list-style-type: none"> • Aristotle: <i>Poetics</i> • Longinus: <i>On the Sublime</i> • Indian Aesthetics: Bharat's theory of <i>rasa</i>; Anandavardhana's theory of <i>dhvani</i> 	12	
II	Neoclassical, Romantic, Victorian and Modern Criticism <ul style="list-style-type: none"> • John Dryden: "An Essay of Dramatic Poesie" • William Wordsworth: Preface to <i>Lyrical Ballads</i> • Samuel Taylor Coleridge: <i>Biographia Literaria</i> Chapter XIII • T.S. Eliot: "Tradition and the Individual Talent" • I.A. Richards: "The Four Kinds of Meaning" 	20	

III	Feminism, Post modernism and Post colonialism <ul style="list-style-type: none"> • Gayatri Spivak: “Feminism and Critical Theory” • Jean Baudrillard: “Simulacra and Simulation” • Edward Said: “Crisis” in <i>Orientalism</i> 	10
IV	Reader-Response Theory and Deconstruction <ul style="list-style-type: none"> • Roland Barthes: “The Death of the Author” • Jacques Derrida: “Structure, Sign & Play in the Discourse of Human Sciences” 	12
V	Phenomenology and New Historicism <ul style="list-style-type: none"> • Wolfgang Iser: “Reading Process: A Phenomenological Approach” • Stephen Greenblatt: “Resonance and Wonder” 	11
VI	Russian Formalism and Ecocriticism <ul style="list-style-type: none"> • M.M. Bakhtin: “Discourse in the Novel” • Cheryll Glotfelty: “Literary Studies in an age of Environmental Crisis” From <i>The Ecocriticism Reader</i> 	10

Suggested Readings:

- Abrams, M.H. *A Glossary of Literary Terms*. Cengage Learning, 2015
- Barry, P. ed., “Issues in Contemporary Critical Theory: A Selection of Critical Essays, A Casebook”, Macmillan, 1987.
- Barry, Peter. *Beginning Theory: An Introduction to Literacy and Cultural theory*. Viva Books Private Limited, 2008.
- Barthes, Roland, “The Death of the Author”, *Image, Music, Text*, London, Flamingo, 1977.
- Bertens, Hans, “Literary Theory: The Basics”, Routledge, 2013.
- 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, Ernste., ed., “English Critical Texts”, Delhi, Oxford University Press, 1962.
- Glotfelty, Cheryll and Harold Frommed., “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.
- Selden, Raman. *A Reader’s Guide to Contemporary Literary Theory*. 1996
- Selden, Raman. *Practicing Theory and Reading Literature: An Introduction*. Harvester, 1989

- William Wordsworth, Samuel Taylor Coleridge, Michael Schmidt. "Lyrical Ballads", Penguin, 2006.
- Authorized 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 passed/ opted English in B.A.III.

Suggested Equivalent Online Courses:

- <https://www.coursera.org/learn/modern-postmodern-1>
- https://onlinecourses.nptel.ac.in/noc21_hs25/preview

Further Suggestions:

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Programme/ Class: Bachelor's Degree (with Research)/ M.A.I		Year: Four	Semester: Eighth
Subject: ENGLISH			
Course Code:- A040802T		Course Title: Paper 2: Colonial and Post-Colonial Literature	
<p>Course Outcomes:</p> <p>After completing this course, the students will be able to:</p> <ul style="list-style-type: none"> • 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 post colonial literature in their historical and cultural context • Identify key questions, authors and literary forms in colonial and post colonial literature • Situate literary texts in their larger cultural contexts • Evaluate arguments related to post colonial 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	<p>Concepts</p> <ul style="list-style-type: none"> • De-colonization, Globalization and Literature • Literature and Identity Politics • Region, Race, and Gender • Postcolonial Literatures and Questions of Form 	12	

II	Prose <ul style="list-style-type: none"> • Homi K. Bhabha: “The Other Question” • Ngugi wa Thiong’o: “Decolonizing the Mind” Chapters 1 & 2 	12
III	Poetry <ul style="list-style-type: none"> • A.D. Hope: *“The Death of the Bird” • Yasmine Gooneratne: *“This Language, This Woman” • Derek Walcott: *“A Far Cry from Africa” • Margaret Atwood: *“Notes Towards a Poem That Can Never Be Written” • Meena Alexander: *"Migrant Memory" 	12
IV	Short Stories <ul style="list-style-type: none"> • Grace Ogot: ”The Green Leaves” • Bessie Head: “The Collector of Treasures” • Ismat Chughtai: “Marigold” 	13
V	Fiction <ul style="list-style-type: none"> • Mahasweta Devi: <i>Draupadi</i> • Kiran Desai: <i>The Inheritance of Loss</i> 	14
VI	Drama <ul style="list-style-type: none"> • Uma Parameswaran: <i>Sons Must Die</i> • David Williamson: <i>Emerald City</i> 	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.
- Dore, Geeta G. *The Postcolonial Indian Novel in English*. Cambridge Scholars, 2011
- Loomba, Ania, “Colonialism/ Postcolonialism”, 2nd ed. London and New York, Routledge, 2005.
- Nayar, Pramod K. *Postcolonial Literature: An Introduction*. Pearson, 2008
- Ngugiwa 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:

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

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: Bachelor's Degree (with Research)/ M.A.I	Year: Four	Semester: Eighth
Subject: ENGLISH		
Course Code:- A040803T	Course Title: Paper 3 (A): Translation and Folk Literature	
<p>Course Outcomes:</p> <p>After completing this course, the students will be able to:</p> <ul style="list-style-type: none"> • Recognize the importance and benefits of translation • Comprehend the nature and scope of translation and the concept of equivalence in translation • Develop understanding of different theories of translation • Analyse various problems in the process of translation • Undertake translation of literary texts with greater conviction • Relate folktales, fairytales, folkmusic, folkdance, folk theatre with literature • Understand the different ways through which literary narratives are drawn from traditions of the oral mythic folk and the form of life-narrative • Comprehend folklore studies from a linguistic and cultural perspective • Realize the vibrancy of oral literatures in India and the increasing focus on tribal traditions • Understand why ethnic studies makes this an important area of contemporary engagement • Experience the transformation of folklores and legends into animated narratives, replication in video games and urban legends constructed via films and media 		
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>Concepts</p> <p>The Aesthetics of Translation Linguistic Regions and Languages Types and Process of Translation Importance of Translation Fields of Translation Principle of Equivalence</p>	12
II	<p>Different Types/ Modes of Translation</p> <ul style="list-style-type: none"> • Semantic/ Literal translation • Free/ sense/ literary translation • Functional/ communicative translation • Technical/ Official • Trans creation • Audio-visual translation 	12

II	<p>Different Types/ Modes of Translation</p> <ul style="list-style-type: none"> • Semantic/ Literal translation • Free/ sense/ literary translation • Functional/ communicative translation • Technical/ Official • Trans creation • Audio-visual translation 	12
III	<p>Translation Theories</p> <ul style="list-style-type: none"> • Ganesh N. Devy: “Translation and Literary History: An Indian View” • Roman Jakobson: “The Nature of Linguistic Meaning and Equivalence” • Eugene Nida: “Principles of Correspondence” 	15
IV	<p>Problems in Translation</p> <ul style="list-style-type: none"> • Problem of Loss and Gain • Problem of Untranslatability • Limits of Translation 	10
V	<p>Introduction to Folklore</p> <ul style="list-style-type: none"> • Definition, meaning and scope of folklore <p>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</p> <ul style="list-style-type: none"> • Theoretical Approaches to Folklore • Folklore and Literature in the postcolonial and postmodernist context 	13
VI	<p>Folk Literature: Sources, Characteristics, Classifications</p> <ul style="list-style-type: none"> • Folk Narrative Poems and Folk Songs • Myths, Legends and Fairy Tales • Folk Paintings: Visual Narratives • Indian Folklore: Forms and Themes • "Brother's Day" and “Bopoluchi” from <i>Folktales from India</i> by A.K. Ramanujan 	13

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 Black Swan, 1994.
- Sallis, John, “On Translation”, Bloomington, Indiana University Press, 2002.
- Venuti, Lawrence, ed., “The Translation Studies Reader”, London and New York, Routledge, 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:

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

Suggested Equivalent Online Courses:

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Further Suggestions:

http://youtu.be/QAnWMLu4_SI

<http://youtu.be/NEVD41WOSoE>

<http://fddocuments.in/document/eugene-neda-principles-of-correspondence-559c0aI04be49html>

Programme/ Class: Bachelor's Degree (with Research)/M.A.I	Year: Four	Semester: Eighth
Subject: ENGLISH		
Course Code:- A040804T	Course Title: Paper 3 (B): Literature and Environment	
<p>Course Outcomes: After completing this course, the students will be able to:</p> <ul style="list-style-type: none"> • Develop a conscious and eco-friendly relationship with nature • Trace the intertwined relationship between nature and literature since the inception of Literature • Learn how nature has served as an inspiration to literary artists since ages • Gain sensitivity towards the ecological emergencies that the world faces through literary representations • Understand the crucial role of literature in addressing and comprehending environmental issues • Interpret key literary and critical terms associated with the concept of eco-criticism and ecological representations in literature • Relate the nuances and co-relation between gender and environment through study of literary texts • Primarily focus on environmental concerns through the readings of seminal literary texts • Understand and grow ecologically sensitive through the close study of documentaries and films on the subject of environment • Gauge human existence in the context of ecology • Comprehend the interrelation between, life/ nature and literature • Realize the role of ecology in the survival of humanity 		
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>Introduction to Ecocriticism: Historical Background</p> <ul style="list-style-type: none"> • Environmental crisis and Literary studies • Anthropocentrism • Paganism • Humanism and Animism <p>Definition, Scope and Importance of Ecocriticism</p> <ul style="list-style-type: none"> • Eco poetics/ Pastoral Writing/ Wilderness Writing/ Ecofiction • Ecofeminism • Oikos and Oikopoetics 	12
II	<p>Selections</p> <ul style="list-style-type: none"> • Rachel Carson: “A Fable for Tomorrow” Chapter1 from <i>The Silent Spring</i> • Jonathan Bate: “The State of Nature” Chapter 2 from <i>The Song of the Earth</i> • Lawrence Buell: “Modernism the claims of the Natural World: Faulkner and Leopold” Chapter 5 from <i>Writing for an Endangered World</i> 	13
III	<p>Approach/ Essays</p> <ul style="list-style-type: none"> • Henry David Thoreau: “Solitude” from <i>Walden</i> • Lynn White Jr.: “The Historical Roots of Our Ecological Crisis” • Carolyn Merchant: “Nature as Female” Chapter1 from <i>The Death of Nature: Women, Ecology and the Scientific Revolution</i> • Vandana Shiva: “Preface to Ecofeminism” from <i>Ecofeminism</i> 	13
IV	<p>Poetry</p> <ul style="list-style-type: none"> • D.H. Lawrence: *’Snake’ • Dylan Thomas: *’The sap that through the green fuse drives the flower’ • Judith Wright: *’Dust’ • Gieve Patel: *’On Killing a Tree’ 	12
V	<p>Fiction</p> <ul style="list-style-type: none"> • Amitav Ghosh: <i>The Hungry Tide</i> • Toni Morrison: <i>Sula</i> 	13
VI	<p>Ecology and Media</p> <ul style="list-style-type: none"> • Scope and Importance of Media in Promoting Ecological Issues – Ecomedia (Films and Documentaries) • <u>Case studies:</u> <ol style="list-style-type: none"> 1. <i>Blue</i> https://youtu.be/wwMh9Y_xhw, IMDB 2. <i>Climate Change: The Facts</i> by David Attenborough on the Future of the Planet BBC 3. <i>The Queen of Trees</i> https://youtu.be/xy86ak2fQJM 	12

Suggested Readings:

- Arnold, David and Ramachandra Guha, ed. "Nature, Culture and Imperialism: Essays on the Environmental History of South Asia", New Delhi, Oxford, UPM, 2001.
- Bate Jonathan, "Romantic Ecology", London, Routledge, 1991.
- Buell, Lawrence, "The Environmental Imagination", Cambridge, Harvard University Press, 1995.
- Carson, Rachel, "The Silent Spring", Houghton Mifflin (Trade), USA, 2003.
- Garrard, Greg, "Ecocriticism", London, Routledge, 2004.
- Glotfelty, Cheryl and From, Harold, ed., "The Ecocriticism Reader", Athens, University of Georgia Press, 1996.
- <https://www.cmu.ca/faculty/gmatties/lynnwhiterootsofcrisis.pdf>
- Merchant, Carolyn, "The Death of Nature: Women, Ecology and the Scientific Revolution", USA, Harper One, 1990.
- Selvamony, Nirmal and Nirmaldasan, "Tinai I, II and III", Chennai, PASO, 2003.
- 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
- Authorized 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 passed/opted English in B.A.III.

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)

Programme/ Class: Bachelor's Degree (with Research)/ M.A.I	Year: Four	Semester: Eighth
Subject: ENGLISH		
Course Code:- A040805T	Course Title: Paper 4: Research Methodology	
<p>Course Outcomes: After completing this course, the students will be able to:</p> <ul style="list-style-type: none"> • 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	<p>Meaning and Nature of Research</p> <ul style="list-style-type: none"> • What is research? • Objectives of Research • The fundamentals of Research • Characteristics of Research • Types of research • Qualities of a Good Researcher 	10
II	<p>Literary Research: Essays</p> <ul style="list-style-type: none"> • Catherine Belsey: “Textual Analysis as a Research Method” • David Johnson: “Literary Research and Interdisciplinarity” 	12

III	<p>Literary Approaches</p> <ul style="list-style-type: none"> • Formalist • Comparative • Psychological • Feminist • New Historicist 	11
IV	<p>Methods, Techniques, Materials and Tools of Research</p> <ul style="list-style-type: none"> • Research Methods vs. Research Methodology • Types of methods: Statistical, Sampling, Applied, Case study, Survey, Interpretative, Experimentation, Interviews, Questionnaire etc. • 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. 	14
V	<p>Steps of Research</p> <ul style="list-style-type: none"> • Formulating the Research Problem • Defining aims and objectives • Deciding the Scope and Limitations • Developing Hypothesis • Extensive Literature Review • Preparing research Proposal • Data Collection • Analysis/ interpretation of Data • Preparing Chapter wise Design 	14
VI	<p>(A) Norms and Conventions</p> <ul style="list-style-type: none"> • Quotations and Acknowledging the Sources • Foot notes and Endnotes, Citation • MLA Style Sheet (Latest Edition) • Arranging bibliography and webliography • Ethics in Research and Plagiarism <p>(B) Writing a Short Research Paper</p>	14
<p>Suggested Readings:</p> <ul style="list-style-type: none"> • “MLA Handbook for Writers of Research Papers”, Eighth Edition, New York, 2016. • 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.
- Satarkar, S.V., “Intellectual Property Rights and Copyright”, New Delhi, EssEss 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:

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

Suggested Equivalent Online Courses:

https://onlinecourses.swayam2.ac.in/cec21_ge16/preview

Further Suggestions:

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Programme/Class: MASTER'SDEGREE		Year: FIFTH	Semester: 9
Subject: ENGLISH			
Course Code:- A040901T		Course Title: PAPER 1: AMERICAN LITERATURE	
<p>Course Outcomes:</p> <p>After completing this course, the students will be able to:</p> <ul style="list-style-type: none"> • 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 worldwar 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: 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>SOCIO-POLITICAL AND LITERARY BACKGROUND</p> <ul style="list-style-type: none"> • The Colonial Period (1607–1775) • The Revolutionary Period (1765–1790) • The Early National Period (1775–1828) • The American Renaissance (1828–186M5) • The Realistic Period (1865–1900) • The Naturalist Period (1900–1914) • The Modern Period (1914–1939) • The Beat Generation (1944–1962) • The Contemporary Period (1939–Present) 	15	
	<p>PROSE</p> <ul style="list-style-type: none"> • Ralph Waldo Emerson: * “Self-Reliance” • Sojourner Truth: “Ain’t I A Woman?” (Speech in the Women’s Rights Convention in Akron, Ohio, 1851) • Martin Luther King Jr.: * “I Have a Dream” (Speech, 1963) 		
II		12	

III	<p>POETRY</p> <ul style="list-style-type: none"> • Edgar Allan Poe: *‘‘Raven’’ • Emily Dickinson: *‘‘Because I could not stop for Death’’ • Walt Whitman: *‘‘When Lilacs Last in the Dooryard Bloom'd’’ • Robert Frost: *‘‘Mending Wall’’ • Wallace Stevens: *‘‘Thirteen Ways of Looking at a Black Bird’’ • Sylvia Plath: * ‘‘Daddy’’ 	14
IV	<p>DRAMA</p> <ul style="list-style-type: none"> • Edward Albee: *<i>The Zoo Story</i> (One Act Play) • Arthur Miller: <i>Death of A Salesman</i> 	12
V	<p>SHORT STORY/FICTION</p> <ul style="list-style-type: none"> • Edgar Allan Poe: *<i>The Purloined Letter</i> • F. Scott Fitzgerald: <i>The Great Gatsby</i> 	12
VI	<p>DOCUMENTARIES/FILM ADAPTATIONS:</p> <ul style="list-style-type: none"> • <i>Forrest Gump</i> (1994) Dir. by Robert Zemeckis (Adapted from Winston Groom’s novel <i>Forrest Gump</i>) https://youtu.be/KoOcfJNV8Zw • <i>The Miracle Worker</i> (1962) Dir. by Arthur Penn (Adapted from Hellen Keller’s autobiography <i>The Story of My Life</i>) https://youtu.be/Y_5zqDjGd5s 	10

Suggested Readings:

- Barrish, P., ‘‘American Literary Realism: Critical Theory and Intellectual Prestige, 1880- 1995’’. Oxford University Press, Cambridge, 2001.
- Berovitch, S. The Cambridge History of American Literature. Vol. 8: 1940-1995. Cambridge University Press, 1996.
- 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.
- Gray, R. A History of American Literature. Blackwell, 2004.
- Halleck, Reuben. History of American Literature. Create Space Independent Publishing Platform, 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.
- Ralph Waldo Emerson, ‘‘Self Reliance’’, in The Selected Writings of Ralph Waldo Emerson, ed. by Brooks Atkinson (New York: The Modern Library, 1964)
- 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:

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

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'S DEGREE	Year: FIFTH	Semester: 9
Subject: ENGLISH		
Course Code:- A040902T	Course Title: PAPER 2: AFRICAN & CARIBBEAN LITERATURE	
<p>Course Outcomes:</p> <p>After completing this course, the students will be able to:</p> <ul style="list-style-type: none"> • Critically analyze the language, form and perspectives of different genres of literary texts from African and Caribbean literary traditions • Demonstrate an understanding of the socio-cultural and political contexts in which the texts have been produced and received • 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 • 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 • Develop a critical vocabulary for problematizing the notions of margin, center and the literary and cultural canon • Comprehend the difference of a life lived in a postcolonial era and the life lived in a colonial context. • Understand the main currents of development in English Language writing in the Anglophone parts of Africa and Caribbean islands • Analyze how race, class, gender, history and identity are presented and problematized in the literary texts of African and Caribbean writers • Develop the knowledge of how to contextualize postcolonial writing in terms of its historical and geographical specificities • Dismantle the myths of African inferiority, assert African cultures, and sensitize the 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>SOCIO-POLITICAL AND LITERARY BACKGROUND</p> <ul style="list-style-type: none"> • Impact of Colonialism • Race and Ethnicity • Negritude Movement • Displacement in African and Caribbean Literature • Creolization • Post-Colonial Literature in Africa- Decolonization • African Diaspora • Post-apartheid Literature • Anglo-Caribbean & West Indian Literature 	12
II	<p>PROSE</p> <ul style="list-style-type: none"> • George Lamming: *<i>“In the Beginning”</i> From <i>The Pleasures of Exile</i> • J.M. Coetzee: *<i>“Apartheid Thinking”</i> From <i>Giving Offense: Essays on Censorship</i> 	14
III	<p>POETRY</p> <ul style="list-style-type: none"> • Dennis Brutus: *<i>“A Common Hate Enriched Our Love and Us”</i> • Gabriel Okara: *<i>“The Mystic Drum”</i> • Birago Diop: * <i>“Breath”</i> • Edward Baugh: *<i>“The Carpenter’s Complaint”</i> • Mervyn Morris: *<i>“Literary evening, Jamaica”</i> 	12
IV	<p>DRAMA</p> <ul style="list-style-type: none"> • Wole Soyinka: <i>A Dance of the Forests</i> • Derek Walcott: *<i>Dream on Monkey Mountain</i> 	14
V	<p>SHORT STORY/FICTION</p> <ul style="list-style-type: none"> • Olive Senior: *<i>Summer Lightning</i> • Henri Lopes: *<i>The Advance</i> • Chinua Achebe: <i>Things Fall Apart</i> 	13
VI	<p>DOCUMENTARIES/FILM ADAPTATIONS:</p> <ul style="list-style-type: none"> • <i>Half of a Yellow Sun</i> (2014) Dir. by Biyi Bandele (Adapted from Chimamanda Ngozi Adichie “novel <i>Half of a Yellow Sun</i> https://youtu.be/Rr6VuD407fw) • <i>Cry Freedom</i>, (1987) Dir. by Richard Attenborough (YouTube) 	10
<p>Suggested Readings:</p> <ul style="list-style-type: none"> • Coetzee, J.M., “Apartheid Thinking”, <i>Giving Offense: Essays on Censorship</i>, 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”, Macmillan, 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
- 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:

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

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'S DEGREE	Year: FIFTH	Semester: 9
Subject: ENGLISH		
Course Code:- A040903T	Course Title: PAPER 3: SAARC LITERATURE	
<p>Course Outcomes: After the completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • 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	<p>INTRODUCTION</p> <ul style="list-style-type: none"> • The history of the Region: The Shared history, The Colonial Impact, Convergences and specificities • 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 • Languages of South Asia – Images of South Asia through Literature –Trends in Prose, Poetry, Drama and Fiction 	10
II	<p>PROSE</p> <ul style="list-style-type: none"> • Amartya Sen: “Indian Tradition and the Western Imagination” • Namita Gokhale and Malashri Lal: “South Asian Literatures: Beyond Borders, Across Boundaries” 	10

III	<p>POETRY</p> <ul style="list-style-type: none"> • Agha Shahid Ali: *‘‘Postcard from Kashmir’’ (India) • Kishwar Naheed: *‘‘I am not that woman’’ (Pakistan) • Yasmine Gooneratne: * ‘‘On an Asian Poet Fallen Among American Translators’’ (Sri Lanka) • Razia Khan: *‘‘My Daughter’s Boyfriend’’ (Bangladesh) • Nadia Anjuman: *‘‘Smoke Bloom’’ (Afghanistan) • Lakshmi Prasad Devkota: *‘‘Lunatic’’ (Nepal) 	15
IV	<p>DRAMA</p> <ul style="list-style-type: none"> • Hanif Kureishi: *<i>The Mother Country</i> (Pakistan) • Ernest Macintyre: <i>The Loneliness of the Short Distance Traveller</i> (Sri Lanka) 	12
V	<p>FICTION</p> <ul style="list-style-type: none"> • Khaled Hosseini: <i>A Thousand Splendid Suns</i> (Afghanistan) • Michael Ondaatje: <i>Anil’s Ghost</i> (Sri Lanka) • Monica Ali: <i>Brick Lane</i> (Bangladesh) 	18
VI	<p>DOCUMENTARIES/FILM ADAPTATIONS:</p> <ul style="list-style-type: none"> • <i>Slumdog Millionaire</i> (2008) Dir. by Danny Boyle (Adapted from Vikas Swarup’ novel <i>Slumdog Millionaire</i>) (India) https://youtu.be/XiUk-OddB2Q • <i>Enemies of Happiness</i> (2006) Dir. by Eva Mulvad https://youtu.be/zV4hR3NKbcI (Afghanistan) 	10

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.
- 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:

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

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'S DEGREE	Year: FIFTH	Semester: 9
Subject: ENGLISH		
Course Code:- A040904T	Course Title: PAPER 4(A): AUSTRALIAN & CANADIAN LITERATURE	
<p>Course Outcomes: After completing this course, the students will be able to:</p> <ul style="list-style-type: none"> • 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>(a) Australian Literature</p> <ul style="list-style-type: none"> • Aboriginal Narrative: The Oral Tradition • The Century after Settlement • Nationalism and Expansion • Literature from 1940 to 1970 • Literature from 1970 to 2000 • Literature in the 21st Century <p>(b) Canadian Literature</p> <ul style="list-style-type: none"> • Indigenous Literature • The French Regime 1535–1763 • After the British Conquest 1763–1830 • Early Literature 1830–60 • The Literary Movement of 1860 • The Montreal School 1895–1935 	15

	<ul style="list-style-type: none"> • World War II and the Post-war Period 1935–60 • The Quiet Revolution • Contemporary Trends 	
II	<p>PROSE</p> <ul style="list-style-type: none"> • Patrick White: “Flaws in the Glass” From <i>Flaws in the Glass: A Self Portrait</i> • Sally Morgan: <i>My Place</i> • M.G. Vassanji: “Am I a Canadian Writer?” 	12
III	<p>POETRY</p> <ul style="list-style-type: none"> • Banjo Paterson: *<i>“Waltzing Matilda”</i> • Judith Wright: *<i>“Bullocky”</i> • Margaret Atwood: *<i>“Journey to the Interior”</i> • A.L. Purdy: *<i>“Wilderness Gothic”</i> • Dorothy Livesay: *<i>“Waking in the Dark”</i> 	12
IV	<p>DRAMA</p> <ul style="list-style-type: none"> • Jack Davis: <i>The Dreamers</i> • George Ryga: <i>The Ecstasy of Rita Joe</i> 	11
V	<p>FICTION</p> <ul style="list-style-type: none"> • Leonard Cohen: <i>Beautiful Losers</i> • Margaret Lawrence: <i>The Stone Angel</i> • Peter Carey: <i>True History of Kelly Gang</i> 	15
VI	<p>DOCUMENTARIES/FILM ADAPTATIONS:</p> <ul style="list-style-type: none"> • <i>Storm Boy</i> (2019) Dir. by Shawn Seet (Adapted from Colin Thiele’s <i>Storm Boy</i>) https://youtu.be/fCuoKT5K08c • <i>The Life of Pie</i> (2012) Dir. by Ang Lee (Adapted from Yann Martel’s <i>The Life of Pie</i>) https://youtu.be/-2MDjdEosV4 	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:

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

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'S DEGREE	Year: FIFTH	Semester: 9
Subject: ENGLISH		
Course Code:- A040905T	Course Title: PAPER 4 (B): STYLISTICS AND DISCOURSE ANALYSIS	
<p>Course Outcomes: After the completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Infer the basic concepts of Stylistics and Discourse • Attend to both literary and linguistic stylistics • Identify specific linguistic features • Understand the communicative function of stylistic features in the interpretation of the text • Explore the relation between style and literary function • Acquire an understanding of the principles of stylistic analysis and theory • Learn different aspects of how to analyse the language of texts • Develop skills in all aspects of literary stylistic analysis and research • Perform the practical criticism of any text • Equip themselves with stylistic analytical tools to examine texts • Acquire linguistic terminology and skills for the analysis of literary texts • Enhance interpretative accuracy • Analyse oral or written discourse • Comprehend the performative use of language • Recognise and associate the stylistic patterns of the texts • Understand the function and application of Stylistics in facilitating literary response and in understanding the techniques and features of literary texts • Explain the relationship society, culture and context have to discourse 		
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	<u>Basics of Stylistics (I)</u> a) The concept of style and stylistics b) The nature and scope of stylistics c) Style and Meaning d) A brief history of stylistics: Rhetoric to Present day e) Strengths and limitations of stylistics	14
	<u>Basics of Stylistics (II)</u> a) Linguistics and stylistics b) Linguistic Criticism c) Linguistic Choice d) Literature and stylistics e) Literary Language f) Practical criticism and stylistics g) Stylistics and the levels of language (style, register and dialect)	

<p style="text-align: center;">II</p>	<p>(A) <u>Discourse Analysis</u></p> <ol style="list-style-type: none"> 1. Introduction to Discourseanalysis 2. The importance of context for the analysis of discourse 3. Text and discourse 4. Notions of Textuality - Coherence and Cohesion <p>(B) <u>Pragmatics and Meaning in Interaction</u></p> <ol style="list-style-type: none"> 1. Concepts of Pragmatics 2. Principles and rules of interaction 3. Literal and Implied meaning 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 5. Speech Acts (direct and indirect) 	<p style="text-align: center;">14</p>
<p style="text-align: center;">III</p>	<p><u>Stylistics of Poetry</u></p> <ol style="list-style-type: none"> a) The concept of: poetic diction, poetic license, b) The use of figures of speech and other poetic devices (alliteration, assonance, imagery, metaphor, onomatopoeia, personification, rhyme, meter, stanza, word play, feelings, etc.) c) The concept of Foregrounding, usage of different types of Repetition and Deviation, Parallelism <p><u>Illustrations:</u></p> <ul style="list-style-type: none"> • S.T. Coleridge: “Kubla Khan” • Nissim Ezekiel: “Good bye Party for Miss Pushpa T.S.” • Maya Angelou: “Still I Rise” 	<p style="text-align: center;">12</p>
<p style="text-align: center;">IV</p>	<p><u>Stylistics of Drama</u></p> <ol style="list-style-type: none"> a) Theatre and drama b) Drama as a semiotic text c) Elements of drama (plot, character, dialogue, setting, chorus, spectacle, etc.) d) Dramatic text and performance text e) Dramatic dialogues and everyday conversations f) Dramatic dialogues and speech act theory <p><u>Illustrations:</u></p> <ul style="list-style-type: none"> • The Balcony Scene in Shakespeare’s <i>Romeo and Juliet</i> • The Opening Scene in Eugene O’Neill’s <i>Emperor Jones</i> • The Opening Scene in Girish Karnad’s <i>Tughlaq</i> 	<p style="text-align: center;">12</p>

V	<p><u>Stylistics of Fiction</u></p> <p>a) Fiction as narrative form of discourse b) Characterisation, setting, narrator, theme and other elements like motif, archetype, symbol, irony, etc. c) Narrative techniques/strategies in fiction d) Point of view e) Distal Deixis</p> <p><u>Illustrations:</u></p> <p><u>(SHORT STORIES)</u></p> <ul style="list-style-type: none"> • Edgar Allen Poe: “The Fall of the House of Usher” • Katherine Mansfield: “The Fly” • R.K. Narayan: “The Trail of the Green Blazer” 	12
VI	<p>Stylistics and Discourse Analysis Practice: 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”, 3rd 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 and Short M., “Style in Fiction”, Harlon Longman, 1981.
- Leech, Geoffrey, “A Linguistic Guide to English Poetry”, London, Longman, 1969.
- 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:

Project/Assignment	10 Marks
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Internal Class test	15 Marks
Course prerequisites:	To study this course, a student must have passed/opted English in B.A. IV
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'S DEGREE	Year: FIFTH	Semester: 10
Subject: ENGLISH		
Course Code:- A041001T	Course Title: PAPER 1: GENDER STUDIES	
<p>Course Outcomes: After completing this course, the students will be able to:</p> <ul style="list-style-type: none"> • Understand how a gendered perspective may change one's perception of literature • Study the writings of key theorists with special reference to literature and gender • Stimulate discussion on issues of cultural constructs of femininity and masculinity • Theorize gender in feminism, queer studies or masculinity studies • Interpret a text and read social change through the lens of gender • Realize how gender norms intersect with norms of caste, race, religion and community to create forms of privilege and oppression • Participate in challenging gendered practices that reinforce discrimination 		
Credits: 05	Paper: CoreCompulsory	
Max.Marks: 25+75	Min.PassMarks:.....	
Total No. of Lectures-Tutorials-Practical (in hours per week): 5-0-0		
Unit	Topic	No. of Lectures
I	<p>CONCEPTS/ESSAYS:</p> <ul style="list-style-type: none"> • Patriarchy/Androgyny/Androcentricism • Sex Versus Gender • Introduction to Feminism &Types of Feminism: Womanism/Écriture feminine/Gynocriticism/ Ecofeminism/ Cyberfeminism/LGBT Movement • Masculinity Studies, Queer Theory • Obscenity, Pornography, Violence and Gender • Elaine Showalter: <i>Towards a Feminist Poetics</i> • Michel Foucault: "Scientia Sexualis" From <i>History of Sexuality</i> 	12
II	<p>PROSE:</p> <ul style="list-style-type: none"> • Simone de Beauvoir: "Introduction" from <i>The Second Sex</i> • Ashis Nandy: "Woman Versus Womanliness in India" From <i>At the Edge of Psychology: Essays in Politics and Culture</i> • Judith Butler: "Subjects of Sex/Gender/Desire" Chapter1 from <i>Gender Trouble</i> 	14

III	<p style="text-align: center;">POETRY</p> <ul style="list-style-type: none"> • Kamala Das: *‘‘The Dance of the Eunuchs’’ • Carol Ann Duffy: *‘‘Standing Female Nude’’ • Nikita Gill: *‘‘Fire’’ 	10
IV	<p style="text-align: center;">FICTION/MEMOIR:</p> <ul style="list-style-type: none"> • Alice Walker: <i>The Color Purple</i> • Geeta Hariharan: <i>The Thousand Faces of Night</i> • Laxmi Narayan Tripathi: <i>Me Hijra, Me Laxmi</i> 	15
V	<p style="text-align: center;">DRAMA</p> <ul style="list-style-type: none"> • G.B. Shaw: <i>Candida</i> • Dina Mehta: <i>Brides are not for Burning</i> 	14
VI	<p style="text-align: center;">DOCUMENTARIES/FILM ADAPTATIONS:</p> <ul style="list-style-type: none"> • <i>Hidden Figures</i> (2016) Dir. by Theodore Melfi (Adapted from Margot Lee Shetterly’s <i>Hidden Figures</i>) https://youtu.be/YkQgSQ2PKA0 • <i>Pink</i> (2016) Dir. by Aniruddh Roy Chaudhary https://youtu.be/VKGrQC6N3-E 	10

Suggested Readings:

- Beauvoir, Simone de, ‘‘The Second Sex’’, UK, Hammond Worth, 1972.
- Brinda Bose (Ed), ‘‘Translating Desire: The Politics of Gender and Culture in India’’, New Delhi, Katha, 2002.
- Butler, Judith, ‘‘Gender Trouble’’, UK, Routledge, 1990.
- Davis, Angela, ‘‘Women, Race and Class’’, New York, Random, 1981.
- Devi, Mahasweta, ‘‘Breast Stories’’, Calcutta, Seagull, 1998.
- Gardener, Judith Kegan, ed., ‘‘Masculinity Studies and Feminist Theory: New Directions’’, Columbia University Press, 2002.
- Gilbert, Sandra and Susan Gubar, ‘‘The Mad Woman in the Attic: The Woman Writer’’, Yale, OUP, 1978.
- Goodman, Lisbeth ed., ‘‘Literature and Gender’’, New York, Routledge, 1996.
- Hooks, Bell, ‘‘Feminist Theory from Margin to Centre’’ South End Press, Boston, MA, 1984.
- <http://lawimage.medialabju.org/archive/files/c0bc9f58ba151fdcec29ccaf1edf0113.pdf>
- Jain, Jasbir, ‘‘Writing Women Across Cultures’’, Rawat Publications, 2002.
- Nandy, Ashis, ‘‘At the Edge of Psychology: Essays in Politics and Culture’’, Oxford University Press, India, 1980.
- Showalter, Elaine, ‘‘Towards the Feminist Poetics’’ in David Lodge Twentieth Century Literary Criticism: A Reader, Vol. I.
- Susie Tharu and K. Lalitha ed., ‘‘Women Writing in India Vols 1 & II’’, OUP, New Delhi, 1991, Introductions to Vol. I and II.
- Tharu, Susie and K.S. Lalita, eds. ‘‘Introduction’’ Women Writing in India, New Delhi, O.U.P., 1993.
- Wilchins, Riki, ‘‘Queer Theory, Gender Theory: An Instant Primer’’, Riverdale Avenue Books, 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:

Project/Assignment	10 Marks
Internal Class test	15 Marks
Course prerequisites:	To study this course, a student must have passed/opted English in B.A. IV
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'S DEGREE	Year: FIFTH	Semester: 10
Subject: ENGLISH		
Course Code: A041002T	Course Title: PAPER 02: CULTURAL AND MARGINAL STUDIES	
Course Outcomes: After completing this course, the students will be able to: <ul style="list-style-type: none"> • Formulate individual ideas about cultural forms like photography, films, music, religion, law, painting, architecture etc. • Develop an acquaintance with major cultural theorists • Develop fluency in the terminology of cultural studies • Relate theoretical knowledge with actual day to day life situations • Develop an interdisciplinary perspective to understand culture • Learn to appreciate literature and writers from various nations and cultures • Critically analyze the rising trends of globalization, capitalism and multi-culturalism • Gain an understanding of issues and concerns of persons with disabilities 		
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	CONCEPTS: (a) Cultural studies: <ul style="list-style-type: none"> • Concept, Nature, Origin and development Subculture, Popular Culture, Folk Culture, Race and Ethnicity, Biculturalism, Multiculturalism, Debating Identity, Acculturation, Globalization, Internet and Techno Culture (b) Marginality: <ul style="list-style-type: none"> • Colour, Casteism, Dalit Marginality, Tribal Marginality, Religion based Marginality, Disability and Diseases, Regional Marginality, Refugee/Migrants, Prostitution and Marginalisation of Children 	12
II	ESSAYS ON CULTURAL STUDIES: <ul style="list-style-type: none"> • Raymond Williams: "The Analysis of Culture" • Walter Benjamin: "The Work of Art in the Age of Mechanical Reproduction" • Aijaz Ahmad: "Literary Theory and Third World Literature: Some Contexts" from <i>In Theory, Classes, Nations, Literatures</i> 	14

<p style="text-align: center;">III</p>	<p>ESSAYS ON MARGINALITY: Caste/Dalit, Tribe, Religion, Disability</p> <ul style="list-style-type: none"> • B.R. Ambedkar: “Annihilation of Caste: An Undelivered Speech, 1936” from <i>Annihilation of Caste, The Annotated Critical Edition</i> • G. N. Devy: “from Bhilli Mahabharat” from <i>Painted Words: An Anthology of Tribal Literature</i> • Susan Wendell: “The Social Construction of Disability” from <i>The Rejected Body</i> 	<p style="text-align: center;">13</p>
<p style="text-align: center;">IV</p>	<p>POETRY:</p> <ul style="list-style-type: none"> • Rudyard Kipling: *<i>“The White Man's Burden”</i> • Elizabeth Barrett Browning: *<i>“The Cry of the Children”</i> • Arjun Dangle: *<i>“I Will Belong to It”</i> • Henry Kendall: *<i>“The Last of His Tribe”</i> 	<p style="text-align: center;">12</p>
<p style="text-align: center;">V</p>	<p>SHORT STORY/FICTION:</p> <ul style="list-style-type: none"> • Urmila Pawar: *<i>“Sixth Finger”</i> • Rabindranath Tagore: <i>Gora</i> 	<p style="text-align: center;">14</p>
<p style="text-align: center;">VI</p>	<p>DOCUMENTARIES/FILM ADAPTATIONS:</p> <ul style="list-style-type: none"> • <i>Aakrosh</i> directed by Govind Nihlani https://youtu.be/gryNjVleCiE • <i>India Untouched: Stories of a People Apart</i> Directed by Stalin K. https://youtu.be/fvke6ycgkL4 	<p style="text-align: center;">10</p>
<p>Suggested Readings:</p> <ul style="list-style-type: none"> • Adorno, Theodore and Horkheimer, Max, “Dialectic of Enlightenment”, tr. by John Cummins, 1984. • Ahmad, Aijaz, “In Theory, Classes, Nations, Literatures”, London, Verso, 1992. • During, Simon, “Cultural Studies: A Critical Introduction”, Routledge, 2005. • Ghosh, Nandini, “Interrogating Disability in India: Theory and Practice”, Springer Verlag, 2016. • Guha, Ranajit, “On Some Aspects of the Historiography of Colonial India” (Selected Subaltern Studies, ed. R. Guha and Gayatri Spivak, New York, Oxford, 1988. • Hartley John, “A Short History of Cultural Studies”, SAGE Publications, 2003. • Hoggart, Richard, “The Uses of Literacy”, Routledge, 1998. • https://1lib.in/book/5596798/a76a0f?id=5596798&secret=a76a0f • https://books.google.co.in/books/about/The_Uses_of_Literacy.html?id=P3sywFksmrcC&redir_esc=y • https://core.ac.uk/download/pdf/229715521.pdf • https://granta.com/the-wanderers/ 		

- https://moodle.fhs.cuni.cz/pluginfile.php/19118/mod_resource/content/0/Wendell_Social_construction.pdf
- https://pages.ucsd.edu/~rfrank/class_web/ES-200C/Articles/Guha.pdf
- <https://web.mit.edu/allanmc/www/benjamin.pdf>
- https://womrel.sitehost.iu.edu/Rel433%20Readings/SearchableTextFiles/Smith_ReligionReligionsReligiou s.pdf
- Keller, Helen, “The Story of My Life (1903)”, New York, Doubleday, 1954.
- Muktibodh, Sharatchandra, “What is Dalit Literature?” Poisoned Bread. Ed. Arjun Dangle, Hyderabad, Orient Blackswan, 2009. New Delhi, Narayana, 2012
- Oliver, Michael, “Understanding Disability: from Theory to Practice”, Palgrave Macmillan, 1996.
- Pawar, Urmila, “Mother Wit”, tr. By Veena Deo, New Delhi, Zubaan, 2013.
- Rege, Sharmila, “Writing Caste: Writing Gender”, Delhi, Zubaan, 2006.
- Shyamala, Gogu. “Father May Be an Elephant and Mother Only a Small Basket But.... ”, tr. by A.Suneetha,
- Wendell, Susan, “The Rejected Body”, London, Routledge, 1997.
- 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:

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

Suggested equivalent online courses: MOOC platforms like SWAYAM etc. and other similar programs offered by 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'S DEGREE	Year: FIFTH	Semester: 10
Subject: ENGLISH		
Course Code: A041003T	Course Title: PAPER 03: GENRE FICTION	
<p>Course Outcomes: After completing this course, the students will be able to:</p> <ul style="list-style-type: none"> • Comprehend the connections between culture, literature and life. • Develop a critical sense of the impact and influence of songs, advertising and newspaper articles • Get an acquaintance with different genres and traits of fiction across ages and nationalities • Understand some of the representative literary works of fiction • Account for the popularity of genres like crime fiction, children's fiction, science fiction etc. • Analyze the relationship between the novel and its social and cultural contexts • Comprehend the experiments in themes and techniques in modern fiction • Develop an ability to adjust writing style appropriate to the content, the context, and nature of the subject. • Write clearly and effectively in a variety of forms, adapting writing and analytical skills to all situations 		
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	TRAVEL LITERATURE/AUTOBIOGRAPHY/BIOGRAPHY/ MEMOIR <ul style="list-style-type: none"> • William Dalrymple: <i>City of Djinns</i> (Prologue, Chapters I and II) • Nelson Mandela: <i>Long Walk to Freedom</i> • Thomas Hauser: <i>Muhammad Ali: His Life and Times</i> 	14
II	SCIENCE FICTION/ DETECTIVE FICTION <ul style="list-style-type: none"> • H.G. Wells: <i>The Time Machine</i> • Arthur Conan Doyle <i>The Hound of the Baskerville</i> • Sujata Massey: <i>Murder on Malabar Hill</i> 	14
III	GRAPHIC/ CHILDREN FICTION <ul style="list-style-type: none"> • Lewis Carroll: <i>Alice's Adventures in Wonderland</i> • Sarnath Banerjee: <i>Corridor</i> 	11

IV	MAGIC REALISM/ FANTASY <ul style="list-style-type: none"> • Salman Rushdie: <i>Midnight's Children</i> • J.K. Rowling: <i>Harry Potter and the Philosopher's Stone</i> 	14
V	JUNK/ CHIC FICTION/ HISTORICAL/ MYTHOLOGY <ul style="list-style-type: none"> • Shobha De: <i>Sisters</i> • Kiran Nagarkar: <i>Cuckold</i> • Amish Tripathi: <i>The Immortals of Meluha</i> 	12
VI	FILM ADAPTATIONS: <ul style="list-style-type: none"> • <i>The Murder on the Orient Express</i> (2019) Dir. By Kenneth Branagh (based on Agatha Christi's novel) https://youtu.be/ltNZeWSBJT8 • <i>Twelve Years a Slave</i> (2013) Dir. by Steve Macqueen (based on Solomon Northup's 1853 slave memoir, <i>Twelve Years a Slave</i>) https://youtu.be/Dbx6WpbXywY (in Hindi) & (YouTube) 	10
Suggested Readings: <ul style="list-style-type: none"> <input type="checkbox"/> Ann Bowers, Maggie, "Magic (al) Realism", London, Routledge, 2004. <input type="checkbox"/> Bradbury, Malcolm, "The Modern American Novel", Oxford, OUP, 1992. <input type="checkbox"/> Bradbury, Malcolm, "The Modern British Novel", Harmondsworth, Penguin, 1994. <input type="checkbox"/> Chakraborty, Abin, "Popular Culture", India, Orient BlackSwan, 2019. <input type="checkbox"/> Eagleton, T., "The English Novel: An Introduction", Oxford, Blackwell, 2005. <input type="checkbox"/> Kettle, A., "Introduction to the English Novel (Vols.1&2)", Hutchinson & Co., London, 1999. <input type="checkbox"/> 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:		
Project/ Assignment	10 Marks	
Internal Class test	15 Marks	
Course prerequisites:	To study this course, a student must have passed/opted English in B.A.IV.	
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		

Programme/Class: MASTER'S DEGREE	Year: FIFTH	Semester: 10
Subject: ENGLISH		
Course Code: A041004T	Course Title: PAPER 04 (A): Advanced Literary Studies in Films, Theatre and Performing Arts	
<p>Course Outcomes:</p> <p>After completing this course, the students will be able to:</p> <ul style="list-style-type: none"> Analyse, and interpret a range of performances, staged and improvisational, scripted and unscripted Understand performance as event, theory, and method Explore the communicative and artistic dimensions of a variety of written texts Develop ability to write, enact and produce simple plays Gain familiarity with key texts in the field of Performance Studies Develop logical performance skills necessary to fully absorb literature in performance Pursue higher studies and careers in film, theatre and various performing arts 		
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>CONCEPTS:</p> <p>Films</p> <ul style="list-style-type: none"> History of Films and Uses of Films Film Genres, Time in cinema: Physical & Psychological Space in the Cinema: Scale, shooting angle, Depth, Cutting, Camera movement & framing Mise <i>en scene</i>, Montage, Cinematography and sound effects Theatre Western and Indian theatre: A historical overview Historical & Contemporary Theatrical architecture Theories and demonstrations of acting: Bharata, Stanislavsky & Brecht Screen Plays versus Stage Plays 	14

II	<p style="text-align: center;">Understanding Film as literature:</p> <ul style="list-style-type: none"> • Film Theory: The Auteur Theory, Adaptation Theory, Film Semiotics, Psychoanalytic Film Theory, Feminist Film Theory • Framework of Adaptation Theory (From literature to films) • Approaches to Film Criticism: (Journalistic, Humanistic, Auteuristic, Genre, Social Science, Historical, Ideological/Theoretical Approach) 	14
III	<p style="text-align: center;">Introduction to theories of Performance:</p> <ul style="list-style-type: none"> • Simon Shepherd: “How Performance Studies Emerged” Ch 18 from <i>The Cambridge Introduction to Performance Theory</i> • Richard Schechners: “Toward a Poetics of Performance” from <i>Performance Studies: An Introduction</i> • Peggy Phelan: “The Ontology of Performance: representation without reproduction” from <i>Unmarked</i> • Irina O. Rajewsky: “Intermediality, Intertextuality, and Remediation: A Literary Perspective on Intermediality” 	15
IV	<p style="text-align: center;">Theatre: Forms and Styles:</p> <p>Solo Performance, Mime, Street play, Chamber Theatre, Musical Drama, Ballet, Regional Folk Theatres- Jatra, Tamasha, Ramlila, Raslila, Swang, Chhau, Krishnattam, Kuchipudi, Puppet show, Mobile theatre</p>	12
V	<p style="text-align: center;">Brief Introduction of Indian Theatre Organizations: NSD, Sangeet Natak Akademi, Bhartendu Natya Akademi, Shri Ram Centre for Performing Arts, Delhi, & IPTA</p>	10
VI	<p>Case Studies: Analysis of selected films/Plays</p> <ul style="list-style-type: none"> • <i>Haider</i> Dir. Vishal Bharadwaj (Adaptation of Shakespeare’s <i>Hamlet</i>)https://youtu.be/3EXhqBkyW0c • <i>Pathe Panchali</i> Dir. by Satyajit Ray (based on Bhabhani Bhattacharya’s work) https://youtu.be/D41F3hWiAI0 	10

Suggested Readings:

- Austin, J.L., “Lecture I in How to do Things with Words” in Performance: Critical Concepts in Literary and Cultural Studies. New York, Routledge, 2003.
- Balme, Christopher B., “Cambridge Introduction to Theatre Studies”, New York, Cambridge University Press, 2010.
- Brandt, George W., “Modern Theories of Drama: A Selection of Writings on Drama and Theatre 1850-1990”, New York, Oxford University Press, 1998.
- Esslin, Martin, “Absurd Drama”, Harmondsworth, England, Penguin, 1965.
- Goffman, Erwin, “The Presentation of Self in Everyday Life”, Harmondsworth, Penguin, 1969.
- Goldberg, RoseLee, “Performance: Live Art since the 60s”, London, Thames and Hudson, 1998.
- http://cri.histart.umontreal.ca/cri/fr/intermedialites/p6/pdfs/p6_rajewsky_text.pdf
- <https://literariness.org/2018/07/22/performance-studies/>
- Keir, Elam, “The Semiotics of Theatre and Drama”, London, Methuen, 1980
- Mochulsky, Konstantin, “Dostoevsky: His Life and Work”, tr. by Minihan, Michael A. Princeton, Princeton University Press, 1973.
- Nicholson, Eric, Robert Henke, “Transnational Exchange in Early Modern Theatre”, Routledge, London, 2016.
- Phelan, Peggy, “Unmarked”, Routledge, London, 1996.
- Sartre, Jean-Paul, “Beyond Bourgeois Theatre”, Tulane Drama Review 5.3(Mar. 1961)
- Schechner, Richard, “Performance Studies: An Introduction”, London, Routledge, 2002.
- Shepherd, Simon, “The Cambridge Introduction to Performance Theory”, Cambridge University Press, 2016.
- 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:

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

Suggested equivalent online courses:

<https://www.coursera.org/learn/richard-schechners-introduction-to-performance-studies> 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

Programme/Class: MASTER'S DEGREE	Year: FIFTH	Semester: 10
Subject: ENGLISH		
Course Code: A041005T	Course Title: PAPER 04 (B): Translation: Theory and Practice	

Course Outcomes

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

- Recognise the nature and scope of translations
- Develop familiarity with the concept equivalent and loss and gain in translation
- Develop understanding of different theories of translation
- Use this knowledge to translate any text with greater conviction.

Unit –I	:The Nature and Scope of Translation	No. of Lectures
	Concept of Translation in the West and in the Indian Tradition.	04 Hours
	The Early History of the Discipline	03 Hours
	Ganesh N. Devy: “Literary History and Translation – An Indian View”	04 Hours

Unit –II	: Issues in Translation:	
	Theoretical Background–Types of Translation, Process, Importance of Translation, Fields of Translation. Technical terms, Problems of translation – Decoding and Recoding, Principle of Equivalence, Problem of Loss and Gain.	09 Hours
	Problems of Untranslatability	02 Hours
	Limits of Translation	02 Hours

Unit –III	:Translation Theories (I)	
	Vinay Dharwadker: “A.K. Ramanujan’s Theory and Practice of Translation:	05 Hours
	Walter Benjamin: “The Task of the Translator”	05 Hours
	Roman Jakobson: “On Linguistic Aspects of Translation”	05 Hours.

Unit –IV	:Translation Theories (II)	
	Eugene Nida: “Principles of Correspondence” J.C. Catford: “Translation Shifts”	05 Hours
	Andre Lefevere: Ch. 5: “Translation: Ideology. “On the Construction of Difference Anne Franks” from Translation Rewriting and the Manipulation of Literary Fame	05 Hours
Unit –V	:Translation Practice	(15 Hours)

Recommended Readings:

- Post colonial Translation: Theory and Practice – Susan Bassnett and Harish Trivedi
- The Translation Studies – Ed. Lawrence Venuti.

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:

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

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

Maharaja Suhel Dev State University, Azamgarh



Subject : **ENGLISH**

Post Graduate Syllabus

For

Minor Elective

NEP - 2020

Programme/Class: Bachelor's Degree (with Research)/M.A. I		Year: B.A. IV	Semester: VII or VIII
Subject: ENGLISH Minor/ Elective			
Students will be required to opt this course as a minor paper (04 - credits) from other faculty/subject in addition to major papers either in VII or VIII Semester.			
Course Code: -A040701M		Course Title: Communicative English and Writing Skills	
Credits: 04/60 Contact hours		Paper: Minor/Elective	
Max. Marks: 25+75		Min. Pass Marks:	
Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0 .			
<p>Course Outcomes:</p> <p>After completing this course, students will be able to:</p> <ul style="list-style-type: none"> • Identify various text types, and comprehend, them write correct and plain English. • Apply reading techniques like skimming and scanning. • Use and comprehend a reasonable vocabulary and reinforce their language proficiency. • Use the knowledge to work on multidisciplinary terms. • Use the knowledge to mediate between technology/business and a common audience. • Create e-mails and navigate browsers. • Get acquainted with the art of online writing. • Extend their knowledge of contemporary issues. • Will be able to learn the usage of English Language. • Will be able to overcome the fallacies in speaking and writing English. • Will be able to understand the correct ways of pronouncing English. 			
Unit	Topic		No. of Lectures
I	Reading / Listening How to Read, Practical Reading with comprehension of a Play, Story, Essay, Poem and reading on Internet. How to Listen to Practical Listening–related audios–visual materials, Listening to Pre-recorded audios on interviews and conversation.		15
II	Skills of Writing Remedial Grammar – Parts of speech with emphasis on Article, Preposition, Verb, Verb Agreement, Adverb, Phrase, Clause and Sentence, Punctuation, Idioms and Phrases, Correcting errors in a Sentence, Transformation of Sentences. Writing – Paragraph Writing, Letter Writing (Types/Formats, Official Correspondence) Essay Writing, Precis Writing, Report Writing, Short Proposal Writing, Question Forms, Question Tags, Comprehension of an Unseen Passage.		15

III	<p>Speaking/Understanding Communication Process.</p> <p>Skills of Spoken English Pronunciation, Accent and Vocabulary Building etc.</p> <p>With a Person – Language in a situation, in a group, in a meeting, Introducing the Guest, Welcome Speech, Vote of Thanks.</p>	15
IV	<p>Technical Writing</p> <p>Technical Writing and Presentation (use of internet, power point presentation, Preparing Resumes/CVs using Microsoft word, Project Report Writing/Online Writing (Blogging, Content Writing, Effective E-mail Writing), Technology Based Communication Tools,</p>	15

Recommended Book:

Eastwood John, Oxford Guide to English Grammar New Delhi: Oxford University Press, 1994

Suggested Readings

- Paltridge, Brian. Handbook of English for Specific Purposes. Wiley Blackwell, 2013
- Higgins, Jessica. Skills for Effective Business Communication: Practical Strategies from the World’s Greatest Leaders.
- Glendennings Eric. Professional English in Use (Medicine) Cambridge University Press.
- Singh, R.P. Professional Communication. New Delhi: Oxford University Press, 2002
- Eastwood, John. Oxford Guide to English Grammar, New Delhi: Oxford University Press, 1994.
- Wren and Martin. A Final Course of Grammar and Composition, Publisher S. Chand, 2014
- Murphy, Raymond. English Grammar in Use, Cambridge University Press, 2002.
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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 :	Open to all
Suggested equivalent online courses: On Swayam, Vidyamitra, Inflibnet.ac.in, Literature study –egyankosh.ac.in	
Further Suggestions:	
