

# **Madhabdev University**

## **DEPARTMENT OF ENGLISH**

### **SYLLABUS OF POST GRADUATE PROGRAMME (As per NEP 2020 Guidelines)**

#### **M.A. in ENGLISH**

( As approved by Board of Studies in English held on 29.7.2025 )



**Madhabdev University**

**Narayanpur, Lakhimpur, Assam, PIN-784164**

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## **Introduction :**

The Master of Arts (M.A.) in English is a postgraduate academic program designed to provide students with an advanced and comprehensive understanding of English literature, language, and critical theory. The program encompasses various aspects of literary analysis, linguistics, cultural studies, and research methodologies. It aims to develop students' analytical, interpretative, and communication skills, preparing them for diverse academic, professional, and research-oriented careers. By engaging with a broad spectrum of texts and theoretical frameworks, students enhance their ability to critically assess literary works, explore linguistic structures, and contribute to intellectual discourse. The program also fosters creativity, independent thinking, and a deep appreciation of literature's role in shaping society and culture.

## **Nature and extent of the M.A. Programme in English:**

The M.A. in English is a multidisciplinary and rigorous program that delves into the vast landscape of English literature and language studies. It covers various literary genres, historical periods, and theoretical approaches, allowing students to develop a deeper understanding of texts and their cultural significance. The program emphasizes:

- **Comprehensive Literary Studies:** In-depth exploration of British, American, and world literature, spanning classical, medieval, modern, and contemporary works.
- **Linguistics and Language Studies:** Understanding the structure, evolution, and function of the English language, including phonetics, syntax, semantics, and sociolinguistics.
- **Critical Theory and Interpretation:** Engaging with literary criticism, postcolonial studies, gender studies, psychoanalysis, structuralism, and other theoretical perspectives.
- **Research and Academic Writing:** Training in research methodologies, critical writing, and scholarly communication to develop original arguments and insights.
- **Interdisciplinary Approaches:** Integration of literature with history, philosophy, cultural studies, environment to broaden intellectual horizons.

Moreover, the program encourages active participation in seminars, discussions, workshops, and independent research projects. By the end of the course, students will have acquired a sophisticated understanding of literary traditions, theoretical paradigms, and linguistic intricacies, enabling them to contribute meaningfully to academic and professional domains.

## **Aims of MA Programme in English:**

The primary aims of the M.A. in English programme include:

1. **Developing a Deep Understanding of Literature and Language:** Enabling students to critically analyse literary texts, historical contexts, and linguistic structures.
2. **Enhancing Analytical and Critical Thinking Skills:** Encouraging students to engage with texts through various theoretical frameworks and apply analytical reasoning in their interpretations.
3. **Equipping Students with Advanced Research Skills:** Providing training in qualitative and quantitative research methodologies, academic writing, and the use of digital tools in humanities research.
4. **Fostering Cross-Cultural Awareness:** Promoting an understanding of diverse literary traditions, cultural discourses, and global perspectives in literature and language.
5. **Preparing for Diverse Career Opportunities:** Equipping students with skills applicable to academia, publishing, journalism, content writing, editing, translation, teaching, and media industries.
6. **Encouraging Independent Thought and Creativity:** Inspiring students to produce original research, creative writing, and scholarly discourse that contribute to the field of English studies.

## **Qualification Descriptors :**

Graduates of the M.A. in English program will possess the following competencies and qualifications:

1. **Advanced Knowledge of English Studies:** A deep and specialized understanding of English literature, linguistics, and cultural theories.
2. **Proficiency in Textual Analysis and Interpretation:** The ability to critically engage with literary and linguistic texts, identifying themes, stylistic elements, and theoretical underpinnings.
3. **Research and Scholarly Skills:** Competence in conducting independent research, formulating arguments, synthesizing sources, and presenting findings in academic formats.
4. **Effective Communication and Writing Skills:** The ability to articulate ideas clearly and persuasively in both oral and written forms, suitable for academic and professional contexts.
5. **Cross-Disciplinary and Global Perspectives:** Awareness of the interconnectedness of literature, history, culture, and society, and the ability to approach texts from diverse intellectual viewpoints.
6. **Critical Thinking and Problem-Solving Abilities:** The capacity to analyze complex issues, assess different perspectives, and develop well-reasoned arguments.

7. **Adaptability and Professional Readiness:** The skills to transition into various careers, including teaching, research, media, publishing, and public communication roles.

### **Programme Specific Outcome (PSO):**

After successful completion of the M.A. in English programme, students will be able to:

1. **Critically Evaluate and Apply Literary Theories:** Demonstrate expertise in analyzing texts using multiple theoretical and methodological approaches.
2. **Conduct Independent and Original Research:** Design and execute research projects, utilizing primary and secondary sources effectively.
3. **Engage with Linguistic and Literary Debates:** Participate in contemporary discussions on literature, linguistics, cultural studies, and critical theory with informed perspectives.
4. **Demonstrate Advanced Writing and Communication Skills:** Produce well-structured essays, research papers, and creative works that reflect depth and originality.
5. **Apply Knowledge to Professional and Academic Contexts:** Adapt analytical and writing skills to careers in academia, publishing, journalism, content creation, translation, and teaching.
6. **Develop a Global and Interdisciplinary Outlook:** Understand literature's role in shaping historical, political, and cultural narratives, and apply interdisciplinary insights to literary studies.
7. **Think Creatively and Critically:** Develop independent, innovative, and ethically responsible viewpoints in literary and linguistic discussions.
8. **Develop Digital Skills:** for employability, research and pedagogy in emerging digital world.

### **Course Learning Outcome (CLO):**

- discuss the critical theory – a field of inquiry involving continental philosophy, linguistics, anthropology, sociology, literature and so forth.
- discuss strategies of reading literary texts by deploying discourses ranging from Structuralism to Poststructuralism and beyond.
- discuss rigorously ideas related to Text, Author, Society and Politics.
- examine Marxist, postcolonial and feminist theoretical frameworks through reading of literary texts by deploying discourses strategically.
- discuss postcolonial literature; its history and development.
- analyze the texts within a postcolonial framework focusing on issues like language, identity, displacement, physical and mental colonization, decolonisation, nationalism, fundamentalism, diaspora, colonial legacy, gender and sexuality, regionalism, ethnicity, genocide, race, and so forth through the reading of the selected essays.

- analyze postcolonial fiction to understand how literature engages with themes of colonization, identity, resistance, and cultural hybridity.
- apply postcolonial theoretical frameworks to critically evaluate power dynamics, narrative strategies, and representations of marginalized voices.
- analyse the critical ideas of Said, Fanon, Spivak and Viswanathan.
- develop postcolonial perspectives on contemporary issues of nation, ethnicity, identity etc.
- discuss the growth of Indian Writing in English in the colonial and the postcolonial period.
- discuss Indian English poetry in context of Indian socio-political reality.
- discuss the major trends and movements, and figures of Indian Writings in English through the study of select fictions.
- analyse selected fictions as a mirror of Indian socio-economic, cultural and political space.
- analyse the impact of colonialism and its legacy in the inception and dissemination of Indian Writing in English
- evaluate Indian English poetry in terms of decolonization, nationalism, gender and power politics.
- evaluate Indian English prose and drama from the perspective of subaltern, queer and psychological space.
- develop a critical insight about the socio-economic and political context of India English novels.
- identify and describe the branches of phonetics.
- explain the structure and function of the human speech organs involved in sound production.
- classify English vowel and consonant sounds using appropriate phonetic terminology and symbols.
- analyse the role of syllable structure, stress, accent and intonation in spoken English.
- discuss the basics of research in literature
- discuss the criteria, context, relevance and resources of research
- apply research styles, presentation and documentation while doing research
- apply software tools in research and publication.
- analyse the themes that are integral to the cultural imaginary of the masses of the postcolonial spaces – their transactions and negotiations in the aftermath of decolonisation in the context of Africa, Asia and the Caribbean, and its fictional representation.
- evaluate the idea of how colonization had a role to play in the shaping of the poetic imagination of the writers in the context of Africa, Asia and the Caribbean.
- evaluate how and why liberation from colonialism and decolonization are both liberating and traumatic for the postcolonial subject-positions.
- apply the theoretical approaches and methodologies of cultural studies in the analysis of cultural and literary texts as well to their topic of research.
- analyse the concept of race and gender with reference to the prescribed texts. : discuss the basic concepts of language and applied linguistics.

- understand the ways in which acquisition, comprehension and use of language can be influenced by various psychological, neurological and social factors.
- understand the concepts of phonology and morphology as well as that of applied linguistics and rhetoric.
- study the relationship between language and literature
- provide the theoretical background to language and its bearings on literature and literary studies.
- interpret the core concepts, and scope of ELT
- illustrate methods and approaches of ELT
- analyse the core concepts of curriculum, syllabus design, and Testing
- design teaching material and lesson plan
- evaluate the nature, purpose and challenges of ELT in Indian context
- evaluate the features and scope of Ecocriticism and Ethical Criticism.
- analyse literary texts and cultural phenomena from the lens of contemporary ecological and ethical perspectives.
- evaluate the scope and relevance of Queer Theory and Trauma Theory in contemporary critical discourse.
- analyse literary texts and cultural phenomena from the lens of contemporary Queer and Trauma perspectives.
- evaluate Spatial Theory and its relevance in critical readings
- analyse space, beyond geography, as a social, cultural and psychological entity.
- evaluate the scope and relevance of Chaos Theory and Assemblage Theory in contemporary critical discourse.
- analyse the concept of assemblage, totalities and rhizome as interpretative tools.
- study translation studies as separate discipline of knowledge
- study the nature of translation and enhance interest to independently pursue translation theory issues;
- deal with translation as linguistic procedure and as socially constructed and oriented activity
- discuss the link theory and practice
- develop contrastive knowledge and their critical thinking skills.
- increase their awareness related to the nature of translation and arouse their interest to independently pursue translation as career.
- analyse translation as linguistic procedure and as socially constructed and oriented activity.
- examine the cultural and political dimensions of translation, with a focus on language hierarchies and identity in multilingual contexts, particularly in India.
- translate from the source language to the target language effectively.
- analyse the socio-cultural and historical background of English poetry from late Medieval to the Pre-Restoration period.

- analyse the works of University Wits and Elizabethan playwrights in the context of Renaissance thought and Elizabethan world and theatre.
- evaluate the Jacobean plays as critique of the social corruption, political conspiracy and human desire vis-à-vis moral degradation.
- critically assess key philosophical and literary arguments from early modern English prose, exploring how the representative essayists of this period reflected and shaped emerging ideas of reason, governance, and poetic function.
- analyse the thematic concerns and stylistic features of epic, satirical, and personal poetry of the 17th and 18th centuries.
- analyse the poetic styles and concerns of Milton, Dryden, Pope and Phillips.
- analyse the emergence and development of the English novel in the 18th century.
- analyse the narrative technique, characterization and thematic concerns of Behn, Fielding, and Defoe.
- evaluate the characteristics of Restoration and 18th century comedy in terms of structure, performance and reception of comic drama during the era.
- evaluate the dramatic technique, characterization and thematic concerns of Goldsmith and Sheridan.
- evaluate the role of essays and periodicals in Enlightenment thought and civil society.
- evaluate the critical ideas of Swift, Steel and Johnson.
- analyse the historical background of the Romantic and Victorian Period, in terms of social, political and economic changes.
- examine social condition of England and English imperialism and its representation in the prescribed poetry of the period.
- evaluate prose of the Romantic and Victorian Period.
- explain the emergence of women's writing, the advocacy for women's social and political rights, and publishing during the period.
- criticise the significant contexts pertaining to Romantic and Victorian Period about politics, colonialism, science, culture, religion, industrialization, race, gender and sexuality.
- criticise the fictional works of the period with reference to the dominant contexts and concepts of the period.
- evaluate the vast interdisciplinary academic field of Gender Studies from a literary perspective.
- Analyse the diverse concerns of Gender Studies including Women's Rights, Masculinities, Alternative Sexualities, LGBT Rights and so on.
- study how gender intersects with other socio-cultural spheres such as class, race, caste and ethnicity.
- analyse how race, gender, and class are produced and consumed in the mass market
- evaluate the basic tenets of poststructuralism and postmodernism, and their relevance in the analysis of cultural and literary texts.
- develop skills in critical thinking and scholarly argumentation and documentation.

- discuss environmental criticism and its core concepts, as well as the various forms taken by its commitment to environmental praxis.
- analyse creative representations of human with the non-human world & familiarize the students with environmental literary texts from a range of periods along with their contexts.
- provide a comprehensive knowledge of the set literary texts that includes poetry, fiction and non-fiction and to relate those texts and interpreting them through conceptual tools of ecocriticism.
- explore the 20th century British literature through the reading of the work from this period
- analyse the thematic concerns and stylistic features of the selected poets.
- criticize the prescribed poems, and also other War poetry, modernist poetry and the Movement poetry in terms of the condition of wars, holocaust, and the rise and fall of the Empire.
- discuss the Theatre of Absurd and its features
- discuss human existence and its inherent absurdity in the prescribed texts of the Theatre of absurd.
- estimate the uncanny, fragmentation, alienation, neuroses, and existentialist predicament in literary texts, particularly the prescribed fictions.
- analyse the representation of race, class and sexuality in postcolonial Britain through selected texts
- interpret the social, cultural and historical background of Classical Literature.
- interpret the different genres of Classical Literature , both Indian& European.
- interpret the ancient Indian world and European world and its representation in the prescribed texts.
- critically engage with foundational texts from Indian and European classical traditions and identify their thematic, cultural, and narrative structures
- interpret the ancient Indian world and its representation in the prescribed texts.
- examine the diverse spiritual, philosophical, and socio-cultural perspectives presented in classical Indian Literature.
- analyze the central themes, characters, philosophical depths and structures in major Indian classical texts.
- compare and contrast Indian and European classical literary traditions, examining the role of fate, heroism, moral dilemmas, and cultural values.
- develop an appreciation of classical texts as dynamic sources of ethical inquiry, cultural memory, and literary innovation.
- critique the prescribed poems, and also other Black poetry and the Imagist poetry in terms of the condition of American identity, slavery, Harlem Renaissance, and nativism
- discuss the concept of American identity and American Dream
- discuss American reality and its inherent crises in the prescribed texts of the American drama and prose.
- discuss the crisis-ridden American condition and its representation in American fictions

- estimate the violence, fragmentation, alienation, neuroses, and existentialist predicament of the American Black in literary texts, particularly the prescribed fictions.
- evaluate the social, cultural and political dimensions of fictions from Northeast India.
- evaluate poetry from the perspective of geographical, cultural, and psychological space of Northeast India.
- discuss the political context of Northeast India.
- discuss the prescribed critical essay from the perspective of ethnicity and migration.
- discuss the vast terrain and trajectory of pan European literary cultures right from nineteenth century Realism to late twentieth century Postmodernism.
- discuss the specific national literary traditions about Russia, Albania, Greece, France, Norway, Italy and Germany.
- engage with the interface between literary expressions and their political/philosophical/cultural contexts such as the First/Second World War and totalitarian regime.
- discuss various literary conventions such as Realism, Surrealism, Magic Realism and Absurdism regarding specific texts and authors.
- understand feminism, feminist theories, and developments in feminist thought
- appreciate the issues specific to the study of literature by and on women.
- read and analyse literary texts from a gendered perspective.
- discuss international and transnational approaches to and perspectives on feminist scholarship.
- gain an understanding of the socio-cultural and historical events that shape the parameters or representation of women across different geographical and cultural boundaries
- analyse the critical framework of western feminist scholarship and its points of departure from that of/by third world feminist critical discourse.

### **Teaching Learning Methods:**

The programme allows the use of varied pedagogical methods and techniques both within the classroom and beyond such as:

- Lecture
- Tutorial
- Screening of documentary films and film adaptations of literary texts
- Project Work/Dissertation
- Internship / Community engagement
- Group Discussion and debate
- Seminars/workshops/conferences
- Mentor- Mentee sessions

### **Assessment Methods:**

- Home assignment
- Sessional Test
- Seminar Presentation: Oral/Poster/Power point

- Group Discussions
- In semester examinations
- End Semester examinations

**Course Structure of MA Syllabus in English (As per NEP 2020 Guidelines)**

| Year                 | Semester     | Course           | Title of the Course                 | Total Credit |
|----------------------|--------------|------------------|-------------------------------------|--------------|
| 1 <sup>st</sup> Year | 1st Semester | Major (Core) - 1 | Critical Theory- I                  | 4            |
|                      |              | Major (Core)- 2  | Postcolonial Literature             | 4            |
|                      |              | Major (Core)- 3  | Indian Writings in English          | 4            |
|                      |              | Minor -1         | English Phonetics                   | 4            |
|                      |              | OC-1             | Research Methodology                | 4            |
|                      |              |                  | Internship/Seminar/Research Project | 2            |
|                      |              | Total Credit     |                                     | 22           |

| Year                 | Semester                 | Course         | Title of the Course        | Total Credit |
|----------------------|--------------------------|----------------|----------------------------|--------------|
| 1 <sup>st</sup> Year | 2 <sup>nd</sup> Semester | Major (Core) 1 | New Literatures in English | 4            |
|                      |                          | Major (Core) 2 | Language & Linguistics     | 4            |
|                      |                          | Major (Core)3  | English Language Teaching  | 4            |
|                      |                          | Major (Core) 4 | Critical Theory II         | 4            |
|                      |                          | Minor-2        | Translation Studies        | 4            |
|                      |                          |                | Dissertation               | 4            |
|                      | Total Credit             |                |                            | 24           |

| Year                 | Semester                 | Course          | Title of the Course                    | Total Credit |
|----------------------|--------------------------|-----------------|----------------------------------------|--------------|
| 2 <sup>nd</sup> Year | 3 <sup>rd</sup> Semester | Major (Core) -1 | Pre Restoration English Literature     | 4            |
|                      |                          | Major (Core)- 2 | Restoration and the Eighteenth Century | 4            |
|                      |                          | Major (Core)- 3 | The English Romantics& Victorians      | 4            |
|                      |                          | Elective        | Literature and Gender (Option A)       | 4            |
|                      |                          |                 | Cultural Studies (Option B)            |              |
|                      |                          |                 | Literature &Environment (Option C)     |              |
|                      |                          |                 | Project Dissertation                   | 4            |
|                      | Total Credit             |                 |                                        | 20           |

| Year                 | Semester                           | Course          | Title of the Course                                           | Total Credit |
|----------------------|------------------------------------|-----------------|---------------------------------------------------------------|--------------|
| 2 <sup>nd</sup> Year | 4 <sup>th</sup> Semester           | Major (Core) -1 | Modern Age and Beyond                                         | 4            |
|                      |                                    | Major(Core)- 2  | Classical Literature                                          | 4            |
|                      |                                    | Major (Core)- 3 | American Literature                                           | 4            |
|                      |                                    | Elective        | English Writings in English from North East India (Option A ) | 4            |
|                      |                                    |                 | European Literature (Option B)                                |              |
|                      |                                    |                 | Women’s Writing (Option C)                                    |              |
|                      |                                    |                 | Research Project                                              | 4            |
|                      |                                    |                 | Total Credit                                                  |              |
|                      | Grand total (semester I,II,III,IV) |                 | 86                                                            |              |

|                              |                                     |
|------------------------------|-------------------------------------|
|                              | <b>SEMESTER 1</b>                   |
|                              | <b>ENGLISH CORE</b>                 |
| <b>Title of the Course</b>   | <b>: Critical Theory I</b>          |
| <b>Course Code</b>           | <b>: PEN-C-101</b>                  |
| <b>Nature of the Course</b>  | <b>: Major (Core)</b>               |
| <b>Total Credits</b>         | <b>: 4</b>                          |
| <b>Distribution of Marks</b> | <b>: 70 (End Sem) + 30 (In-Sem)</b> |
| <b>Total Marks</b>           | <b>: 100</b>                        |

### **Course Objectives:**

The objectives of this course are to enable the students to-

- CO 1:** provide learners with an overview of the main currents of western critical theory.
- CO2:** develop a holistic understanding of the evolution of critical theory as a transition from literary criticism and its role in the analysis of literary texts.
- CO 3:** provide various strategies of reading literary texts by deploying discourses ranging from Structuralism to Post-structuralism and beyond.
- CO 4:** explore ideas related to Text, Author, Society and Politics.
- CO 5:** inform learners about possibilities of reading literary texts by deploying discourses strategically.

### **Unit I : New Criticism-Formalism-Structuralism (Marks 15 : Total hour 15)**

- Shklovsky, “Art as Technique”
- Jakobson, “Two Aspects of Language and Two Types of Aphasic Disturbances”
- Saussure, “The Nature of the Linguistic Sign”

### **Unit II: Poststructuralism-Reader-Oriented Theories- New Historicism-Postmodernism (Marks 20: Total hour 15)**

- Derrida, “Structure, Sign and Play in the Discourse of Human Sciences”
- Barthes, “The Death of the Author”
- Foucault, “We ‘Other Victorians’”

### Unit III: Marxism

(Marks 20: Total hour 15)

- Raymond Williams, “Dominant, Residual and the Emergent”
- Althusser, “Ideology and Ideological State Apparatuses” (From *Lenin and Philosophy*)
- Antonio Gramsci, ‘Notes On Politics’ in Selections from the Prison Notebooks, ed. And tr. Quentin Hoare and Geoffrey Novell Smith( London: Lawrence and Wishart,1971)

### Unit IV: Postcolonial Theory- Feminism

(Marks 15: Total hour 15)

- Edward Said,“The Scope of Orientalism” in *Orientalism*
- Spivak,“Can the Subaltern Speak?”
- Showalter,“Towards a Feminist Poetics”
- Kate Millet, *Sexual Politics*, Chapter II

|                                        |                    |
|----------------------------------------|--------------------|
| <b>Modes of In-Semester Assessment</b> | <b>: 30 Marks</b>  |
| Two Sessional Tests                    | : 10+ 10= 20 Marks |
| Seminar/ Group discussion/ Assignment  | : 5 Marks          |
| Attendance                             | : 5 Marks          |
| <b>Final Examination</b>               | <b>: 70 Marks</b>  |

#### Expected Course Learning Outcomes:

After the completion of this course, the learners will be able to:

- CLO1:** Understand the broad outlines of the field of critical theory and discuss the historical development of literary theory from New Criticism-Feminism.
- CO2:** Apply the tools for further study and research.
- CO3:** Develop a critical and analytical mind which would assist in the study of texts and projects.
- CO4:** Possess a broad understanding of the history, culture and intellectual environment of the world since the beginning of the 20th century.
- CO5:** Analyze texts critically.

#### Suggested Readings :

Andrew Bennett etc. *An Introduction to Literature, Criticism and Theory*. Pearson Education India. 1995

Hans Bertens *Literary Theory: The Basics*. Psychology Press. 2001.

Jonathan Culler *Literary Theory: A Very Short Introduction*. OUP. 1997.

Lois Tyson *Critical Theory Today*. Garland Pub.,1999.

M.A.R. Habib *A History of Literary Criticism and Theory*. Wiley-Blackwell 2005.

Patricia Waugh *Literary Theory and Criticism*. OUP. 2007.

Peter Barry *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester UP. 1995.

Pramod K. Nayar *Contemporary Literary and Cultural Theory*. Pearson Education India. 2010.

Terry Eagleton, *Literary Theory: An Introduction*. University of Minnesota Press, 1983.

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**SEMESTER 1**  
**ENGLISH CORE**

|                              |                                     |
|------------------------------|-------------------------------------|
| <b>Title of the Course</b>   | <b>: Postcolonial Literature</b>    |
| <b>Course Code</b>           | <b>: PEN-C-102</b>                  |
| <b>Nature of the Course</b>  | <b>: Major (Core)</b>               |
| <b>Total Credit</b>          | <b>: 4</b>                          |
| <b>Distribution of Marks</b> | <b>: 70 (End Sem) + 30 (In-Sem)</b> |
| <b>Total Marks :100</b>      |                                     |

**Course Objectives:**

The objectives of this course are to enable the students to:

**CO 1:** understand the foundational concepts of postcolonial theory and historical contexts.

**CO 2:** analyse the postcolonial poetry across diverse geographies, exploring postcolonial themes in the poetry.

**CO 3:** evaluate the narrative strategies and thematic concerns in postcolonial fiction.

**CO4:** evaluate the major issues as language, identity, point of view, displacement, physical and mental colonisation, Decolonisation, nationalism, fundamentalism, globalisation and diaspora, colonial legacy, gender and sexuality, regionalism, ethnicity, genocide, race etc expressed in the literary texts.

**CO 5:** assess the major theoretical texts in postcolonial studies.

**Unit I: Poetry**

**(Marks 15 : Total hour 15)**

- Margaret Atwood, “Disembarking at Quebec”
- Judith Wright, “Nigger’s Leap, New England”,
- A.D. Hope, “Australia”
- Wole Soyinka, “Telephone Conversation”
- Mahmoud Darwish, “A Letter from Exile”

**Unit II: African fiction**

**(Marks 20 : Total hour 15)**

- Chinua Achebe, *No Longer at Ease*
- J.M. Coetzee, *Waiting for the Barbarians*
- Buchi Emecheta, *The Joys of Motherhood*
- Nadine Gordimer, *July’s People*

### **Unit III: Caribbean and South Asian Disporic Fiction (Marks 20: Total hour 15)**

- Jean Rhys, *Wide Sargasso Sea*
- Salman Rushdie, *Midnight's Children*
- Romesh Gunasekera, *Reef*
- Hanif Kureishi, *My Beautiful Laundrette*, "Under the Rainbow sign"

### **Unit IV: Non-Fiction**

**(Marks 15: Total hour 15)**

- George Lamming, *The Pleasures of Exile* (Introduction)
- Frantz Fanon, from *The Wretched of the Earth* (Chapter 1)
- Edward Said, Introduction of *Orientalism*
- Aijaz Ahmed, "Jameson's Rhetoric of Otherness and the Three World's Theory" Antonio Negri & M. Hardt. *Empire* (Selections)
- Gauri Viswanathan, "One Power One Mind" from *The Masks of Conquest*

### **Expected Course Learning Outcomes:**

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

**CLO 1:** analyze postcolonial poetry across diverse geographies, exploring postcolonial themes in the poetry.

**CLO 2:** evaluate narrative strategies and thematic concerns in postcolonial fiction.

**CLO 3:** recognize and problematize/deglamourize canonical literature using non-Western perspectives.

**CLO 4:** distinguish between different colonial contexts even as they are revisited under the broader rubric such as Commonwealth, Indian and World literatures.

**CLO 5:** grasp the complicity and complexity of colonialism vis-à-vis race, gender, class and sexuality.

**CLO 6:** differentiate between theoretical frameworks and positions in order to substantiate their engagement with postcolonial text.

### **Suggested Readings:**

M. H. Abrams. *A Glossary of Literary Terms*.

Harcourt Brace M.E. Chamberlain, *The Scramble for Africa*, 3rd edition, Pearson Education limited, 2010.

Bill Ashcroft, Gareth Griffiths, Helen Tiffin, *The Post-Colonial Studies Reader*, London, New York: Routledge, 1995

Bill Ashcroft, Gareth Griffiths, Helen Tiffin, *The Empire Writes Back: Theory and Practice in Post-Colonial Literature*, London, New York: Routledge, 2nd edition, 2002.

Mary Louise Pratt, *Imperial Eyes: Travel Writing and Transculturation*, London, New York: Routledge, 2nd edition 2008.

Ashcroft, Bill, Gareth Griffiths, & Helen Tiffin, eds., *The Post-Colonial Studies Reader*. 1995.

Ashcroft, Bill, Gareth Griffiths, & Helen Tiffin, eds., *The Empire Writes Back*. 1989.

Bahri, Deepika, Mary Vasudeva: *Between the Lines: South Asians and Postcoloniality*. 1996.

Barker, Francis, Peter Hulme. *Colonial Discourse, Postcolonial Theory*. 1994.

Boehmer, Elleke. *Colonial and Postcolonial Literature: Migrant Metaphors*. 1995.

Childs, Peter & R. J. Patrick Williams. *An Introduction to Post-Colonial Theory*. 1997.

Mohanram, Radhika & Gita Rajan: *English Postcoloniality: Literatures from Around the World*. 1996.

Mongia, Padmini: *Contemporary Postcolonial Theory: A Reader*. 1996.

Moore-Gilbert, Bart: *Postcolonial Theory: Contexts, Practices, Politics*. 1997.

Walder, Dennis: *Post-Colonial Literatures in English: History, Language, Theory*. 1998.

Williams, Patrick & Laura Chrisman, eds.: *Colonial Discourse and Post-Colonial Theory: A Reader*. 1993.

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## SEMESTER 1 ENGLISH CORE

|                              |                                     |
|------------------------------|-------------------------------------|
| <b>Title of the Course</b>   | <b>: Indian Writings in English</b> |
| <b>Course Code</b>           | <b>: PEN-C- 103</b>                 |
| <b>Nature of the Course</b>  | <b>: Major (Core)</b>               |
| <b>Total Credit</b>          | <b>: 4</b>                          |
| <b>Distribution of Marks</b> | <b>: 70 (End Sem) + 30 (In-Sem)</b> |
| <b>Total Marks</b>           | <b>: 100</b>                        |

### Course Objectives:

The objectives of this course are to enable the students to:

- CO 1:** acquaint with the evolution and distinctiveness of Indian drama in English through the reading of prescribed text.
- CO 2:** understand the thematic concerns and stylistic features of Indian English Poetry by reading the selected poems.
- CO 3:** analyse the narrative styles and thematic concerns of selected Indian fiction writers.
- CO 4:** analyse the key political, cultural, and educational discourses in modern India through the writings of Macaulay, Gandhi, Ambedkar and Aurobindo.

### Unit I: Poetry

(Marks 15 : Total hour 15)

- Rabindra Nath Tagore, “Where the Mind is Without Fear”
- Sarojini Naidu, “The Gift of India”
- A.K. Ramanujan: “Obituary”

- Jayanta Mahapatra, “ A Rain of Rites”
- Kamala Das, “The Dance of the Eunuchs”
- Temsula Ao, “Soul-Bird”

## **Unit II: Drama**

**(Marks 20: Total hour 15)**

- Girish Karnad, *The Dreams of Tipu Sultan*
- Ratan Thiam , *Chakrabyuh*

## **Unit III: Fiction**

**(Marks 20: Total hour 15)**

- Arundhati Roy, *The God of Small Things*
- Aravind Adiga, *The White Tiger*
- Mamang Dai, *Legends of Pensam*

## **Unit IV: Non Fiction Prose**

**(Marks 15 : Total hour 15)**

- Rabindra Nath Tagore, *Crisis of Civilization*
- Macaulay’s Minutes on Education, 1835
- M.K Gandhi, *On Satyagraha*
- B.R. Ambedkar, Chapter VI What Congress and Gandhi Have Done to the Untouchables
- Aurobindo Ghosh, *The Foundations of Indian Culture*

### **Modes of In-Semester Assessment**

**: 30 Marks**

Two Sessional Tests

: 10+ 10= 20 Marks

Seminar/ Group discussion/ Assignment

: 5 Marks

Attendance

: 5 Marks

### **Final Examination**

**: 70 Marks**

### **Expected Course Learning Outcomes:**

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

**CLO1:** to have a good knowledge of the literary, socio-historical and cultural contexts of the early period of Indian Writing in English.

**CLO2:** develop critical reading skills which would enable them to analyse and examine the prescribed texts.

**CLO3:** inculcate a good understanding of the nuances of Indian art, aesthetics and philosophy.

**Suggested Readings:**

- Ansani, Shyam M. *New Dimensions of Indian English Novels*. Delhi: Doaba House, 1987.
- Deshmane, Chetan, ed. *Muses India: Essays on English-Language Writers from Mahomet to Rushdie*. Jefferson, NC, and London: McFarland & Co., 2013.
- Dwivedi, A.N. (Ed.) *Indian Poetry in English*. New Delhi: Arnold Heinemann, 1980.
- Gokak, V K. *Indian and World Culture*. Delhi: SahityaAkademi, 1989.
- Deshpande, Gauri. (Ed.) *An Anthology of Indian English Poetry*. Delhi: Hind Pocket Books, n.d.
- Devy, G. N. *After Amnesia: Tradition and Changes in Indian Literary Criticism*. Hyderabad: Orient Longman and Sangam Books, 1992.
- Dwivedi, A.N. (Ed.) *Indian Poetry in English*. New Delhi: Arnold Heinemann, 1980.
- Gandhi, Leela. *Postcolonial Theory*. New: Oxford University Press, 2002.
- Jain, Jasbir. *Beyond Postcolonialism: Dreams and Realities of a Nation*. Jaipur: Rawat Publications, 2006.
- King, Bruce. *Modern Indian Poetry in English*. Delhi: OUP, 1987.
- Mehrotra, A. K. (Ed.) *Twelve Modern Indian Poets*. Calcutta: OUP, 1992.
- Mehrotra, Arvind Krishna (Ed.) *A Concise History of Indian Literature in English*. Ranikhet: Permanent Black, 2010.
- Misra, Tilottoma (ed). *The Oxford Anthology of Writings from North-East India*. New Delhi: OUP, 2011.
- Nandy, Pritish. *Indian Poetry in English Today*. Delhi: OUP, 1976.
- Nandy, A. *The Intimate Enemy: Loss and Recovery of Self Under Colonialism*. Delhi, OUP, 1983.
- Narasimhaiah, C D. (Ed.) *Makers of Indian English Literature*. Delhi: Pencraft International, 2000.
- Parthasarathy, R. (Ed.) *Ten Twentieth – Century Indian Poets*. Delhi: Oxford University Press, 1976.
- Peeradina, S. (ed.) *Contemporary Indian Poetry in English*. Bombay: The Macmillan Co., 1972.
- Rushdie, Salman. *Imaginary Homelands*. London: Random House, 2010.

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**SEMESTER 1**  
**ENGLISH MINOR**

|                              |                                     |
|------------------------------|-------------------------------------|
| <b>Title of the Course</b>   | <b>: English Phonetics</b>          |
| <b>Course Code</b>           | <b>: PEN-N- 101</b>                 |
| <b>Nature of the Course</b>  | <b>: Minor</b>                      |
| <b>Total Credit</b>          | <b>: 4</b>                          |
| <b>Distribution of Marks</b> | <b>: 70 (End Sem) + 30 (In-Sem)</b> |
| <b>Total Marks</b>           | <b>:100</b>                         |

**Course Objectives:**

The objectives of this course are to enable the students to:

**CO 1:** understand the branches, structures and functions of phonetics.

**CO 2:** understand English vowel and consonant sounds using appropriate phonetic terminology and symbols.

**CO 3:** analyse the role of syllable structure, stress, accent and intonation in spoken English.

**CO 4:** apply broad and narrow transcription techniques using the IPA to accurately transcribe English speech sounds.

**Unit I: Phonetics and its Branches** (Marks 20: Total hour 15)

Organs of speech

**Unit II: English Sounds: Vowels and Consonants** (Marks 20: Total hour 15)

**Unit III: Syllables, Stress, Accent, and Intonation** (Marks 15: Total hour 15)

**Unit IV: Narrow and Broad Transcription** (Marks 15: Total hour 15)

**Modes of In-Semester Assessment** : 30 Marks

Two Sessional Tests : 10+ 10= 20 Marks

Seminar/ Group discussion/ Assignment : 5 Marks

Attendance : 5 Marks

**Final Examination** : 70 Marks

**Expected Course Learning Outcomes:**

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

**CLO 1:** identify and describe the branches of phonetics

**CLO 2 :** explain the structure and function of the human speech organs involved in sound production.

**CLO 3:** classify English vowel and consonant sounds using appropriate phonetic terminology and symbols.

**CLO 4:** analyse the role of syllable structure, stress, accent and intonation in spoken English.

**CLO 5:** transcribe English speech sounds using the IPA.

**Suggested Readings**

O'Connor, J. D. *Better English Pronunciation*.

Balasubramanian, T. *A Textbook of English Phonetics for Indian Students*.

Sethi, J and P. B. Dhamija. *A Course in Phonetics and Spoken English*.

Jones, Daniel. *Cambridge English Pronouncing Dictionary*.

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**SEMESTER 1**  
**RESEARCH METHODOLOGY**

|                              |                                     |
|------------------------------|-------------------------------------|
| <b>Title of the Course</b>   | <b>: Research Methodology</b>       |
| <b>Course Code</b>           | <b>: PEN-RM- 105</b>                |
| <b>Nature of the Course</b>  | <b>: Compulsory</b>                 |
| <b>Total Credit</b>          | <b>: 4</b>                          |
| <b>Distribution of Marks</b> | <b>: 70 (End Sem) + 30 (In-Sem)</b> |
| <b>Total Marks</b>           | <b>: 100</b>                        |

**Course Objectives:**

The objectives of this course are to enable the students to:

**CO 1:** provide an overview of the fundamental principles of research methodology

**CO 2:** explores different methodological paradigms, and discusses their applications in academic inquiry.

**CO 3:** learn the tools of research

**CO 4:** Identify an original research area and problem and develop a working hypothesis

**CO 5:** learn to apply these tools to read critically, analyze, and interpret the chosen literary and cultural texts

**CO 6 :** design a roadmap for the project/seminar/dissertation

**Unit I: Understanding Research Paradigms (Marks 15 :Total hour 15)**

- Overview of positivist, interpretivist, and critical research paradigms like empirical observation, objectivity, determinism, quantification universalism etc
- The role of epistemology and ontology in shaping research approaches
- Critique of positivist assumptions in literary and cultural studies
- Introduction to qualitative, quantitative, and mixed methods research
- Ethical questions in research

**Unit II: Formulating Research Questions and Selecting Research Methods (Marks 20 : Total hour 15)**

- Strategies for developing focused and relevant research questions
- Identifying gaps and opportunities in existing scholarship
- Balancing curiosity with feasibility in research inquiries
- Examples of well-crafted research questions in English studies
- Overview of qualitative research methods
- Introduction to quantitative research methods
- Considerations for choosing the most suitable research methods

### Unit III: Literature Reviews

( Marks 20 : Total hour 15)

- Importance of literature reviews in situating research within existing scholarship
- Strategies for identifying and evaluating relevant sources
- Synthesizing diverse perspectives and theoretical frameworks
- Avoiding common pitfalls in literature review writing

### Unit IV: Research Findings; Citation and Referencing ( Marks 15 : Total hour 15)

- Structuring research papers, dissertations and theses effectively
- Crafting compelling introductions, literature reviews, methodologies, and conclusions
- Citing sources in research publications and selecting citation styles like APA, MLA and Chicago

#### Modes of In-Semester Assessment : 30 Marks

Two Sessional Tests : 10+ 10= 20 Marks

Seminar/ Group discussion/ Assignment : 5 Marks

Attendance : 5 Marks

#### Final Examination : 70 Marks

#### Expected Course Learning Outcomes:

At the completion of this course, students will be able to -

CO1: select and apply appropriate concepts and methodologies for their chosen topic.

CO2: compare and critically assess existing research in the field.

CO3: develop a strong research proposal.

CO4 :formulate a thesis statement and design for the project/seminar/dissertation.

CO5: generate original interpretations.

#### Suggested Reading:

Belsey, Catherine. *Research Methods in Literary Studies*. London, Routledge, 2017.

Booth, Wayne C., Gregory G. Colomb, Joseph M. Williams, Joseph Bizup, and William T. Fitzgerald. *The Craft of Research*, Fourth Edition. Chicago, University of Chicago Press, 2016.

Gibbons, Alison. *Critical Reading and Writing for Postgraduates*. Los Angeles, Sage Publications, 2016.

McCarthy, Michael M., and Ronald G. Fischer. *Research Methods for English Studies*. Edinburgh, Edinburgh University Press, 2013.

Murray, Rowena. *How to Write a Thesis*. Maidenhead, Open University Press, 2011.

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**SEMESTER 2  
ENGLISH CORE**

|                              |                                     |
|------------------------------|-------------------------------------|
| <b>Title of the Course</b>   | <b>: New Literatures in English</b> |
| <b>Course Code</b>           | <b>: PEN-C- 201</b>                 |
| <b>Nature of the Course</b>  | <b>: Major (Core)</b>               |
| <b>Total Credits</b>         | <b>: 4</b>                          |
| <b>Distribution of marks</b> | <b>: 70(End Sem) + 30 In Sem)</b>   |
| <b>Total Marks</b>           | <b>: 100</b>                        |

**Course Objectives:**

The objectives of this course are to enable the students to:

- CO 1:** analyse the thematic concerns of displacement, identity, and postcolonial consciousness in selected fictions from diverse geopolitical backgrounds.
- CO 2:** analyse the poetic expressions of cultural memory, resistance and diaspora, focusing on form, language, and historical context reflecting on poets like De Sousa, Diop, Walcott, Brathwaite, Dharker and others.
- CO 3:** evaluate the perspectives on postcolonial debate through essays and autobiographical writings from varied cultural context.

**Unit I: Fiction** ( Marks 25 : Total hour 20)

- Chimamanda Ngozi Adichie, *Half of a Yellow Sun*
- Kincaid, *A Small Place*
- Rohinton Mistry, *Such a Long Journey*
- James Goonewardene, *One Mad Bid for Freedom*

**Unit II: Poetry** ( Marks 20 : Total hour 20)

- Noemia De Sousa, “If you want to know me”
- David Diop, “Africa”
- Derek Walcott, “A Far Cry from Africa”/ “Crusoe’s Journal” ”
- Imtiaz Dharker, “Blessing”
- Claude McKay, “America”
- Una Marson, “Another Mould”

**Unit III : Non Fiction** ( Marks 25 : Total hour 20)

- Chinua Achebe, "The Role of the Writer in Africa." *There was a Country: A Personal History of Biafra*. London: Penguin, 2013.
- V S Naipaul, "Conrad's Darkness and Mine." *Literary Occasions: Essays*. Ed. Pankaj Mishra. New York: Vintage, 2004.
- Urvashi Butalia, "Memory." *The Other Side of Silence: Voices from the Partition of India*. New Delhi: Penguin, 1998. pp. 344-371.
- Jana Gohrlich, "Caribbean Literature II: Themes and Narratives." *Reading the Caribbean: Approaches to Anglophone Caribbean Literature and Culture*. Ed. Klaus Stierstorfer. Heidelberg: Universitätsverlag Winter, 2007. 51–72.
- Stuart Hall, "Cultural Identity and Diaspora." *Contemporary Postcolonial Theory: A Reader*. Ed. Padmini Mongia. London: Arnold, 1996. 110–21.

|                                        |                    |
|----------------------------------------|--------------------|
| <b>Modes of In-Semester Assessment</b> | <b>: 30 Marks</b>  |
| Two Sessional Tests                    | : 10+ 10= 20 Marks |
| Seminar/ Group discussion/ Assignment  | : 5 Marks          |
| Attendance                             | : 5 Marks          |
| <b>Final Examination</b>               | <b>: 70 Marks</b>  |

#### **Expected Course Learning Outcomes:**

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

- CLO 1:** analyse the thematic concerns of displacement, identity, and postcolonial consciousness in selected fictions from diverse geopolitical backgrounds.
- CLO 2 :** examine the textual concerns in selected fictions.
- CLO 3:**compare poetic expressions of cultural memory, resistance and diaspora,focusing on form, language, and historical context reflecting on poets like De Sousa, Diop, Walcott, Brathwaite, Dharker and others.
- CLO 4:** examine the thematic concerns in the selected poems.
- CLO 5:** evaluate perspectives on postcolonial debate through essays and autobiographical writings from varied cultural context.

#### **Suggested Readings:**

Anderson, Benedict. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. London: Verso, 1991.

Ashcroft, Bill, Gareth Griffiths, and Helen Tiffin. *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures*. London: Routledge, 1989.

Brazier, Jana Evans, and Anita Mannur, eds. *Theorizing Diaspora: A Reader*. Malden:Blackwell, 2003.

Clifford, James. *Routes: Travel and Translation in the Late Twentieth Century*. Cambridge:Harvard University Press, 1997.

Döring, Tobias. *Caribbean-English Passages: Intertextuality in a Post-Colonial Tradition*. London: Routledge, 2002.

Döring, Tobias. *Postcolonial Literatures in English*. Stuttgart: Klett, 2008.

Fludernik, Monika, ed. *Diaspora and Multiculturalism: Common Traditions and New*

*Developments*. Amsterdam: Rodopi, 2003.

Giddens, Anthony. *The Consequences of Modernity*. Stanford: Stanford University Press, 1991.

Gohrisch, Jana. "Caribbean Literature II: Themes and Narratives." *Reading the Caribbean: Approaches to Anglophone Caribbean Literature and Culture*. Ed. Klaus Stierstorfer. Heidelberg: Universitätsverlag Winter, 2007. 51–72.

Hall, Stuart. "Cultural Identity and Diaspora." *Contemporary Postcolonial Theory: A Reader*. Ed. Padmini Mongia. London: Arnold, 1996. 110–21.

Held, David, and Anthony McGrew, eds. *The Global Transformation Reader: An Introduction to the Globalization Debate*. Cambridge: Polity Press, 2004.

James, Louis. *Caribbean Literature in English*. London: Longman, 1999.

Macaulay, Thomas Babington. "Minute on Education (1835)." *South Asian Literatures*. Eds. Gerhard Stilz and Ellen Dengel-Janic. Trier: WVT, 2010. 92–94.

Mishra, Vijay. *Literature of the Indian Diaspora: Theorizing the Diasporic Imaginary*. London: Routledge, 2008.

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## SEMESTER 2 ENGLISH CORE

|                              |                                     |
|------------------------------|-------------------------------------|
| <b>Title of the Course</b>   | <b>: Language and Linguistics</b>   |
| <b>Course Code</b>           | <b>: PEN-C- 202</b>                 |
| <b>Nature of the Course</b>  | <b>: Major (Core)</b>               |
| <b>Total Credits</b>         | <b>: 4</b>                          |
| <b>Distribution of Marks</b> | <b>: 70 (End Sem) + 30 (In-Sem)</b> |
| <b>Total Marks</b>           | <b>: 100</b>                        |

### Course Objectives:

The objectives of this course are to enable the students to:

- CO 1:** discuss the basic concepts of language and applied linguistics.
- CO 2:** understand the ways in which acquisition, comprehension and use of language can be influenced by various psychological, neurological and social factors.
- CO 3:** understand the concepts of phonology and morphology as well as that of applied linguistics and rhetoric.
- CO 4:** To familiarize them with the relationship between language and literature
- CO 5:** provide the theoretical background to language and its bearings on literature and literary studies.

### Unit I: Basic Concepts of Language & Linguistics (Marks 20 : Total hour 15)

- Definition, nature, and scope
- Branches of Linguistics
- Prescriptive vs. descriptive grammar

- Langue and parole, competence and performance , Synchrony/diachrony
- Syntax and Meaning

## **Unit II: English Phonetics, Phonology & Morphology ( Marks 20 : Total hour 15)**

- Articulatory phonetics: consonants and vowels
- Phonemes and allophones
- Phonological rules and processes
- Suprasegmental features
- Morphemes and word formation
- Inflectional and derivational morphology
- Morphological typology
- Lexical categories

## **Unit III: Language & Society ( Marks 15 : Total hour 15)**

- Language as a socio-cultural sub system
- Linguistic Competence and Communicative Competence
- Language in Contact
- Variations in Language in society with emphasis on features like code switching and code mixing, standard language and dialect
- register, accent, style, and idiolect

## **Unit IV: Language & Literature ( Marks 15 : Total hour 15)**

- Text and discourse: rhetorical analysis relating to discourse components (eg. Cohesion and Coherence)
- Stylistic Analysis from Theory to Practice: analysis of selected literary and critical texts
- the language of literature

|                                        |                    |
|----------------------------------------|--------------------|
| <b>Modes of In-Semester Assessment</b> | <b>: 30 Marks</b>  |
| Two Sessional Tests                    | : 10+ 10= 20 Marks |
| Seminar/ Group discussion/ Assignment  | : 5 Marks          |
| Attendance                             | : 5 Marks          |
| <b>Final Examination</b>               | <b>: 70 Marks</b>  |

### **Expected Course Learning Outcomes:**

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

**CLO 1:** understand the basic concepts of language and linguistics and recognise the different constituents of a linguistic structure.

- CLO 2:** understand the ways in which acquisition, comprehension and use of language can be influenced by various psychological, neurological and social factors.
- CLO 3:** describe concepts of phonology and morphology.
- CLO 4:** demonstrate phonological and morphological knowledge.
- CLO5:** understand as to how the changing trends in society have a bearing on the overall structure of a language and how individuals cope up with the changing scenarios by adopting various communication strategies.
- CLO6:** appreciate the importance of linguistic items in the analysis of literary texts & expected to create texts which are grammatically cohesive and semantically coherent.

### **Suggested Readings:**

- Akmajian, Adrian & Richard A. Demers et al. *Linguistics: An Introduction to Language and Communication*. New Delhi: PHI Learning Pvt. Ltd. 2010.
- Selinker, L (1975) *An Introduction to Linguistics*, London, Longman
- Fromkin and Rodman. (1975) *Human and Animal Communication*. London, Pergamon.
- Syal, Puspinder et.al. (2009). *An Introduction to Linguistics: Language, Grammar and Semantics*, New Delhi, PHI.
- Bradford, Richard. *Stylistics*. Oxon: Routledge, 2005
- Balasubramanian, T. *A Textbook of English Pronunciation for Indian Students*. Chennai: Macmillan, 2012 (Reprint)
- Chierchia, Gennaro and Sally McConnell-Ginet. *Meaning and Grammar: An Introduction to Semantics*. Cambridge, Massachusetts: MIT Press, 2000
- Cowie, A.P. *Semantics*. Oxford: OUP, 2009
- Mills, Sara. *Discourse*. Oxon: Routledge, 2004
- Nagarajan, M. And S.K. Verma et.al. *Modern Applied Linguistics* .Chennai:Macmillan1992.

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## **SEMESTER 2 ENGLISH CORE**

**Title of the Course : English Language Teaching**  
**Course Code : PEN-C-203**  
**Nature of the Course: Major (Core)**  
**Total Credit : 4**  
**Distribution of Marks : 70 (End Sem) + 30 (In-Sem)**  
**Total Marks :100**

### **Course Objectives:**

The objectives of this course are to enable the students to

- CO1:** interpret the core concepts, and scope of ELT
- CO2:** illustrate methods and approaches of ELT
- CO3:** analyse the core concepts of curriculum, syllabus design, and Testing
- CO4:** design teaching material and lesson plan

**CO5:** evaluate the nature, purpose and challenges of ELT in Indian context.

**Unit I: Foundations of ELT**

**(Marks 15 : Total hour 15)**

- History and development of ELT
- English as a Second Language (ESL) vs. English as a Foreign Language (EFL)
- English for Specific Purposes (ESP), English for Academic Purposes (EAP)
- Theories of language learning and acquisition

**Unit II : Approaches and Methods**

**(Marks 20 : Total hour 15)**

- The Oral Approach and Situational Language Teaching
- Grammar-Translation Method
- Direct Method
- Audio-Lingual Method
- The Natural Approach
- Total Physical Response
- The Silent Way
- Community Language Learning
- Suggestopedia
- Task-Based Language Teaching (TBLT)
- Eclectic and post-method approaches

**Unit III: Foundation of Syllabi**

**(Marks 15 : Total hour 15)**

- Types of syllabi: structural, notional-functional, task- based, skills-based
- Curriculum and syllabus planning in Indian institutions
- Designing teaching materials and lesson plans
- Types of tests: diagnostic, formative, summative

**Unit IV: ELT in the Indian Context**

**(Marks 20 :Total hour 15)**

- The role and status of English in India
- ELT in multilingual classrooms
- English in primary, secondary, and higher education
- Language policy, regional languages, and English

**Expected Course Learning Outcomes:**

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

**CLO1:** interpret the core concepts, and scope of ELT

**CLO2:** illustrate methods and approaches of ELT

**CLO3:** analyse the core concepts of curriculum, syllabus design, and Testing

**CLO4:** design teaching material and lesson plan

**CLO5:** explain the nature, purpose and challenges of ELT in Indian context.

**Suggested Readings:**

Harmer, J. *The Practice of English Language Teaching*.  
 Richards, J. C., & Rodgers, T. S. *Approaches and Methods in Language Teaching*.  
 Nunan, D. *Language Teaching Methodology*.  
 Brown, H. D. *Principles of Language Learning and Teaching*.  
 Kumaravadivelu, B. *Beyond Methods: Macrostrategies for Language Teaching*.  
 Ur, P. *A Course in Language Teaching: Practice and Theory*.  
 A. S. *Resisting Linguistic Imperialism in English Teaching*.

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**SEMESTER 2**  
**ENGLISH CORE**

|                              |                                   |
|------------------------------|-----------------------------------|
| <b>Title of the Course</b>   | <b>: Critical Theory II</b>       |
| <b>Course Code</b>           | <b>: PEN-C-204</b>                |
| <b>Nature of the Course</b>  | <b>: Major (Core)</b>             |
| <b>Total Credits</b>         | <b>: 4</b>                        |
| <b>Distribution of marks</b> | <b>: 70(End Sem) + 30 In Sem)</b> |
| <b>Total Marks</b>           | <b>: 100</b>                      |

**Course Objectives:**

The objectives of this course are to enable the students to:

- CO 1:** understand the key terms and concepts related to ecocriticism and ethicalcriticism through the discussion of selected essays.
- CO 2:** explore the concepts of queer theory and trauma theory.
- CO 3:** apply the queer theory and trauma theory to the analysis of literary and cultural text.
- CO 4:** analyse the role of space and place in literature and culture through conceptsfrom spatial theory.
- CO 5:** analyse the principles of chaos theory and assemblage theory

**Unit I: Ecocriticism- Ethical Criticism** ( Marks 20 : Total hour 15)

- Glotfelty, “Introduction” (*The Ecocriticism Reader*)
- Campbell, “The Land and Language of Desire! Where Deep Ecology and Post-StructuralismMeet” (*The Ecocriticism Reader*)
- Clark, “Anthropocene: Questions of Definition” (*Ecocriticism on the Edge*)
- Levinas, “The Trace of the Other”
- Irigaray, “An Ethics of Sexual Difference”

**Unit II: Queer Theory- Trauma Theory****( Marks 20: Total hour 15)**

- Eve Kosofsky Sedgwick, “Epistemology of the Closet”
- Judith Butle, “Subversive Bodily Acts” (from *Gender Trouble*)
- Cathy Caruth, “The Wound and the Voice” (from *Unclaimed Experience*)
- Jeffrey C. Alexander, “Towards a Theory of Cultural Trauma”

**Unit III: Spatial Theory****( Marks 15 : Total hour 15)**

- Lefebvre, Chapter 1 (The Production of Space)
- Soja, “Selections” (Postmodern Geographies)
- Bachelard, “Selections” (The Poetics of Space)

**Unit IV: Chaos Theory- Assemblage Theory****( Marks 15 : Total hour 15)**

- Patrick Brady, “Chaos Theory, Control Theory, and Literary Theory or: A Story of Three Butterflies” (*Modern Language Studies*, Vol. 20, No. 4, *Literature and Science*)
- DeLanda, “Assemblages against Totalities” (*A New Philosophy of Society*)
- Deleuze and Gaultari, “Introduction: Rhizome” (*A Thousand Plateaus*)

**Modes of In-Semester Assessment****: 30 Marks**

Two Sessional Tests

: 10+ 10= 20 Marks

Seminar/ Group discussion/ Assignment

: 5 Marks

Attendance

: 5 Marks

**Final Examination****: 70 Marks****Expected Course Learning Outcomes:**

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

**CLO 1:** read/analyse literary texts and cultural phenomena from the lens of recent discursive practices.**CLO 2:** value the relevance of spatial, environmental, ethical, traumatic, rhizomatic, LGBTQ poetics and politics**CLO 3:** value interdisciplinarity, sexuality and gender difference, polyphony, and the aporiatic.**Suggested Readings:**Cavallaro, Dani. *Critical and Cultural Theory*. Athlone Press, 2001 2.Milner, Andrew and Jeff Browitt. *Contemporary Cultural Theory: An Introduction*, 3rd Edition. Routledge, 2002Nealon, Jeffrey T. and Susan Searls Giroux. *The Theory Toolbox: Critical Concepts for the*

*Humanities, Arts, and Social Sciences* (Culture and Politics Series). Rowman & Littlefield, 2003.

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**SEMESTER 2  
ENGLISH MINOR**

|                              |                                   |
|------------------------------|-----------------------------------|
| <b>Title of the Course</b>   | <b>: Translation Studies</b>      |
| <b>Course Code</b>           | <b>: PEN-N 201</b>                |
| <b>Nature of the Course</b>  | <b>: MINOR</b>                    |
| <b>Total Credits</b>         | <b>: 4</b>                        |
| <b>Distribution of marks</b> | <b>: 70(End Sem) + 30 In Sem)</b> |
| <b>Total Marks</b>           | <b>: 100</b>                      |

**Course Objectives:**

The objectives of this course are to enable the students to:

- CO 1:** study translation studies as separate discipline of knowledge
- CO 2:** study the nature of translation and enhance interest to independently pursue translation theory issues;
- CO 3:** deal with translation as linguistic procedure and as socially constructed and oriented activity
- CO 4:** increase awareness related to social functions of translation
- CO 5:** link theory and practice
- CO 6:** develop contrastive knowledge and their critical thinking skills;

**Unit I: Introduction to Translation Studies ( Marks 20: Total hour 20)**

- History of the practice of translation in the east and west - concepts and evolution
- Earliest translators and their strategies
- Evolution and formation of translation as a separate discipline.
- Basic concepts and terminology of Translation Studies

**Unit II: Central Issues and Theories of Translation (Marks 20 : Total hour 20)**

- Issues: Translation as secondary activity
- Concept of equivalence
- Translatability
- Translation of languages or cultures?

### **Unit III: Methods of Translation - Role of The Translator (Marks 20 : Total hour 20)**

- Methods: Interlingual, Intralingual, Intersemiotic
- Interpretation and Adaptation
- Role: The invisible translator
- Translator as traitor
- Strategies of translation.

### **Unit IV: Practice (Marks 10 )**

#### **Modes of In-Semester Assessment : 30 Marks**

|                                       |                    |
|---------------------------------------|--------------------|
| Two Sessional Tests                   | : 10+ 10= 20 Marks |
| Seminar/ Group discussion/ Assignment | : 5 Marks          |
| Attendance                            | : 5 Marks          |

#### **Final Examination : 70 Marks**

#### **Expected Course Learning Outcomes:**

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

**CLO 1:** describe the fundamental theories, types, and challenges of translation.

**CLO 2 :** explain the principles of translation.

**CLO 3:** demonstrate theoretical knowledge by practicing translation between source and target language

**CLO 4:** illustrate the process of translation.

#### **Suggested Readings:**

Bassnett, Susan. *Translation Studies*. London: Methuen, 1980.

Venuti, Lawrence, ed. *The Translation Studies Reader*. London: Routledge, 2000.

Baker, Mona, ed. *The Routledge Encyclopaedia of Translation Studies*. Trivedi, Harish Susan

Bassnet. *Postcolonial Translation: Theory and Practice*. London: Routledge, 1999.

Gentzler, Edwin. *Contemporary Translation Theories*. London: Routledge, 1993.

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**SEMESTER 3**  
**ENGLISH CORE**

**Title of the Course : Pre Restoration English literature**  
**Course Code : PEN-C- 301**  
**Nature of the Course: Major (Core)**  
**Total Credit : 4**  
**Distribution of Marks : 70 (End Sem) + 30 (In-Sem)**  
**Total Marks :100**

**Course Objectives:**

The objectives of this course are to enable the students to:

- CO1:** analyse the socio-cultural and historical background of English poetry from late Medieval to the Pre-Restoration period through the reading of the prescribed texts.
- CO2:** analyse the works of University Wits and Elizabethan playwrights in the context of Renaissance thought and Elizabethan world and theatre through the reading of the prescribed texts.
- CO3:** evaluate the Jacobean plays as critique of the social corruption, political conspiracy and human desire vis-à-vis moral degradation through the reading of the prescribed texts.
- CO4:** critically assess key philosophical and literary arguments from early modern English prose, exploring how the representative essayists of this period reflected and shaped emerging ideas of reason, governance, and poetic function.

**Unit I: Poetry**

**(Marks 15 total hours 15 )**

- Geoffrey Chaucer , The Prologue to the Canterbury Tales
- Edmund Spenser , Sonnets 34 and 67 from Amoretti
- William Shakespear , Sonnet 20, 71, 126, 147
- John Donne ,The Ecstasie, Batter my heart three-personed God
- George Herbert, “The Windows”, “Man”
- Andrew Marvell, “Bermudas”, “The Definition of Love”

**Unit II: Drama**

**(Marks 20 total hours 15 )**

- Christopher Marlowe, *The Jew of Malta*
- William Shakespeare ,*The Tempest*

**Unit III: Drama**

**(Marks 20 total hours 15 )**

Ben Jonson, *Volpone*  
Webster, *The White Devil*

## Unit IV: Prose

(Marks 15 total hours 15 )

- Margery Kempe, “Pilgrimage to Jerusalem”
- Sidney, “An Apology for Poetry”
- Francis Bacon, “Of Travel”, “Of Marriage and Single Life”, “Of Superstition”

### Expected Course Learning Outcomes:

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

**CLO1:** analyse the socio-cultural and historical background of English poetry from late Medieval to the Pre-Restoration period.

**CLO2:** analyse the works of University Wits and Elizabethan playwrights in the context of Renaissance thought and Elizabethan world and theatre.

**CLO3:** evaluate the Jacobean plays as critique of the social corruption, political conspiracy and human desire vis-à-vis moral degradation.

**CLO4:** critically assess key philosophical and literary arguments from early modern English prose, exploring how the representative essayists of this period reflected and shaped emerging ideas

### Suggested Readings:

Abrams, M.H., Greenblatt, Stephen, ed. *The Norton Anthology of English Literature, Vol. I*  
Birch, Dinah, ed. *The Oxford Companion to English Literature (Seventh Edition)*, London: OUP, 2009.

Daiches, David. *A Critical History of English Literature, Vol. I*

Legouis, Emile. *A Short History of English Literature*

Michael R.G. Spiller *The Development of the Sonnet: An Introduction*

Michael Hattaway. *Elizabethan Popular Theatre: Plays in Performance*

Sanders, Andrew. *The Short Oxford History of English Literature*

Trevelyan, G.M. *English Social History- A Survey of Six Centuries- Chaucer to Queen Victoria*.

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## SEMESTER 3 ENGLISH CORE

|                              |                                                 |
|------------------------------|-------------------------------------------------|
| <b>Title of the Course</b>   | <b>: Restoration and the Eighteenth Century</b> |
| <b>Course Code</b>           | <b>: PEN-C- 302</b>                             |
| <b>Nature of the Course</b>  | <b>:Major (Core)</b>                            |
| <b>Total Credit</b>          | <b>: 4</b>                                      |
| <b>Distribution of Marks</b> | <b>: 70 (End Sem) + 30 (In-Sem)</b>             |
| <b>Total Marks</b>           | <b>:100</b>                                     |

### Course Objectives:

The objectives of this course are to enable the students to:

- CO1:** analyse the thematic concerns and stylistic features of epic, satirical, and personal poetry of the 17<sup>th</sup> and 18<sup>th</sup> centuries with reference to the prescribed texts.
- CO2:** analyse the emergence and development of the English novel in the 18th century through the reading of the prescribed texts.
- CO3:** evaluate the characteristics of Restoration and 18th century comedy in terms of structure, performance and reception of comic drama during the period with reference to the prescribed texts.
- CO4:** evaluate the role of essays and periodicals in Enlightenment thought and civil society.

**Unit I: Poetry**

**(Marks 15: Total hours 13)**

- Milton, *Paradise Lost* Book IX
- John Dryden, *Mac Flecknoe*
- Alexander Pope, *Epistle to Dr. Arbuthnot*
- Katherine Philips: "To my Excellent Lucasia"

**Unit II: Fiction**

**(Marks 20: Total hours 17)**

Aphra Behn, *Oronoko*  
Henry Fielding, *Joseph Andrews*  
Daniel Defoe, *Robinson Crusoe*

**Unit III: Drama**

**( Marks 20: Total hours 17)**

- Oliver Goldsmith, *She Stoops to Conquer*
- Richard Sheridan, *The School for Scandal*

**Unit IV: Prose**

**( Marks 15: Total hours 13)**

- Jonathan Swift, *A Modest Proposal*
- Joseph Addison and Richard Steele, *Spectator* 10
- Samuel Johnson, *Life of Cowley*

**Expected Course Learning Outcomes:**

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

- CLO1:** analyse the thematic concerns and stylistic features of epic, satirical, and personal poetry of the 17<sup>th</sup> and 18<sup>th</sup> centuries.
- CLO2:** analyse the poetic styles and concerns of Milton, Dryden, Pope and Phillips.
- CLO3:** analyse the emergence and development of the English novel in the 18th century.

- CLO4:** analyse the narrative technique, characterization and thematic concerns of Behn, Fielding, and Defoe.
- CLO5:** evaluate the characteristics of Restoration and 18th century comedy in terms of structure, performance and reception of comic drama during the era.
- CLO6:** evaluate the dramatic technique, characterization and thematic concerns of Goldsmith and Sheridan.
- CLO7:** evaluate the role of essays and periodicals in Enlightenment thought and civil society and evaluate the critical ideas of Swift, Steel and Johnson.

### **Suggested Readings:**

M.H Abrams, Stephen Greenblatt (ed.) *The Norton Anthology of English Literature Vol. 1*  
 Andrew Sanders. *The Short Oxford History of English Literature*  
 Emile Legouis. *A Short History of English Literature*  
 David Daiches. *A Critical History of English Literature Vol. 2*  
 Michael Alexander. *A History of English Literature*  
 G.M. Trevelyan. *English Social History - A Survey of Six Centuries - Chaucer to Queen Victoria*  
 Dinah Birch (ed.). *The Oxford Companion to English Literature (Seventh Edition)*. London: OUP, 2009.

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### **SEMESTER 3 ENGLISH CORE**

**Title of the Course : The English Romantics& Victorians**  
**Course Code : PEN-C- 303**  
**Nature of the Course: Major (Core)**  
**Total Credit : 4**  
**Distribution of Marks : 70 (End Sem) + 30**  
**Total Marks :100**

### **Course Objectives:**

The objectives of this course are to enable the students to:

- CO1:** analyse the historical background of the Romantic and Victorian Period, keeping in mind the sweeping social, political and economic changes that accompanied English imperialism, and its representation in the poetry of the period.
- CO2:** evaluate prose of the Romantic and Victorian Period, with attention drawn to the emergence of women's writing, the advocacy for women's social and political rights, and publishing in a challenging climate dominated by gentrified expectations of behaviour.
- CO 3:** evaluate the significant contexts pertaining to Romantic and Victorian Period about politics, colonialism, science, culture, religion, industrialization, race, gender and sexuality.

## Unit I: Poetry

(Marks 20: Total hours 15)

- William Blake , “The Poison Tree,” “London”
- William Wordsworth : “Upon Westminster Bridge”
- Samuel Taylor Coleridge, “The Rime of the Ancient Mariner”
- P. B. Shelley, “England 1890,” “The Masque of Anarchy”
- John Keats, “ Ode on a Grecian Urn,”
- Robert Browning, “Two in a Campagna”,
- Tennyson, “Lotus Eater” from *In Memoriam*
- Christina Rossetti, “After Death”

## Unit II: Prose

(Marks 20: Total hours 20)

- Charles Lamb, “The Superannuated Man ”
- Mary Wollstonecraft, Selections from *A Vindication of the Rights of Women* (Chapter- 1, 2)
- J.S. Mill, *Subjection of Women* (Chapter 2 and 3)
- Charles Darwin, “ Introduction” , *On the Origin of Species*
- Matthew Arnold, *Culture and Anarchy* (Chapter 2 and 4)

## Unit III: Fiction

(Marks 30: Total hours 25 )

- Jane Austen, *Emma*
- Thomas Hardy, “An Imaginative Woman” From *The Wessex Tales*
- Charles Dickens, *Bleak House*
- Lewis Carroll, *Alice’s Adventure in Wonderland*

### Expected Course Learning Outcomes:

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

**CLO1:** analyse the historical background of the Romantic and Victorian Period, in terms of social, political and economic changes.

**CLO2:** examine social condition of England and English imperialism and its representation in the prescribed poetry of the period.

**CLO3 :** evaluate prose of the Romantic and Victorian Period.

**CLO4** explain the emergence of women’s writing, the advocacy for women’s social and political rights, and publishing during the period.

**CLO5:** examine the significant contexts pertaining to Romantic and Victorian period about politics, colonialism, science, culture, religion, industrialization, race, gender and sexuality.

### Suggested Readings:

M.H Abrams, Stephen Greenblatt (ed.) *The Norton Anthology of English Literature Vol. 2*

Andrew Sanders, *The Short Oxford History of English Literature*

Emile Leguouis, *A Short History of English Literature*  
David Daiches, *A Critical History of English Literature Vol. 2*  
Michael Alexander, *A History of English Literature*  
G.M. Trevelyan, *English Social History - A Survey of Six Centuries - Chaucer to Queen Victoria*  
Sandra Gilbert and Susan Gubar- *The Madwoman in the Attic: The Woman Writer and the Nineteenth-century Literary Imagination*  
Elaine Showalter- *A Literature of Their Own: British Women Novelists from Bronte to Lessing*  
Eric Hobsbawm- *The Age of Revolution: 1789-1848*  
Cornelia Pearsall - *Tennyson's Rapture: Transformation in Victorian Dramatic Monologue*  
James Eli Adams- *A History of Victorian Literature*  
Isabelle Armstrong- *Victorian Poetry: Poetry, Poetics and Politics*  
Dierdre David (ed.)- *Cambridge Companion to Victorian Novel*.

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**SEMESTER 3**  
**ENGLISH ELECTIVE**  
**(Any one from 3 Options)**

|                              |                                           |
|------------------------------|-------------------------------------------|
| <b>Title of the Course</b>   | <b>: Literature and Gender (option A)</b> |
| <b>Course Code</b>           | <b>: PEN-EL -301</b>                      |
| <b>Nature of the Course</b>  | <b>: ELECTIVE</b>                         |
| <b>Total Credit</b>          | <b>: 4</b>                                |
| <b>Distribution of Marks</b> | <b>: 70 (End Sem) + 30 (In-Sem)</b>       |
| <b>Total Marks</b>           | <b>: 100</b>                              |

**Course Objectives:**

The objectives of this course are to enable the students to:

- CO 1:** introduce the vast interdisciplinary academic field of Gender Studies from a literary perspective.
- CO 2:** familiarize the diverse concerns of Gender Studies including Women's Rights, Masculinities, Alternative Sexualities, LGBT Rights and so on.
- CO 3:** study how gender intersects with other socio-cultural spheres such as class, race, caste and ethnicity.

**Unit I: Poetry**

**(Marks 15: Total hour 15)**

- Adrienne Rich, "Cartographies of Silence"
- Maya Angelou, "Still I Rise"
- Kamala Das, "An Introduction", "My Grandmother's House"
- Vikram Seth, "Through Love's Great Power"
- Mamang Dai, "The Voice of The Mountain"

**Unit II: Novel****(Marks 20 : Total hour 15)**

- Devdutt Pattanaik, *The Pregnant King*
- Laxmi Narayan Tripathi, *Me Hijra, Me Laxmi*

**Unit III: Short Story****(Marks 20 : Total hour 15)**

- Kate Chopin, “The Story of an Hour”
- Moushumi Kandali, “A Tale of Thirdness” Trans Atreyee Gohain

**Unit IV: Critical Essays/Articles****(Marks 15 : Total hour 15)**

- Simon De Beauvoir, “Introduction” *The Second Sex*
- Bell Hooks, Chapter, 1, 10 and 12 from *Feminism is for Everybody*
- Judith Butler R, Introduction of *Gender Trouble*
- R. W. Connell, “The History of Masculinity” from *Masculinities*

**Expected Course learning Outcomes:**

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

**CLO 1:** develop a critical awareness of contemporary issues around gender.

**CLO 2:** identify how gender influences and inspires various literary texts.

**CLO 3:** contextualise their own experiences of gender politics in a socio-cultural milieu.

**Suggested Readings:**

Nivedita Menon, *Seeing Like a Feminist*  
Christina Hughes, *Key Concepts in Feminist Literary Theory*  
David Glover and Cora Kaplan, *Genders: The New Critical Idiom*  
Anne Cranny-Francis, *Gender Studies: Terms and Debates*  
Chandra Talpade Mohanty, *Feminism Without Borders*  
Deborah Cameron, *On Language and Sexual Politics*  
Judith Butler, *Bodies that Matter*  
Uma Chakravarti, *Gendering Caste: Through a Feminist Lens*

**SEMESTER 3  
ENGLISH ELECIIVE**

**Title of the Course : Cultural Studies**

**Course Code : PEN-EL-302**

**Nature of the Course: Elective**

**Total Credit : 4**

**Distribution of Marks: 70 (End Sem) + 30 (In-Sem)**

**Total Mark :100**

**Course Objectives:**

The objectives of this course are to enable the students to:

- CO 1:** understand how cultural texts are produced, circulated, and interpreted within popular culture through the selected essays.
- CO 2:** explore how race and gender intersect in shaping representations within popular cultural forms through the selected works.
- CO 3:** analyse key theoretical frameworks of post-structuralism and postmodernism in relation to cultural analysis through selected essays.

**Unit I : Making Culture – Popular****(Marks 20 : Total hour 20)**

- Morris, “A Question of Cultural Studies”
- Stuart Hall, “Encoding/Decoding”
- Roland Barthes, *Mythologies* (Essay on the restaurant menu)
- Umberto Eco, “The Myth of Superman” *The Return of the Reader*
- Tony Bennett, “The Exhibitionary Complex”

**Unit II: Race – Gender****(Marks 25 : Total hour 20)**

- West, “Black Postmodernist Practices”
- Hooks, “Postmodern Blackness” (Reader)
- Hall, “What is ‘Black’ in Black Popular Culture (Reader)
- Radway, “Reading the Romance” (Reader)
- Rakow, “Feminist Approaches to Popular Culture”(Reader)

**Unit III: Post-Structuralism– Postmodernism****(Marks 25 : Total hour 20)**

- Foucault, “Method” (Reader)
- Žižek, “From Reality to the Real” (Reader)
- Barthes, “Myth Today” (Reader)
- Morris, “Feminism, Reading, Postmodernism” (Reader)
- Creed, “From Here to Modernity” (Reader)

**Modes of In-Semester Assessment****: 30 Marks**

Two Sessional Tests

: 10+ 10= 20 Marks

Seminar/ Group discussion/ Assignment

: 5 Marks

Attendance

: 5 Marks

**Final Examination****: 70 Marks****Expected Course Learning Outcomes:**

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

**CLO 1:** discuss how cultural texts are produced, circulated, and interpreted within popular culture through the selected essays.

**CLO2 :** explain the thematic concerns in the selected essays.

**CLO 3:** explore how race and gender intersect in shaping representations within popular cultural forms through the selected works.

**CLO 4:** analyse key theoretical frameworks of post-structuralism and postmodernism in relation to cultural analysis through selected essays.

**Suggested Readings:**

- Agger, B. (1992). *Cultural Studies as Cultural Theory*. London: Falmer Press.  
Baldwin, E. (2004). *Introducing Cultural Studies*. New York: Pearson/Prentice Hall.  
Barthes, R. (1973). *Mythologies*. London: Paladin.  
Belsey, C. (2005). *Culture and the Real: Theorizing Cultural Criticism*. London; New York: Routledge.  
Bourdieu, P. (1993). *The Field of Cultural Production*. Cambridge: Polity Press.  
Crane, D. (1992). *The Production of Culture*. London: Sage.  
Day, G. (ed.). (1990). *Readings in Popular Culture*. London: Macmillan.  
Docker, J. (1994). *Postmodernism and Popular Culture: A Cultural History*. Cambridge: Cambridge University Press.  
During, S. (ed.). (1993). *The Cultural Studies Reader*. Londo: Routledge

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**SEMESTER 3  
ENGLISH ELECTIVE**

|                              |                                                     |
|------------------------------|-----------------------------------------------------|
| <b>Title of the Course</b>   | <b>: Literature and the Environment ( Option C)</b> |
| <b>Course Code</b>           | <b>: PEN-EL- 303</b>                                |
| <b>Nature of the Course</b>  | <b>: ELECTIVE</b>                                   |
| <b>Total Credits</b>         | <b>: 4</b>                                          |
| <b>Distribution of marks</b> | <b>: 70(End Sem) + 30 (In Sem)</b>                  |
| <b>Total Marks</b>           | <b>: 100</b>                                        |

**Course Objectives:**

The objectives of this course are to enable the students to:

**CO 1:** understand environmental criticism and its core concepts, as well as the various forms taken by its commitment to environmental praxis.

**CO2:** analyse creative representations of human with the non-human world and to familiarize the students with environmental literary texts from a range of periods along with their contexts.

**CO3:** acquire a comprehensive knowledge of the set literary texts that includes poetry, fiction and non-fiction and to relate those texts and interpreting them through conceptual tools of ecocriticism.

**Unit I: Defining Ecocriticism**

**( Marks 25 : Total hour 20)**

- Cheryll Glotfelty et al, “Introduction” (xv-xxxvii) in *The Ecocriticism Reader*
- Raymond Williams, “The Green Language”
- Crosby, Alfred. Ecological Imperialism
- Lawrence Buell, The Future of Environmental Criticism,
- *Kerridge, Richard* Environmentalism and EcocriticismPart of *Waugh, Patricia*
- Naess, Arne. “Politics and the Ecological Crisis: An Introductory Note”

**Unit II: Fiction**

**( Marks 25 : Total hour 20)**

- N. Scott Momaday,*House Made of Dawn*
- Gao Xingjian, Soul Mountain
- Esterine Kire,*When the River Sleeps*
- Anita Desai, *Cry, The Peacock*

### Unit III: Non-Fiction and Poetry

( Marks 20 : Total hour 20)

- Aldo Leopold , A Sand County Almanac: And Sketches Here and There
- Henry David Thoreau, “ Life in the Woods”
- Robert Frost, “Stopping By Woods on A Snowy Evening”
- Wordsworth, “Daffodil”
- Shelley, “To a Skylark”
- Mamang Dai, “The Sky Queen”

|                                        |                    |
|----------------------------------------|--------------------|
| <b>Modes of In-Semester Assessment</b> | <b>: 30 Marks</b>  |
| Two Sessional Tests                    | : 10+ 10= 20 Marks |
| Seminar/ Group discussion/ Assignment  | : 5 Marks          |
| Attendance                             | : 5 Marks          |
| <b>Final Examination</b>               | <b>: 70 Marks</b>  |

### Expected Course Learning Outcomes:

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

**CLO1:** identify, understand, and connect basic facts and key concepts like ecofeminism, Deep Ecology, Bioregionalism and so on involved in the study of environmental literature and culture.

**CLO2:** analyze and evaluate the moral and ethical challenges involved in the practice of ecocriticism in a multicultural and global society.

### Suggested Readings:

Aldo Leopold. *A Sand County Almanac*. New York: Oxford UP, 1949.

Carson, Rachel. Selections from *Silent Spring* (1962). Chapter 1 “A Fable for Tomorrow” and Chapter 2 “The Obligation to Endure”. (London: Penguin Classics, 2000)

Coupe, Lawrence. *The Green Studies Reader: From Romanticism to Ecocriticism*:

Gifford, Terry. *Pastoral*.

Glotfelty, Cheryll and Harold Fromm, eds. *The Ecocriticism Reader: Landmarks in Literary Ecology*.

Greg Garrard. *Ecocriticism*. New York: Routledge, 2004.

Guha, Ramachandra. *Social Ecology*.

Henry David Thoreau, *Walden*

Jeon, Deuk Ju, "Nature and poetry: An ecocritical approach to modern poetry (from the Romantic age to the ecological age)"

Lawrence Buell. *The Environmental Imagination*.

Lawrence Buell. *The Future of Environmental Criticism*.

Love, Glen A. *Practical Ecocriticism: Literature, Biology, and the Environment*.

Mellor, Mary. *Feminism and Ecology*. Naess, Arne. “Politics and the Ecological Crisis: An Introductory Note”, ed. *Deep Ecology for the Twenty-First Century*. George, Sessions. London. Shambhala. 1995.

Rachel Carson *Silent Spring* (1962)

**SEMESTER 4  
ENGLISH CORE**

|                               |                                     |
|-------------------------------|-------------------------------------|
| <b>Title of the Course</b>    | <b>: Modern Age &amp; Beyond</b>    |
| <b>Course Code</b>            | <b>: PEN-C- 401</b>                 |
| <b>Nature of the Course</b>   | <b>: Major(Core)</b>                |
| <b>Total Credits</b>          | <b>: 4</b>                          |
| <b>Distribution of Mark s</b> | <b>: 70 (End Sem) + 30 (In-Sem)</b> |
| <b>Total Marks</b>            | <b>: 100</b>                        |

**Course Objectives:**

The objectives of this course are to enable the students to:

- CO 1:** explore the 20th century British literature through the reading of the work from this period.
- CO 2:** analyse the representation of race, class and sexuality in postcolonial Britain through selected texts
- CO 3:** analyse the thematic concerns and stylistic features of the selected poets.
- CO 4:** analyse the two world wars, the holocaust, empire and the end of empire, migration, decolonisation, migration, student's uprising, economic crisis , information revolution and so forth, reflected through literature

**Unit I : Poetry**

**( Marks 20 : Total hour 20)**

- G.M. Hopkins, "God's Grandeur", "Felix Randal"
- Wilfred Owen , "Anthem for Doomed Youth"
- T.S. Eliot, "Prelude"
- Phillip Larkin, 'Sad steps' 'Church Going'
- Ted Hughes, 'Hawk Roosting' 'Crow's Fall'
- Seamus Heaney, 'Digging', 'Casualty'
- Carol Anne Duffy, 'Text', 'Stealing'

**Unit II: Drama**

**( Marks 23 : Total hour 20)**

- Eugene Ionesco, *The Chairs*
- Harold Pinter ,*The Dumb Waiter*

**Unit III: Fiction**

**( Marks 27 : Total hour 20)**

- Virginia Woolf, *To the Lighthouse*
- E.M. Forster , *A Passage to India*
- D.H. Lawrence, *The Rainbow*

|                                        |                    |
|----------------------------------------|--------------------|
| <b>Modes of In-Semester Assessment</b> | <b>: 30 Marks</b>  |
| Two Sessional Tests                    | : 10+ 10= 20 Marks |
| Seminar/ Group discussion/ Assignment  | : 5 Marks          |
| Attendance                             | : 5 Marks          |
| <b>Final Examination</b>               | <b>: 70 Marks</b>  |

### **Expected Course Learning Outcomes:**

At the completion of this course, students will be able to-

**CLO 1:** acquaint with both the texts and the contexts of the given period including the various artistic movements such as expressionism, cubism, Dadaism, surrealism etc. that emerged as a mode of resistance against the cataclysmic imperialistic wars.

**CLO 2:** understand & appreciate the different scientific, technological & political & philosophical developments that define the essence of the Modern Age.

**CLO 3:** acquaint themselves with the characteristic trends of modernist art, culture and literature .

### **Suggested Readings:**

Childs, Peter. *Modernism* (The New Critical Idiom Series). London: Routledge, 2007  
 Choudhury, Bibhash. *English Social and Cultural History*. New Delhi: Prentice Hall, 2010. Conrad, Joseph. *Heart of Darkness* (Norton Critical Edition)  
 Esslin, Martin *The Theatre of the Absurd*, Anchor Books, New York, 1961  
 Eyre, Richard and Nicholas Wright, *Changing Stages: A View of British and American Theatre in the Twentieth Century*, Alfred A. Knopf, New York, 2001  
 Innes, Christopher. *Modern British Drama: 1890-1990*, Cambridge University Press, Cambridge, 1992  
 Matz, Jesse. *The Modern Novel: A Short Introduction*. Oxford: Wiley Blackwell, 2008.  
 Perkins, David. *A History of Modern Poetry: From the 1890s to the High Modernist Mode*. Harvard University Press, 1976.  
 Ramazani, Jahan. *The Norton Anthology of Modern and Contemporary Poetry*. Norton, 1973. Styan J.L. *Modern Drama in Theory and Practice*, Cambridge University Press, Cambridge 1981 Swift, Graham. *Waterland*. London: Picador Classic, 2015.  
 Woolf, Virginia. *To the Lighthouse* (Longman Study Texts). Harlow: Longman, 1984.

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## **SEMESTER 4**

### **ENGLISH CORE**

**Title of the course : Classical Literature**

**Course Code : PEN-C-402**

**Nature of Course : Major(Core)**  
**Total Credits : 4**  
**Distribution of Marks : 70 (End-Sem) + 30 (In-Sem)**  
**Total Marks : 100**

**CO 1:** understand the richness and diversity of Indian and European Classical Literature across various genres such as poetry, epic and drama.

**CO 2:** explore the traditions and discourses of classical literary forms in Europe and India.

**CO 3:** analyse representative Indian and European classical texts to understand the evolution and function of literary forms like classical poetry, tragedy and epic.

**CO 4:** examine the role of European classical drama and its impact on cultural discourse through selected texts.

### **Part One: Indian Classical Literature**

#### **Unit I (Total Marks 20, Total Hours 15)**

- Sankardeva, *Kirtan Ghosha*, Vol.1(Sectional Poem- II – IV) translated by Bhabananda Deka
- Kavir, Dohe (couplet), Dohas I & II from allpoetry.com
- Vyasa, ‘The Book of Effort’, *The Mahabharata*: tr. and Krishna Dwaipayana’ ed. J.A.B. van Buitenen (Chicago: Brill, 1975)

#### **Unit II (Total Marks 15, Total Hours 15)** Ilango Adigal, ‘The Book of Banci’(Book 3) in *Cilappatikaram: The Tale of an Anklet*, tr. R. Parthasarathy.

### **Part Two: European Classical Literature**

#### **Unit III (Total Marks 20, Total Hours 15)**

- Homer *The Odyssey*, Book I
- Virgil, *Aeneid*, Book I

#### **Unit IV (Total Marks 15, Total Hours 15)**

Sophocles: *Oedipus the King*.

|                                        |                    |
|----------------------------------------|--------------------|
| <b>Modes of In-Semester Assessment</b> | <b>: 30 Marks</b>  |
| Two Sessional Tests                    | : 10+ 10= 20 Marks |
| Seminar/ Group discussion/ Assignment  | : 5 Marks          |

|                          |                   |
|--------------------------|-------------------|
| Attendance               | : 5 Marks         |
| <b>Final Examination</b> | <b>: 70 Marks</b> |

### **Expected Course Learning Outcomes:**

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

**CLO 1:** critically engage with foundational texts from Indian and European classical traditions and identify their thematic, cultural, and narrative structures.

**CLO2:** interpret the ancient Indian world and its representation in the prescribed texts.

**CLO 3:** examine the diverse spiritual, philosophical, and socio-cultural perspectives presented in Classical Indian Literature.

**CLO 4:** analyze the central themes, characters, philosophical depths and structures in major Indian classical text such as those by Sankardev , Kabir Das, Vyasa and Ilango Adigal.

**CLO 5:** analyse and interpret epic and dramatic forms such as *The Mahabharata*, *Cilappatikaram*, *The Odyssey*, *Aeneid*, and *Oedipus the King* within their historical and philosophical contexts.

**CLO 6:** compare and contrast Indian and European classical literary traditions, examining the role of fate, heroism, moral dilemmas, and cultural values.

**CLO 7:** develop an appreciation of classical texts as dynamic sources of ethical inquiry, cultural memory, and literary innovation.

### **Suggested Readings:**

Bharata, *Natyashastra*, tr. Manomohan Ghosh, vol. I, 2nd edn (Calcutta: Granthalaya, 1967) chap. 6: 'Sentiments', pp. 100–18.

Devy, G. N. *Indian Literary Criticism: Theory and Interpretation*. Hyderabad: Orient Longman, 2002.

Kalidasa: *The Loom of Time*. Tran. Chandra Rajan. New Delhi: Penguin, 1989. P

Kapoor, Kapil and Nalini M. Ratnam. *Literary Theory: Indian Conceptual Framework*. New Delhi: Affiliated East-West Press, 1998.

Lal, B. K. *Contemporary Indian Philosophy*. New Delhi: Motilal Banarasidas, 1978.

Prabhupada, A.C. Bhaktivedanta. *Bhagavad-Gita As It Is*. India: The Bhaktivedanta Book Trust, 2012 (38th Printing).

Vasistha. *The Supreme Yoga: Yoga Vasistha*. New Delhi: Motilal Banarasidas, 2003.

Upadhyaya, K. N. *Buddhism: Path to Nirvana*. Beas: Radha Soami Satsang, Beas, 2010.

Homer, *The Illiad*. Tr. E.V. Rieu. Harmondsworth: Penguin, 1985.

Sophocles, *Oedipus the King*. Tr. Robert Fagles in Sophocles: The Three Theban Plays. Harmondsworth: Penguin, 1984.

Richard Rutherford, *Classical Literature: A Concise History*. Oxford: Blackwell Publishing, 2005.

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**SEMESTER 4**  
**ENGLISH CORE**

**Title of the Course : American Literature**  
**Course Code : PEN-C-403**  
**Nature of the Course : Major (Core)**  
**Total Credit : 4**  
**Distribution of Marks : 70 (End Sem) + 30 (In-Sem)**  
**Total Marks :100**

**Course Objectives:**

The objectives of this course are to enable the students to

**CO1:** evaluate American poetry, as distinct from the European ones, in the context of slavery, Harlem Renaissance, nativism, and Imagist movement.

**CO2:** explore an insight pertaining to American literary tradition, American Dream, and Great Depression, and its literary representation in the prescribed texts.

**CO3:** explore an insight pertaining to American identity within America; the divide between the Black and the white, and its fictional representation.

**Unit I: Poetry (Marks 15: Total hours 15 )**

- Phillis Wheatley, “On being brought from Africa to America”
- Wallace Stevens, “The Idea of Order at Key West”
- Ezra Pound, “The River Merchant’s Wife: A Letter”,
- Langston Hughes, “The Negro Speaks of Rivers” Sylvia Plath- “Purdah”
- Adrienne Rich, “A Valediction Forbidding Mourning

**Unit II: Non Fictional Prose (Marks 15 :Total hours 15)**

- R. W. Emerson, “The American Scholar”
- Thomas Jefferson, “Declaration of Independence”
- Alice Walker, “In Search of Our Mother’s Gardens”

**Unit III: Drama (Marks 20: Total hours 15)**

- Eugene O’Neill, *The Hairy Ape*
- Tennessee Williams, *Cat on a Hot Tin Roof*

**Unit IV: Fiction (Marks 20: Total hours 15)**

- Nathaniel Hawthorne, *The Scarlet Letter*
- Edgar Allen Poe, “The Purloined Letter”
- William Faulkner, *The Sound and The Fury*
- Toni Morrison, *The Bluest Eye*

**Expected Course Learning Outcomes:**

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

- CLO1:** critique the prescribed poems, and also other Black poetry and the Imagist poetry in terms of the condition of American identity, slavery, Harlem Renaissance, and nativism
- CLO2:** discuss the concept of American identity and American Dream
- CLO3:** discuss American reality and its inherent crises in the prescribed texts of the American drama and prose.
- CLO4:** discuss the crisis-ridden ‘American condition’ and its representation in American fictions
- CLO5 :** discuss the violence, fragmentation, alienation, neuroses, and existentialist predicament of the American Black in literary texts, particularly the prescribed fictions.

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**SEMESTER 4**  
**ENGLISH ELECTIVE**  
**(Any one from 3 options)**

**Title of the Course : English Writings from North East India (Option A)**

**Course Code : PEN-EL-401**

**Nature of the Course : MAJOR (Elective)**

**Total Credit : 4**

**Distribution of Marks : 70 (End Sem) + 30 (In-Sem)**

**Total Marks :100**

**Course Objectives:**

The objectives of this course are to enable the students to

**CO1:** evaluate the social, cultural and political dimensions of fictions from Northeast India.

**CO2:** evaluate poetry from the perspective of geographical, cultural, and psychological space of Northeast India.

**CO 3:** develop a critical insight about the political context of Northeast India by engaging them with the prescribed critical prose pieces.

**Unit I: Poetry (Marks 20 :Total Hours 20)**

- Navakanta Barua, “How Old is the Night”
- Robin S. Ngangom, “Laitumkhrah” “When You Do Not Return”
- Jogamaya Chakma, “The War Dress”
- Ananya Guha, “Mymensingh”
- Guru T. Ladakhi, “A Himalayan Ballad”
- Kynpham S Nongkynrih: “Blasphemous Lines for Mother”,
- Mona Zote, “Anti-love Poem”
- Monalisa Changkija, “Of A People Unanswered: i- iii

## Unit II: Fiction

Marks 23: Total Hours 20)

- Temsula Ao, *Labournum for my Head*
- Mamang Dai, *The Black Hills*
- Janice Pariat, *Boats on Land*
- Aruni Kashyap, *A House with a Thousand Stories*

## Unit III: Non fiction

(Marks 22: Total hours 20)

- Sanjoy Hazarika, “Refugees, Exile and Migrants”, from *Writings on the Wall*
- Udayan Mishra, “ The Naga Struggle: Insurgent Politics and State Manoeuvre” from *The Periphery Strikes Back*
- Sanjib Baruah, “Citizens and Denizens” from *Durable Disorders*
- Nandana Dutta, Chapter- 1 from *Questions of Identity in Assam: Location, Migration, Hybridity*
- Preeti Gill , “Dealing with Conflict and Violence: The Power of Attitude” from *The Peripheral Centre: Voices from the Margin*

### Expected Course Learning Outcomes:

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

**CLO1:** evaluate the social, cultural and political dimensions of fictions from Northeast India.

**CLO2** criticise the prescribed fictions from the perspectives of cultural and political theory.

**CLO3** evaluate poetry from the perspective of geographical, cultural, and psychological space of Northeast India.

**CLO4:** discuss the political context of Northeast India.

### Suggested Readings:

Indu Swami *Exploring North East Indian Writings in English (2 Volumes)*

Iralu Kaki D. *Nagaland and India: The Blood and The Tears.*

Kalita Garima (ed.) *Reading India's North East: Literature, Land and People.*

Katha. *Unusual Folktales from the North East: First Sun Stories.*

Misra, Tilottoma. *The Oxford Anthology of Writings from North-East India, Volume I& II*

Nganbom, Robin S. & K. S. Nongkynrih. *Dancing Earth: An Anthology of Poetry from North-East India*

Swami, Indu. *Voices from the Hills: North East Indian English Poetry: A Critical Gaze*

Zama, Margaret Ch. *Emerging Literatures from Northeast India. The Dynamics of Culture, Society and Identity from India's Northeast*

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**SEMESTER 4**  
**ENGLISH ELECTIVE**

|                              |                                         |
|------------------------------|-----------------------------------------|
| <b>Title of the Course</b>   | <b>: European Literature (Option B)</b> |
| <b>Course Code</b>           | <b>: PEN- EL-402</b>                    |
| <b>Nature of the Course</b>  | <b>: ELECTIVE</b>                       |
| <b>Total Credit</b>          | <b>: 4</b>                              |
| <b>Distribution of Marks</b> | <b>: 70 (End Sem) + 30 (In-Sem)</b>     |
| <b>Total Marks</b>           | <b>:100</b>                             |

**Course Objectives:**

The objectives of this course are to enable the students to:

- CO 1:** acquaint with the vast terrain and trajectory of pan European literary cultures right from nineteenth century Realism to late twentieth century Postmodernism.
- CO 2:** familiarize with the specific national literary traditions about Russia, Albania, Greece, France, Norway, Italy and Germany.
- CO3:** engage with the interface between literary expressions and their political/philosophical/cultural contexts such as the First/Second World War and totalitarian regime.
- CO 4:** understand various literary conventions such as Realism, Surrealism, Magic Realism and Absurdism regarding specific texts and authors.

**Unit I: Poetry**

**(Marks 22 : Total hour 20)**

- C.P. Cavafy, “Waiting for the Barbarians”, “Ithaca”
- Rainer Maria Rilke, “Love-song”, “Autumn”, “Self portrait”
- Anna Akhmatova, “Requiem”
- Paul Celan, “Death Fugue”

**Unit II: Non-Fictional Prose and Drama**

**(Marks 23 : Total hour 20)**

- Henrik Ibsen, *The Wild Duck*
- Milan Kundera, from *The Art of the Novel* (Chapter 1,2,3)
- Umberto Eco, *Belief or Non belief? A Dialogue* (Introduction, chapter 1)

**Unit III: Fiction**

**(Marks 25 : Total hour 20)**

- Nikolai Gogol ,“The Overcoat”
- Franz Kafka , *The Trial*
- Albert Camus, *The Outsider*
- Vladimir Nabokov, *Pale Fire*
- Ismail Kadare, *The Pyramid*

|                                        |                    |
|----------------------------------------|--------------------|
| <b>Modes of In-Semester Assessment</b> | <b>: 30 Marks</b>  |
| Two Sessional Tests                    | : 10+ 10= 20 Marks |
| Seminar/ Group discussion/ Assignment  | : 5 Marks          |
| Attendance                             | : 5 Marks          |
| <b>Final Examination</b>               | <b>: 70 Marks</b>  |

### **Expected Course Learning Outcomes:**

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

- CLO 1:** identify the key literary, philosophical and cultural movements in European history.
- CLO 2:** draw parallels and contrasts between the diverse themes and contexts that inform the plethora of texts offered in this course.
- CLO 3:** assess their own social and political realities in the light of the issues raised by the concerned texts and authors.
- CLO 4:** identify the unique traits and defining features of a particular literary genre whether it is poetry, drama, fiction and short story.

### **Suggested Readings:**

Nancy K. Anderson. Anna Akhmatova: *The Word That causes Death's Defeat*.

Julian Preece (Ed.) *The Cambridge Companion to Kafka*.

Frederico Garcia Lorca: *Selected Poems. Translated by Martin Sorrell*.

Caryl Emerson. *The Cambridge Introduction to Russian literature*.

Pericles Lewis (Ed.) *The Cambridge Companion to European Modernism*.

Thomas Lemke. *Biopolitics: An Advanced Introduction*.

Eric Aurbach. *Mimesis: The Representation of Reality in Western literature*.

Brian Docherty (Ed.) *Twentieth Century European Drama*

Endre Ady-Jorge Guilleen (Ed.) *Critical History of Poetry: European Poets*.

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## **SEMESTER 4 ENGLISH ELECTIVE**

**Title of the Course** : **Women's Writing (Option C)**  
**Course Code** : **PEN-EL-403**

**Nature of Course : ELECTIVE**  
**Total Credits : 4**  
**Distribution of Marks: 70 (End-Sem) + 30 (In-Sem)**  
**Total Marks : 100**

**Course Objectives:**

The objectives of this course are to enable the students to

- CO1:** develop the understanding of how to read any literary text from a woman's perspective.
- CO2:** explore the cultural, social, economic, political and psychological biases inherent in the field of literature which highlight the politics of exclusion of women, the male dominant narratives.
- CO3:** acquaint themselves with the tradition of women's writing, analyse the pervasive images of women in literature and examine the ways in which women use language to define their experiences.
- CO 4:** explore the different perspectives of western and post colonial feminist discourse.
- CO 5:** understand the different aspects of the colonial discourse from the perspective of the non-White feminist scholarship.
- CO 6:** facilitate their understanding of the different strategies of representation of the non-white woman in western feminist discourse.

**Unit I: Theoretical Perspectives**

**(Marks 15, Total Hours 15 )**

- Toril Moi, "Feminist, Female, Feminine"
- Elaine Showalter, *A Literature of their Own* (Introduction)
- Helene Cixous, "The Laugh of the Medusa"
- Chandra Talpade Mohanty, "Under the Western Eyes: Feminist Scholarship and Colonial Discourses"
- Gayatri Spivak, "Three Women's Texts and a Critique of Imperialism"
- Tharu and Lalita. Introduction, *Women Writing in India*

**Unit II: British & American Literature**

**( Marks 15, Total Hours 15 )**

- Emily Dickinson, "Because I Couldn't Stop for Death", "Success is Counted Sweetest"
- Sylvia Plath, "Ariel" and "The Colossus"
- Adrienne Rich, " Aunt Jennifer's Tigers"
- George Eliot, *Middlemarch*
- Kate Chopin, *The Awakening*

**Unit III: Asian Literature**

**( Marks 15, Total Hours 15 )**

- Mahasweta Devi . "The Breast giver"
- Indira Goswami, *Moth Eaten Howdah of the Tusker*

- Bapsi Sidhwa, *Ice Candy Man*

#### Unit IV: African Literature

( Marks 15, Total Hours 15 )

- Ama Ata Aidoo, *Changes: A Love Story*
- Chimamanda Adichie, *Purple Hibiscus*
- Naguib Mahfouz, *Palace Walk*

#### Modes of In-Semester Assessment : 30 Marks

Two Sessional Tests : 10+ 10= 20 Marks

Seminar/ Group discussion/ Assignment : 5 Marks

Attendance : 5 Marks

#### Final Examination : 70 Marks

#### Expected Course learning Outcomes:

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

**CLO1:** understand feminism, feminist theories, and developments in feminist thought

**CLO2:** appreciate the issues specific to the study of literature by and on women.

**CLO3:** read and analyse literary texts from a gendered perspective.

**CLO4:** acquaint themselves with the international and transnational approaches to and perspectives on feminist scholarship.

**CLO 5:** gain an understanding of the socio-cultural and historical events that shape the parameters or representation of women across different geographical and cultural boundaries.

**CLO6:** analyse the critical framework of western feminist scholarship and its points of departure from that of/by third world feminist critical discourse.

#### Suggested Reading:

Armstrong, Nancy. *Desire and Domestic Fiction: A Political History of the Novel*. OUP:1990  
Belsey, Catherine and Jane Moore(eds.) *The Feminist Reader: Essays in Gender and the Politics of Literary Criticism*. Basingstoke and London: Macmillan Education, 1989.

Butler Judith. *Gender Trouble: Feminism and Subversion of Identity*. London: Routledge, 1990.

Clough P. *Feminist Thought*. Oxford: Blackwell, 1994

Eagleton Mary. 2003. *A Concise Companion to Feminist Theory*. Malden, MA: Blackwell.

----- *Feminist Literary Criticism*. New York: Routledge, 2015

Freedman Jane. *Feminism*. New Delhi: Viva Books, 2002.

Jacobus, Mary. *Women Writing and Writing about Women*. London & Sydney: Croom Helm, 1979

Lorber Judith. 1991. *The Social Construction of Gender*. London: Sage

Moers, Ellen. *Literary Women: The Great Writers*. New York : Doubleday, 1976.

Ruthven, K.K. *Feminist Literary Studies*. Cambridge: CUP, 1984.

Spivak, Gayatri. *In Other Worlds: Essays in Cultural Politics*. London & New York: Methuen, 1987.

Adichie, Chimamanda. *Purple Hibiscus*. New York: Anchor, 2003.

\_\_\_\_\_ *We Should All be Feminists*. New York: Anchor, 2012.

Amad, Leila. *Women and Islam: Historical Roots of a Modern Debate* (1992)

Butalia, Urvashi. *The Other Side of Silence: Voices from the Partition of India*. Delhi: Penguin Random House India, 2017.

Chaudhuri, Sukanta (ed.) *Rabindranath Tagore: Selected Short Stories*. New Delhi: Oxford, 2000

Davies, Carole Boyce. *Black Women Writing and Identity: Migrations of the Subject*

Mohanty, Chandra Talpade. *Feminism Without Borders: Decolonizing Theory, Practicing Solidarity*. New Delhi: Zubaan, 2003

Saadawi, Nawal El. *The Hidden Face of Eve*. London: Zed Books, 1980

Taiwo, Oladale. *Female Novelists in Africa*. Palgrave Macmillan, 1985.

Tharu, Susie and K. Lalita. *Women writing in India: 600 B.C. to the Early 20th Century*. New York: The Feminist Press at The City University of New York, 1991.

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## **Dissertation**