

**Proposed Syllabus for M.A. English Programme in
Accordance with the
UGC - Learning Outcomes based Curriculum Framework
(LOCF) to be effective from AY 2021-22**



Learn Lead Serve

**M. A. ENGLISH PROGRAMME
FACULTY OF ARTS, COMMUNICATION & INDIC STUDIES
SRI SRI UNIVERSITY
BIDYADHARPUR, ARILO, CUTTACK -754006
ODISHA, INDIA**

M.A. ENGLISH PROGRAMME OUTCOME:

- 1. The Syllabus of Post Graduate English Programme has been designed keeping in mind the Choice Based Credit System and Learning Outcomes Curriculum Framework as prepared by UGC.**
- 2. Upon completion of the MA, students will be able to demonstrate mastery of the literary discipline by detailing the development and current practices of literary analysis, rhetoric, literary theory, comparative analysis etc.**
- 3. During the MA in English, the student's knowledge of the discipline will be sufficient to allow that student to contextualize and critic contemporary literature, theatre, film, or other arts. The students will be able to describe literature in terms of major periods, practices, and/or genres, themes. They will also be able to evaluate the significance of individual works in their cultural and intellectual context.**
- 4. Since the syllabus has provision to do research and write dissertation under the guidance of departmental faculties, the students will learn the methodology of doing research. It will also help them to pursue career in teaching and research in future.**
- 5. The current syllabus in the PG level will provide students an opportunity to know Indian literary and cultural tradition from ancient to modern period through their exposure to Sanskrit texts and modern Indian *bhasha* literature in English translation. The syllabus has also room for Indian Writing in English. Together, it will give a holistic understanding of Indian Languages and Literature and will fulfil the vision of UGC towards strengthening programmes on the Indian Literature.**
- 6. The syllabus has made room for Comparative Literature as one of the**

Core papers. As per the National Education Policy 2020, Comparative Literature, is going to be one of the thrust areas in coming days. It will help the students to understand the methodology of doing comparative study in literature. The department, by including the paper as a Core Paper, has become the first University in Odisha to offer Comparative Literature as a Core Paper in the syllabus of PG Programme of English.

7. As per NEP 2020, Govt. of India has planned to set up an autonomous institute on Translation and Interpretation. The syllabus, therefore, has included Translation Theory and Practice keeping in mind the Policy of Central Govt. and the practical aspect of the paper has been framed to serve the requirements in future job market.

8. The syllabus is all encompassing as it has accommodated unique papers like spiritual literature and professional and journalistic writing.

9. The current syllabus has also added an interesting feature, i.e., Area Studies, which will make the students aware of specific geographies, culture, literature, and society. The syllabus has offered choices of Area Studies like, American Literature, African and Caribbean Literature, Canadian Literature and Australian Literature. This Area Studies paper will empower the students to be specialists of one specific area which s/he may pursue as a research area in future. The students can also showcase her/his knowledge over one area during job interview.

10. The syllabus is apt for different national level tests like UGC NET, GATE etc., which will be beneficial for a student in future if s/he wants to follow the path of higher academia.

11. Enhanced list of books included for Suggested Reading by students

12. Happiness Connect to be a compulsory course for all students in Sem. I,

marks / credits and evaluation criteria to be in accordance with ER's notification in this regard.

13. Mind Management & Happiness and Fulfillment to be offered as Generic Electives / Add-On Courses from Sem. I – Sem. IV, marks / credits and evaluation criteria to be in accordance with ER's notification in this regard.

14. Provision for tutorials may be made in the timetable.

Mode of Evaluation:

M.A. Course in English shall comprise 4 semesters. Each semester shall have 4 courses. In all, there shall be 16 courses of 5 credits each. Each course shall carry 100 marks. Of these, 60 marks shall be for End-Semester examination and 40 marks for internal class test, except for as specified in case of Research Methodology course (Paper XVI).

Topics for the Dissertations of the students will have to be approved by the Programme Committee in the beginning of the IV Semester. Allotment of Supervisors will also be done by Programme Committee.

Structure of the Question paper (Internals and End of Term Examination) = 40+60 = 100 marks

I. The internal exams will be of 20 + 20, and the final exam of 60 marks;

II. There will be no 2-mark question in any paper, UG or PG. There will be 05 questions of equal marks, UG and PG, the first one being choices pulled from all the units.

III. Research Methodology will be compulsory and will be offered in accordance with details included in this draft.

COURSE STRUCTURE:

SEMESTER	COURSE CODE	TITLE OF THE COURSE	TYPE OF COURSE	CONTACT HOURS PER WEEK			CREDITS			EXAMINATION SCHEME		TOTAL
				THEORY	PRACTICAL	TOTAL	THEORY	PRACTICAL	TOTAL	INTERNAL	END SEMESTER	
SEMESTER 1												
1ST SEM	MAE-101	BRITISH LITERATURE AND THOUGHT (CHAUCER TO 16TH CENTURY)	CORE -1	05		05	05		05	40	60	100
1ST SEM	MAE-102	BRITISH LITERATURE AND THOUGHT (17TH& 18TH CENTURIES)	CORE -2	05		05	05		05	40	60	100
1ST SEM	MAE-103	BRITISH LITERATURE AND THOUGHT (19TH CENTURY)	CORE -3	05		05	05		05	40	60	100
1ST SEM	MAE-104	INTRODUCTION TO LINGUISTICS	CORE -4	05		05	05		05	40	60	100
1ST SEM	MAE-105	HAPPINESS CONNECT		04		04	04		04	40	60	100
SEMESTER 2												
2ND SEM	MAE-201	BRITISH LITERATURE AND THOUGHT (20TH CENTURY)	CORE -5	05		05	05		05	40	60	100
2ND SEM	MAE-202	LITERARY CRITICISM	CORE -6	05		05	05		05	40	60	100
2ND SEM	MAE-203	LITERATURE AND GENDER	CORE -7	05		05	05		05	40	60	100
2ND SEM	MAE-204	ENGLISH LANGUAGE TEACHING (ELT)	CORE -8	05		05	05		05	40	60	100
SEMESTER 3												
3RD SEM.	MAE-301	PROFESSIONAL & JOURNALISTIC WRITING	CORE -9	05		05	05		05	40	60	100
3RD SEM.	MAE-302	CONTEMPORARY LITERARY THEORIES	CORE -10	05		05	05		05	40	60	100
3RD SEM.	MAE-303A	INDIAN LITERATURE IN	CORE -11	05		05	05		05	40	60	100

		ENGLISH										
3RD SEM.	MAE-303B	LITERATURE OF SOUTH ASIAN DIASPORA	CORE -11	05		05	05		05	40	60	100
3RD SEM.	MAE-303C	SPIRITUAL LITERATURE	CORE -11	05		05	05		05	40	60	100
3RD SEM	MAE-304A	STYLISTICS	CORE -12	05		05	05		05	40	60	100
3RD SEM	MAE-304B	TRANSLATION: THEORY AND PRACTICE	CORE -12	05		05	05		05	40	60	100
3RD SEM	MAE-304C	INDIAN LITERATURE IN ENGLISH TRANSLATION	CORE -12	05		05	05		05	40	60	100
SEMESTER 4												
4TH SEM	MAE-401	COMPARATIVE LITERATURE	CORE -13	05		05	05		05	40	60	100
4TH SEM	MAE-402	COLONIAL AND POST-COLONIAL LITERATURE	CORE -14	05		05	05		05	40	60	100
4TH SEM	MAE-403	RESEARCH METHODOLOGY	CORE -15	*	*	*	*	*	05	*	*	100
4TH SEM	MAE-404A	AMERICAN LITERATURE	CORE -16	05		05	05		05	40	60	100
4TH SEM	MAE-404B	AFRICAN AND CARIBBEAN LITERATURE	CORE -16	05		05	05		05	40	60	100
4TH SEM	MAE-404C	CANADIAN LITERATURE	CORE -16	05		05	05		05	40	60	100
4TH SEM	MAE-404D	AUSTRALIAN LITERATURE	CORE -16	05		05	05		05	40	60	100
TOTAL CREDITS & MARKS									84			2400

***Paper XVI: Research Methodology – Teaching Plan and Evaluation shall be in accordance with details provided on page numbers 37-39 of this draft.**

COURSE PAPERS

SEMESTER I

Paper I: British Literature and Thought (Chaucer to 16th Century)

Paper II: British Literature and Thought (17th& 18th Centuries)

Paper III: British Literature and Thought (19th Century)

Paper IV: Introduction to Linguistics

Paper V: Happiness Connect

SEMESTER II

Paper VI: British Literature and Thought (20th Century)

Paper VII: Literary Criticism

Paper VIII: Literature and Gender

Paper IX: English Language Teaching (ELT)

SEMESTER III

Note: Students will have to offer 4 papers in all, one from each of the following groups (Optional Papers will be offered only when at least ten (10) students shall opt for a particular paper):

Paper X: Professional & Journalistic Writing

Paper XI: Contemporary Literary Theories

Group A

Paper XII(A): Indian Literature in English

Paper XII(B): Literature of South Asian Diaspora

Paper XII (C): Spiritual Literature

Group B

Paper XIII(A): Stylistics

Paper XIII (B): Translation: Theory and Practice

Paper XIII (C): Indian Literature in English Translation

SEMESTER IV

Note: Students will be offered 4 papers in all, one option from Area Studies (Optional Papers will be offered on the basis of choice made by maximum number of students in the batch).

Paper XIV: Comparative Literature

Paper XV: Colonial and Post-Colonial Literature

Paper XVI: Research Methodology

Paper XVII (**AREA STUDIES**)

Paper XVII(A): American Literature

Paper XVII(B): African and Caribbean Literature

Paper XVII (C): Canadian Literature

Paper XVII (D): Australian Literature

SEMESTER I

Paper I: British Literature & Thought (Chaucer to 16th Century)

Course outcome:

Students should be able to:

- 1- Grasp the shift of English literature from the Middle Ages to the Renaissance
- 2- Examine the development of different poetic genres as a means to articulate personal, cultural and political concerns.
- 3- engage with the major genres of English literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts
- 4- analyze the genres of poetry, prose and drama in the larger socio-political and religious contexts of the time.

Unit I

(a) Social and Intellectual Background from Chaucer to 16th Century

(b) Prose:(Any five essays out of ten)

Francis Bacon:

‘Of Ambition’

‘Of Revenge’

‘Of Great Places’

‘Of Truth’

‘Of Death’

‘Of Unity in Religion’

‘Of Adversity’

‘Of Parents and Children’

'Of Vicissitude of Things'
'Of Custom and Education'

Unit II Poetry

Geoffrey Chaucer: *The General Prologue to The Canterbury Tales*

OR

Edmund Spenser: *The Faerie Queene*(Book I)

Unit III: Elizabethan Drama:

Christopher Marlowe: *Doctor Faustus*

OR

Ben Jonson: *The Alchemist*

Unit IV: Shakespearean Drama:

Hamlet

OR

The Tempest

Suggested Readings:

1. Bevington, David. *English Renaissance Drama: A Norton Anthology*. New York: Norton, 1998. Print.
2. Bisson, Lillian. *Chaucer and the Late Medieval World*. New York: St. Martin's Press, 1998. Print.
3. Boitani, Piero and Jill Mann (ed). *The Cambridge Companion to Chaucer*. Cambridge: Cambridge University Press, 2003. Print.
4. Brewer, Derek. *The World of Chaucer*. Oxford: Boydell and Brewer, 2000. Print.
5. Briggs, Julia. *This Stage-Play World*. New York: Cambridge University Press, 1988. Print.
6. Brown, Peter (ed). *A Companion to Medieval English Literature and Culture 1350-1500*. UK: Blackwell Publishing Ltd., 2007. Print.
7. Challinor, A.M. *The Alternative Shakespeare: A Modern Introduction*. Michigan: Book Guild Ltd, 1996. Print.
8. Dollimore, Jonathan. *Political Shakespeare: New essays in Cultural Materialism*. United State: Cornell University Press, 1985. Print.
9. Greenblatt, Stephen. *Renaissance Self-fashioning: From More to Shakespeare*. Chicago: University of Chicago Press, 2005. Print.
10. Gurr, Andrew. 1992. *The Shakespearean Stage, 1574-1642*. New York: Cambridge University Press, 1992. Print.
11. Nicoll, Allardyce. 2009. *A History of English Drama, 1660-1900*. England: Cambridge University Press, 2009. Print.
12. Scanlon, Larry (ed). *The Cambridge Companion to Medieval English Literature 1100-1500*. Cambridge: Cambridge University Press, 2009. Print.
13. Styan, J. L. *The Elements of Drama*. London: Cambridge University Press, 1960. Print.

14. Wells, Stanley. *The Cambridge Companion to Shakespeare Studies*. New York: Cambridge University Press, 1986. Print.

Paper II: British Literature & Thought (17th& 18thCenturies)

Course outcome:

Students should be able to:

- 1- examine the aesthetic and political shifts from the Renaissance through the Jacobean and Restoration periods.
- 2- evaluate the ways in which literature becomes an instrument of critical analysis.
- 3- analyze and appreciate prose, poetry and drama in terms of changing socio-cultural contexts.

Unit I:(a) Social and Intellectual Background17th& 18thCenturies

(b) Prose:

- (i) **Jeremy Collier:** 'A Short View of the Immorality and Profaneness of the English Stage'
- (ii) **Anthony Ashley Cooper**, Third Earl of Shaftesbury: 'An Inquiry Concerning Virtue or Merit'

OR

- (iii) **Joseph Addison:** *The De Coverley Papers*

Unit II: Poetry

Any four poems

- (i) **John Donne:** A Valediction Forbidding Mourning
'The Good Morrow'
'The Flea'
Death Be Not Proud
The Sun Rising
The Canonization
- (ii) **John Milton:** *Paradise Lost*, Book I **OR** Samson Agonistes

Unit III: Drama

John Webster: *The White Devil*

OR

William Congreve: *The Way of the World*

Unit IV: Fiction

Jonathan Swift: *Gulliver's Travels*

OR

Samuel Richardson: *Pamela*

Suggested Readings:

1. The Holy Bible, *Genesis*, chaps. 1–4, *The Gospel according to St. Luke*, chaps. 1–7 and 22–4.
2. Niccolo Machiavelli, *The Prince*, ed. and tr. Robert M. Adams (New York: Norton, 1992) chaps. 15, 16, 18, and 25.
3. Thomas Hobbes, selections from *The Leviathan*, pt. I (New York: Norton, 2006) chaps. 8, 11, and 13.
4. John Dryden, 'A Discourse Concerning the Origin and Progress of Satire', in *The Norton Anthology of English Literature*, vol. 1, 9th edn, ed. Stephen Greenblatt (New York: Norton 2012) pp. 1767–8.
5. Jeremy Collier, *A Short View of the Immorality and Profaneness of the English Stage* (London: Routledge, 1996).
6. Daniel Defoe, 'The Complete English Tradesman' (Letter XXII), 'The Great Law of Subordination Considered' (Letter IV), and 'The Complete English Gentleman', in *Literature and Social Order in Eighteenth-Century England*, ed. Stephen Copley (London: Croom Helm, 1984).
7. Samuel Johnson, 'Essay 156', in *The Rambler*, in *Selected Writings: Samuel Johnson*, ed. Peter Martin (Cambridge, Mass.: Harvard University Press, 2009) pp. 194–7; *Rasselas* Chapter 10; 'Pope's Intellectual Character: Pope and Dryden Compared', from *The Life of Pope*, in *The Norton Anthology of English Literature*, vol. 1, ed. Stephen Greenblatt, 8th edn. (New York: Norton, 2006) pp. 2693–4, 2774–7.
8. Eliot, T.S. "Metaphysical Poets" in *Selected Essays*. New York: Harcourt, Brace and Company, 1932. Print.
9. *Metaphysical Lyrics and Poems of the Seventeenth Century: Donne to Butler*. Ed. Herbert. J.C. Grierson (Oxford: Clarendon Press, London, Milford), Times Literary Supplement, 1921. Print.
10. Gardner, Helen. *The Metaphysical Poets*. London: Penguin Classics, 1960. Print.
11. Leishman, J.B. 1955. *The Monarch of Wit: Analytical and Comparative Study of the Poetry of John Donne*. London: Hutchinson's University Library, 1955. Print.

Paper III: British Literature and Thought (19th Century)

Course Outcome:

Students should be able to:

- 1- appreciate the issues such as capitalism, race and the evolution of democracy that shaped the nineteenth century England.
- 2- acquire in-depth knowledge of the religious, socio-intellectual and cultural thoughts of the 19th century.
- 3- analyze and explain the evolving time and the how the literary works represented the period.

Unit I: (a) Social and Intellectual Background

(b) Prose

Mary Wollstonecraft: *A Vindication of the Rights of Woman: With Strictures on Political and Moral Subjects (First Four Chapters)*

OR

Thomas Carlyle: *Signs of the Times*

Unit II: Prose

John Stuart Mill: *The Subjection of Women*

OR

Matthew Arnold: *Culture and Anarchy*

Unit III: Poetry (Any Five of the Eight)

William Wordsworth: 'Tintern Abbey'

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

John Keats: 'Ode to Autumn'

George Gordon Byron: 'Youth and Age'

Percy Bysshe Shelley: 'To a Skylark'

Alfred Tennyson: 'In Memoriam'

Robert Browning: 'Rabbi Ben Ezra'

Matthew Arnold: 'The Scholar Gypsy'

Unit IV: Fiction

Jane Austen: *Emma*

OR

Thomas Hardy: *Tess of the D'Urbervilles*

Suggested Readings:

1. Abrams, M.H. *A Glossary of Literary Terms*. Harcourt College Publishers, Singapore.

2. Abrams, M.H. *The Mirror and the Lamp: Romantic Theory and the Critical Tradition*. OUP. 1971.
3. Allott, Kenneth. *The Penguin Book of Contemporary Verse*. Penguin books, England
4. Abrams, M.H. *The Mirror and the Lamp: Romantic Theory and the Critical Tradition*. New York: Oxford University Press, 1953. Print.
5. Boris Ford, (Ed.) *A Pelican Guide to English Literature From Blake to Byron*, Vol.5, (Penguin, 1982) From Dickens to Hardy, Vol.6, (Penguin, 1982)
6. Brooks, Cleanth, and Robert Penn Warren. *Understanding Poetry*. 1st ed. New York: Holt Rinehart & Winston, 1938. Print.
7. Bloom, Harold. (Ed.) *Romanticism and Consciousness: Essays in Criticism*. W.W. Norton & Co. 1970
8. Bloom, Harold. *Romantic Poetry and Prose*. Oxford University Press
9. Bowra, C. M. *The Romantic Imagination*. OUP, London
10. David Daiches, *A Critical History of English Literature*, Vol. IV. The Romantics to the Present Day (Secker &Warburg, 1975)
11. J. E. Luebering (Ed) *English Literature from the 19th Century Through Today*, (Britannia Educational Pub, 2011)
12. Mahoney, John (Ed.) *The English Romantics: Major Poetry & Critical Theory*. D.C. Heath & Co. 1978
13. Paula R. Feldman, *British Women Poets of the Romantic Era*, John Hopkins UP: Maryland, 1977.
14. Stefanie Markovits, *The Crisis of Action in Nineteenth Century English Literature*, Ohio State University: Ohio, 2006.
15. Stuart Curran, *Poetic Form and British Romanticism*, Oxford UP: Oxford, 1986.

Paper IV: Introduction to Linguistics

Course outcome:

Students should be able to:

- 1- use the basic tools essential for a systematic study of language
- 2- analyze the specific features of English

Unit I

Language: language and communication; properties of human language; language varieties: standard and non-standard language, dialect, register, slang, pidgin, Creole; varieties of English; language change

Unit II

Structuralism: Ferdinand de Saussure; synchronic and diachronic approaches; langue and parole;

sign, signifier, signified and semiology; syntagmatic and paradigmatic relations

Unit III

Phonology and Morphology: phoneme, classification of English speech sounds, suprasegmental features, syllable, English phonology in context, morpheme, word, word classes, inflection, derivation, compounding, English morphology

Unit IV

Syntax: categories and constituents, thematic roles, phrase structure

Semantics: lexical meaning relations; implicature, entailment and presupposition;

Suggested Reading:

1. Chierchia, Gennaro and Sally McConnell-Ginet. 2000. *Meaning and grammar: An Introduction to semantics*. Cambridge, Massachusetts: MIT Press.
2. Chomsky, Noam. 1965. *Aspects of the theory of syntax*. Cambridge, Massachusetts: MIT Press.
3. Fromkin, Victoria ed. 2000. *Linguistics: An introduction to linguistic theory*. Malden, MA: Blackwell.
4. Fromkin, V., and R. Rodman, *An Introduction to Language*, 2nd ed. (New York: Holt, Rinehart and Winston, 1974).
5. Mesthrie, Rajend and Rakesh M Bhatt. 2008. *World Englishes: The study of new linguistic varieties*. Cambridge: Cambridge University Press.
6. Pinker, Steven. 1994 *The language instinct*. Harmondsworth: Penguin.
7. de Saussure, Ferdinand. 1966. *Course in general linguistics*. New York: McGraw Hill
8. Akmajian, A., R. A. Demers and R. M. Harnish, *Linguistics: An Introduction to Language and Communication*, 2nd ed. (Cambridge, Mass.: MIT Press, 1984; Indian edition, Prentice Hall, 1991).
9. Fromkin, Victoria ed. 2000. *Linguistics: An introduction to linguistic theory*. Malden, MA: Blackwell.
10. Fromkin, V., and R. Rodman, *An Introduction to Language*, 2nd ed. (New York: Holt, Rinehart and Winston, 1974).
11. Crystal, David. (1992). *Introducing Linguistics*. London: Penguin English.
12. Roach, P. (2009). *English phonetics and phonology: A practical course*. Cambridge: Cambridge University Press.
13. Richards, J. C., & Schmidt, R. W. (1983). *Language and Communication*.
14. Brown, H. D. (2000). *Principles of language learning and teaching* (Vol. 4). New York: Longman.

15. Miller, J. (2016). *Introduction to English syntax*. Edinburgh University Press.
16. Brown, K. (2005). *Encyclopedia of language and linguistics* (Vol. 1). Elsevier.
17. Laver J., 1994, *Principles of Phonetics*, Cambridge: Cambridge University Press
18. Odden David, 2005, *Introducing Phonology*, Cambridge: Cambridge University Press.
19. S. K. Verma and N. Krishnaswamy: *Modern Linguistics: An Introduction*. New Delhi: OUP,1989.28
20. H. A. Gleason: *Linguistics and English Grammar*. New York: Holt, Rinehart & Winston,Inc.,1965.
21. Radford A, Atkinson M, Britain D, Clahsen H and Spencer A: *Linguistics – An Introduction*. Cambridge University Press, Cambridge, 1999
22. Robins R H: *General Linguistics: An Introductory Survey*, Longman Group Limited, London:1971
23. Fasold R. W. and Connor-Linton J (ed.): *An Introduction to Language and Linguistics*, Cambridge University Press, Cambridge,2006
24. Daniel Jones: *The Pronunciation of English*. New Delhi: Blackie and Sons, 1976 A. C. Gimson. An Introduction to the Pronunciation of English. London: Methuen, 1980.
25. J. D. O'Conner. *Better English Pronunciation*. New Delhi: CUP, 2008. T. Balasubramanian. A Textbook of English Phonetics for Indian Students. New Delhi:Macmillan, 1981.
26. T. Balasubramanian. *English Phonetics for Indian Students: A Workbook*. New Delhi:Macmillan

SEMESTER II

Paper VI: British Literature and Thought (20thCentury)

Course outcome:

Students should be able to:

- 1- Grasp the politics of the interwar years and the Cold War years with reference to fiction and critical prose

2- develop the skills of critical interpretation of the texts in an age of skepticism and uncertainty

Unit I: (a) Social and Intellectual Background

(b) Prose

Jean-Paul Sartre: *Existentialism and Human Emotions*

OR

Albert Camus: *The Myth of Sisyphus* Chapter I

Unit II: Poetry

(Yeats and Eliot compulsory, any other four poems as choice)

W.B. Yeats: Easter 1916, The Second Coming,

T.S. Eliot: *The Waste Land*

Gerard M. Hopkins: 'The Windhover'

W.H. Auden: 'In Memory of W. B. Yeats'

Dylan Thomas: 'Do Not Go Gentle Into That Good Night'

Philip Larkin: 'The Whitsun Weddings'

Ted Hughes: 'Snowdrop'

Unit III: Fiction

Virginia Woolf: *To the Lighthouse*

OR

D.H. Lawrence: *Women in Love*

Unit IV: Drama

Samuel Beckett: *Waiting for Godot*

OR

Harold Pinter: *The Homecoming*

Suggested Readings:

1. Peter Faulkner, *Modernism*. London: Methuen
2. Peter Childs, *Modernism, New Accents*. Routledge
3. Brooks, Cleanth. *Modern Poetry and the Tradition*. The University of North Carolina Press, Chapel Hill.
4. Johnson, W.J. *The Idea of Lyric: Lyric Modes in Ancient and Modern Poetry*. Berkeley: University of California Press, 1982. Print.
5. Colins, A.S. *English Literature of the Twentieth Century*. University Tutorial Press Ltd,

London

6. Daiches, David. *Present Age*. The Cresset Press, London
7. Daiches, David. *A Critical History of English Literature*, Vol. 1-4. Allied Publishers Ltd., New Delhi.
8. Ford, Boris. (Ed.) *The Pelican Guide to English Literature* Vol. 1-8, Penguin Books, England.
9. Fraser, G.S. *The Modern Writer and His World*. Penguin Books, England.
10. Upham, A.H. *Typical Forms of English Literature*. Oxford University Press 58. Ward, A.C. Twentieth Century Literature. ELBS & Methuen & Co. Ltd. London
11. War-poetry: Boris Ford
12. Carl Jung: *Psychology and Literature*, 1930.
13. Maud Bodkin: *Archetypal Patterns in Poetry*, 1934.
14. Styan, J.L., *Modern Drama in Theory and Practice*, Cambridge University Press, 1983.
15. *Modern British Dramatists*: a collection of critical essays edited by John Russel Brown.

Paper VII: Literary Criticism

Course Outcome:

Students should be able to:

- 1- be aware of the foundational principles of Western European philosophy and critical theory from the Classical through the Romantic and Victorian periods
- 2- appreciate recent critical theories including New Criticism
- 3- apply the theories for text analysis

Unit I: Classical Theory

Aristotle: *The Poetics*

OR

Indian Aesthetics: Indian Literary theories with special reference to theories of *Rasa* and *Dhvani*.

Unit II: Renaissance and Romantic Criticism

Philip Sidney: An Apology for Poetry

John Dryden: Essay on Dramatic Poesy (Some

Essays)

OR

P. B. Shelley: A Defence of Poetry

William Wordsworth: Preface to Lyrical Ballad

(1800)

Unit III: Victorian Criticism

Matthew Arnold: *The Function of Criticism at the Present Time'*

OR

T. S. Eliot: *Tradition and the Individual Talent*

Unit IV: Contemporary Criticism

Elaine Showalter: 'Towards a Feminist Poetics'

Homi K. Bhabha: 'The Other Question'

OR

Stuart Hall: 'Cultural Identity and Diaspora'

Cheryll Glotfelty: Introduction Literary Studies in an Age of Environmental Crisis

Suggested Reading:

1. Abrams, Meyer Howard, and Geoffrey Galt Harpham. *A Glossary Of Literary Terms*. Wadsworth Cengage Learning, 2015.
2. Bennett, Andrew and Royle, Nicholas. *An Introduction to Literature, Criticism and Theory* (Prentice Hall, 2nd edn, 1999).
3. Bertens, Hans, *Literary Theory: The Basics* (Routledge, 2001).
4. Culler, Jonathan, *Literary Theory: A Very Short Introduction* (Oxford University Press, new edn, 2000).
5. Durant, Alan and Fabb, Nigel. *Literary Studies in Action* (Routledge, 1990).
6. Eagleton, Terry, *Literary Theory: An Introduction* (Blackwell, 2nd edn, 1996).
7. Guerin, Wilfred I. *Earle Labor et al. A Handbook of Critical Approaches to Literature*. Oxford:
8. OUP, 1998.
9. Hawthorn, Jeremy. *A Concise Glossary of Contemporary Literary Theory* . London: Arnold, 2000.
10. Leitch, Vincent B. Ed. *The Norton Anthology of Theory and Criticism*. London: Arnold, 2000.
11. Lynn, Steven, *Texts and Contexts: Writing about Literature with Critical Theory* (Longman, 3rd edn, 2000).
12. Peck , John and Martin Coyle. *Practical Criticism* . Basingstoke: Palgrave, 2005.
13. Pramod K Nayar. *Contemporary Literary and Cultural Theory: From Structuralism to Ecocriticism*. New Delhi: Pearson Education, 2010.
14. Prasad, B. *Background to the Study of Literature*. New Delhi: Macmillan, 1995.

Revised Edn. 1999.

15. Selden, Raman et al. *A Reader's Guide To Contemporary Literary Theory*. Routledge, 2005.
16. Webster, Roger. *Studying Literary Theory: An Introduction* (Arnold, 2ndedn, 1995).
17. Wolfreys, Julian, ed. *Introducing Literary Theories: A Guide and Glossary* (Edinburgh University Press, 2001).

Paper VIII: Literature and Gender

Course outcome:

Students should be able to:

- 1- appreciate the study of gendered roles and practices in nineteenth and twentieth century writing
- 2- analyze the marginalization with reference to gender as a critical category
- 3- estimate the varieties in gendered literature and their varying growth indifferent regions

Unit I: Feminist Literary Criticism: Patriarchy, Androgyny, Feminist Movements, Écriture féminine, Gynocriticism, Queer Theory

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

Hélène Cixous: *The Laugh of the Medusa*

Unit II: Short Story, Fiction, Autobiography

Mahasweta Devi: *Draupadi*

OR

Om Prakash Valmiki: *Joothan*

Bama: *Karaku*

OR

Baby Kamble: *The Prisons We Broke*

OR

Chimamanda Ngozi Adichie: *The Thing Around Your Neck*
(Three Stories)

Unit III: Poetry

Maya Angelou: 'Phenomenal Woman', 'Still I Rise' Touched by an

Angel, Caged Bird

Suniti Namjoshi: 'The Unicorn', 'Sycorax', to Be A Poet, Snow White and Rose Green

OR

Carol Ann Duffy: 'Little Red Cap', 'Havisham', Prayer, Valentine

Sujata Bhatt: 'A Story for Pearse'; 'Ajwali Ba', The Peacock; The Stinking Rose

Unit IV: Fiction

Girish Karnad: *Nagamandala*

OR

Devdutt Patnaik: *Shikhandi and other Stories*

Suggested Reading:

1. Simone de Beauvoir: Introduction to *The Second Sex*
2. Sandra Gilbert and Susan Gubar: 'The Queen's Looking Glass: Female Creativity, Male Images of Women, and the Metaphor of Literary Paternity' from *The Madwoman in the Attic*
3. Elaine Showalter: *Towards a Feminist Poetic*
4. Judith Butler: *Gender Trouble*
5. Alexander and Mohanty, eds. 2012. *Feminist Genealogies, Colonial Legacies, Democratic Futures*. New York, Routledge.
6. Devi, Mahasweta, 1997. *Breast Stories*. Trans. by Gayatri Chakravarty Spivak. Kolkata, Seagull.
7. Krishnaraj, Maithreyi. 1987. *Advances in Feminist Scholarship*. Bombay, Research Centre for Women's Studies, S.N.D.T. Women's University.
8. Lionnet, Françoise. *Postcolonial Representations: Women, Literature, Identity*. Ithaca, New York: Cornell University Press, 1995.
9. Mohanty, Chandra. *Feminism without Borders: Decolonizing Theory, Practicing Solidarity*. Durham and London. Duke University Press, 2003.
10. Sunder Rajan. Rajeswari. 2001. *Signposts*. USA: Rutgers University Press.
11. Tharu, Susie and K. Lalitha (Eds). 1997. *Women Writing in India*, Vol 1. Delhi: Oxford University Press.
12. Cora Kaplan, 'Speaking/Writing/Feminism', in *Sea Changes: Essays on Culture and Feminism* (London, Verso, 1986).
13. Jacqueline Rose. 'Femininity and Its Discontents', in Mary Eagleton, *Feminist Literary Theory, A Reader* (Second Edition), (Oxford: Blackwell, 2003).
14. Toril Moi, *Sex, Gender and the Body: The Student Edition of What Is a Woman?* Oxford

and New York: Oxford University Press, 2005.

Paper IX: English Language Teaching (ELT)

Course outcome:

Students should be able to:

Unit I: Approaches to Second Language Teaching / Theories of Second Language Learning and acquisition, Language skills and their sub-skills; grammar; vocabulary

Unit II: Teaching Methods: Learner centered and task based approaches

Unit III: Materials for second/foreign language learners; Use of technology as resource
Designing Materials for Teaching Grammar/Vocabulary/Oral
skills/Reading/Writing/Supplementary Materials

Unit IV: Types of Syllabuses and Syllabus designing

Suggested Reading:

1. Stern, H. H, Principles of Language Teaching, Cambridge, London
2. Ellis, Rod, Language Teaching, Cambridge, London
3. Larsen-Freeman, D. (2000). *Techniques and principles in language teaching*. Oxford: Oxford University Press.
4. Mitchell, R., & Myles, F. (2004). *Second language learning theories*. London: Hodder Arnold
5. Richards, J. C., & Rodgers, T. S. (1986). *Approaches and methods in language teaching*. Cambridge: Cambridge University Press.
6. Scrivener, J. (2011). *Learning Teaching*. Oxford: MacMillan.
7. Stern, H. H. (1983). *Fundamental Concepts of Language Teaching*. Oxford, England: Oxford University Press.
8. Harmer, J. (2001). *The practice of English language teaching*. Essex, England: Longman.
9. Nunan, D., & Nunan, D. (2004). *Task-based language teaching*. Cambridge, UK: Cambridge University Press.
10. Brinton, D., Snow, M. A., & Wesche, M. B. (2003). *Content-based second language instruction*. Ann Arbor: University of Michigan Press.

11. Littlewood, W. (1981). ***Communicative language teaching: An introduction.*** Cambridge [England: Cambridge University Press.
12. Saville-Troike, M. (1973). ***Reading and the Audio-Lingual Method.*** *TESOL Quarterly*, 7, 395.
13. Richards, J. (2006). ***Communicative language teaching today.*** 1st ed. New York: Cambridge University Press.
14. Benati, A. (2017). ***Grammar translation method.*** In J. I. Lontas (Ed.), *The TESOL Encyclopedia of English Language Teaching* Wiley. <http://eu.wiley.com/WileyCDA/WileyTitle/productCd-1118784227.html>
15. Yalden, J. (1987) ***Principles of Course Design for Language Teaching.*** Cambridge: Cambridge University Press.
16. Nunan, D. (1988) ***Syllabus Design.*** Oxford: Oxford University Press.
17. White, R.V. (1988). ***The ELT Curriculum: Design, Innovation and Management.*** Oxford: Blackwell.
18. Brown, H. Douglas. (May 2007). ***Teaching by Principles: An Interactive Approach to Language Pedagogy*** (Third Ed). Pearson ESL.
19. Dubin, F. & Olshtain, E. (1986). ***Course Design: Developing Programs and Materials for Language Learning.*** Cambridge: Cambridge University Press.
20. Richards, J. (2001). ***Curriculum Development in Language Teaching.*** Cambridge: Cambridge University Press.
21. Chapelle, C.A. and Sauro, S. (2017). ***Introduction to the Handbook of Technology and Second Language Teaching and Learning.*** In *The Handbook of Technology and Second Language Teaching and Learning* (eds C.A. Chapelle and S. Sauro). <https://doi.org/10.1002/9781118914069.ch1>
22. ***Teaching Materials and Teaching Aids***, Paper 12, Module 24, e-PG Pathshala.

SEMESTER III

Note: Students will have to offer 4 papers in all, two compulsory papers while one from each of the groups A and B (Optional Papers will be functional only when minimum ten students offer that papers):

PaperX: Professional & Journalistic Writing

Course outcome:

This elective is designed to help students make the switchover from reading to writing by developing the skills required to function in society in a professional capacity. The students of literature ought to be able to excel in the kind of writing which bridges the gap between the academia and the world of practical affairs. But they must back off from literary writing, to start with, in order to acquire and nurture the skills of working, organizational, professional, journalistic, content and even academic writing. The elective will guide the student through the entire range. It will also expose them to the skills of editing.

Unit I:

Mechanics of Writing

What is Writing History of Writing Stages of Writing (up to Editing) Basic Writing Skills Creative and Critical Thinking for Writing + **Unit II may be considered for addition here**

Medium of Writing

Nuts and Bolts of a How to Write How to Write a Sentence Plain and Simple English Levels of Style: Communicative, Academic and Grand Persuasive Writing

Unit II:Mechanics of Editing

What is Editing The Editorial Loop: Micro and Macro Editing Proofreading Editing Practice

Unit III: Working Writing, Journalistic Writing

The Daily Bread (of Drafting): Application, Memo, Notices and Minutes Raising the Bar: Proposal, Review and Report Academic Writing: Essay, Review Essay Writing for the Print Media: News Stories, Features, Editorials Writing for the Electronic Media: + Unit VI can be added here

Web Writing

Writing for the Web Email Blogging Internet Journalism Photo Editing and Graphics

Unit IV:Advertising

Promotional Writing: Branding, Packaging Use of Rhetoric in Advertorials Writing for Commercials Writing for Infomercials Copywriting

Unit V + Unit VI: Adjusted in above units

Suggested Reading:

1. Havelock Ellis, The Art of Writing Stephen Harvey,
2. "The Empty Page" Robert Scholes, section on "So Happy a Skill" from The Rise and Fall of English Maxine Hairston & Michael Keene,

3. Successful Writing Stephen McLaren, Easy Writer
4. Stanley Fish, How to Write a Sentence
5. Ralph L. Wahlstrom, The Tao of Writing
6. Ray Bradbury, The Zen of Writing
7. Colson Whitehead, "The Art of Writing"
8. Marsha Durham & Roslyn Petelyn, Section on Editing from The Professional Writing Guide
9. David Shipley, "What We Talk About When We Talk About Editing", New York Times. July 31, 2005.
10. Judith Butcher, Copy Editing
11. Stephen McLaren, Easy Writer Effective Writing for Public Relations
12. Ogilvy, David. Ogilvy on Advertising. United Kingdom, Knopf Doubleday Publishing Group, 2013.
13. Stroebe, Wolfgang, and Fennis, Bob M.. The Psychology of Advertising. United Kingdom, Taylor & Francis, 2015.
14. Felder, Lynda. Writing for the Web: Creating Compelling Web Content Using Words, Pictures, and Sound. United Kingdom, New Riders, 2012.
15. Appen, J.D.. Writing for the Web: Composing, Coding, and Constructing Web Sites. United Kingdom, Taylor & Francis, 2013.

PaperXI:Contemporary Literary Theories

Course outcome:

Students shall be able to:

- 1- examine the Contemporary Literary Theories
- 2- apply these principlesfor text *evaluation* and analysis
- 3- analyze literature critically through the literary theories and appreciate them in terms of right frame of reference

Unit I:

Formalism,Structuralism, Deconstruction, New Historicism, Post colonialism, and Postmodernism

Unit II:

Edward Said: 'Introduction' to *Orientalism*

Jean Francois Lyotard: *What is Postmodernism?*

OR

Frantz Fanon: Black Skin, White Masks

Unit III:

Louis Althusser: From Ideology and the State

OR

Michel Foucault:What is an Author?'

Roland Barthes: From Work to Text

Unit IV:

Jacques Derrida: Structure, Sign and Play in the Discourse of the Human Sciences

Homi K. Bhabha 'How Newness Enters the World: Postmodern space, postcolonial times and the trials of cultural translation',

OR

Salman Rushdie: *Imagining the Nation*

Roger Rosenblatt: *The Man in the Water*

Suggested Reading:

1. Saussure Lectures
2. **Northrop Frye:** 'Myth, Fiction, and Displacement'
3. **Roman Jakobson Formalist**
4. **I. A. Richards:***The Philosophy of Rhetoric* (New York: Oxford University Press, 1965),
5. **Mikhail Bakhtin** 'Epic and Novel', trs. Caryl Emerson and Michael Holquist, in M. M. Bakhtin, *The Dialogic Imagination*, ed. Michael Holquist (Austin, Texas: University of Texas Press, 1981)
6. Josué V. Harari (Tr.) *The Essential Works of Foucault 1954-84*, vol. 2: Aesthetics, Method and Epistemology, ed. James D. Faubion (London: Penguin Books, 2000).
7. *The Location of Culture* (London: Routledge, 1994).
8. William E. Cain et al, (ed.). *The Norton Anthology of Theory and Criticism* (New York and London: W. W. Norton, 2010)
9. Peter Barry. *Beginning Theory* (Manchester: Manchester UP, 2009)
10. Terry Eagleton. *Literary Theory: An Introduction* (Oxford: Blackwell, 2008)
11. Raman Selden et al. *A Reader's Guide to Contemporary Literary Theory* (London: Longman, 2005)
12. Lodge, David and Nigel Wood (Ed.) *Modern Criticism and Theory: A Reader* (Second edition). New Delhi: Pearson, 1988.

Group A

Paper XII (A): Indian Literature in English

Course outcome:

- 1- appreciate the historical trajectory of various genres of Indian literatures in English from the colonial times to the present age
- 2- examine (in translation) a broad cross-section of regions, and cultures in India through IWE
- 3- appreciate the transition of Indian writing in English from the age of translation to the age of distinct IWE
- 4- critically engage with Indian literary texts written in English in terms of colonialism/post-colonialism, regionalism, and nationalism

Unit I: Non-Fictional Prose

Mahatma Gandhi: *Hind Swaraj*

OR

Sri Aurobindo: *Approach, Transcendental Roots and Historicity of Spiritual Praxis and the Indian Conception of Cultural Tradition* and *Literature*

Unit II: Poetry

(Any five poets, two poems each)

Henry Derozio: 'To My Native Land', Song of The Hindustanee Minstrel

Nissim Ezekiel: 'Background Casually', Philosophy

Jayanta Mahapatra: 'Hunger', 'Grandfather'

A.K. Ramanujan: 'Love Poem for a Wife', 'Small Scale Reflections on a Great House'

Kamala Das: 'The Stone Age', An Introduction

Dom Moraes: 'Letter to My Mother', Absences

Mamata Kalita: 'Tribute to Papa', 'Made for Each Other'

Unit III: Drama

Manoranjan Mahapatra: *Fasala Aranya (The Wild Harvest)*

OR

Mahesh Dattani: *Bravely Fought the Queen*

Unit IV: Fiction

R. K. Narayan: *The Guide*

OR

Raja Rao: *The Serpent and the Rope*

Suggested Reading:

1. Iyengar, K. R. S. 2000. *Indian Writing in English*. Bombay, Asia Publishing House.

2. Kirpal, Viney. 1990. *The New Indian Novel in English: A Study of the 1980s*. New Delhi, Allied Publishers.
3. Mehrotra, Arvind Krishna. (ed.) 2003. *An Illustrated History of Indian Literature in English*. Delhi, Orient Longman Pvt. Ltd.
4. Naik, M. K. 1989. *A History of Indian English Literature*. New Delhi, Sahitya Akademi.
5. King, Bruce. 2004. *Modern Indian Poetry in English* (Revised Edition). New Delhi, Oxford University Press.
6. Gopal, Priyamvada. 2009. *The Indian English Novel: Nation, History and Narration*. New York, Oxford University Press.
7. Datta, Amresh. 1994. *The Encyclopedia of Indian Literature*. New Delhi: Sahitya Academy.
8. Deshpande G P (ed). 2004. *Modern Indian Drama: An Anthology*. New Delhi: Sahitya Academy.
9. De Souza, Eunice (ed). 2008. *Both Sides of The Sky: Post Independence Indian Poetry in English*. New Delhi: National Book Trust.
10. De Souza, Eunice (ed). 2010. *Early Indian poetry in English: An Anthology 1829-1947*. New Delhi: Oxford University Press.
11. Devy, G N. 1998. *Between Tradition and Modernity: India's Search for Identity*. Kolkata; Sage Publications.
12. Dharwadker, Vinay and Ramanujan A. K. 2006. *The Oxford Anthology of Modern Indian Poetry*. New Delhi: Oxford University Press.
13. Ezekiel, Nissim and Mukherjee Meenakshi. 1990. *Another India: An Anthology of Contemporary Indian Fiction and Poetry*. New Delhi: Penguin Books.
14. Mukherjee, Meenakshi. 1985. *Realism and Reality: The Novel and Society in India*. Delhi: OUP.

PaperXII (B):Literature of South Asian Diaspora

Course Outcomes

Students shall be able to:

1. understand the broad view of culture as seen from outside the culture
2. compare and contrast the conceptual understanding of culture in different contexts
3. explore the issues specific to the phenomenon of migration that represents diasporic experience

Unit I: History of South Asian Diaspora Movements, Theories of Diaspora

Unit II: **V.S. Naipual:** A House for Mr Biswas

OR

Salman Rushdie: East, West

Unit III: **Bharati Mukherjee:** Jasmine

OR

Jhumpa Lahiri: The Lowland

Unit IV:

Chitra Banerjee Divakaruni: Sister of My Heart

OR

Kunal Basu: Racists

Suggested Reading:

1. Muhammad, Anwar. Between Cultures: Continuity and Change in the Lives of Young Asians, 1998. Routledge
2. Avtar, Brah. Cartographies of Diaspora: Contesting Identities, 1996.
3. Jana Evans Braziel and Anita Mannur, eds. Theorizing Diaspora, 2003.
4. Paul Gilroy. The Black Atlantic: Modernity and Double Consciousness, 1993.
5. Jasbir Jain, ed. Writers of the Indian Diaspora, 1998.
6. Jayaram, N., ed. The Indian Diaspora, 2004.
7. Waltraud Kokot, Khachig Tölölyan and Carolin Alfonso, eds. Diaspora, Identity and Religion: New Directions in Theory and Research, 2004.
8. Susan Koshy, and R. Radhakrishnan, eds. Transnational South Asians: The Making of a Neo- Diaspora, 2008.
9. Sudesh Mishra. Diaspora Criticism, 2006.
10. Vijay Mishra. The Literature of the Indian Diaspora, 2007.
11. Makarand Paranjape, ed. In Diaspora; Theories, Histories, Texts, 2001.

12. Emmanuel S. Nelson, ed. *Reworlding: The Literature of the Indian Diaspora*, 1992.
13. Uma, Parameswaran. *Writing the Diaspora: Essays on Culture and Identity*, 2007.
14. R. Radhakrishnan. *Diasporic Mediations: Between Home and Location*, 1996.
15. Ajaya Kumar Sahoo and Brij Maharaj, eds. *Sociology of Diaspora: A Reader*, 2007

Paper XII(C): Spiritual Literature

Course Outcomes:

Students shall be able to:

1. understand the basic concepts of spirituality as inherent in Indian scriptures and also some of the modern works
2. establish the correlation between literature and spirituality
3. foster the understanding of concepts in a manner that is likely to help them in connecting in a better way to greater humanity

Unit 1: **Patanjali: Yoga Aphorisms (Yoga-Sutras)**

OR

Shankaracharya: *Vivecacudamani*

Unit 2: **Dayanand Saraswati: *The Light of Truth (Satyarth Prakash)***

OR

Swami Vivekananda: *Advaita Vedanta - The Scientific Religion*

Unit 3: **Sri Aurobindo: *The Life Divine***

OR

A C Bhaktivedanta Swami: *Srimad Bhagavad Gita As it is*

Unit 4: **Sri Sri Ravishankar: *Celebrating Silence***

OR

Jaggi Vasudev: *Inner Engineering: A Yogi's Guide to Joy*

Suggested Readings:

1. Jaggi Vasudev, Sadhguru. *Flowers on the Path*. India: Isha Foundation, 2009.
2. Krishna Chaitanya, *Gita for the Modern Man*, Clarion Books, New delhi, 1992.
3. Pt. Ganga Prasad Upadhyaya (Translator). *The Light of Truth: Satyarth*

- Prakash (English Hardcover) Vijaykumar Govindram Hasanand 2018
4. M.M. Agarwal, *Ethics and Spirituality*, Indian Institute of Advance Study, Shimla, 1998.
 5. Ranade, Eknath. *Rousing Call to Hindu Nation*. Calcutta: Advaita Ashrama, 1963.
 6. Sharma, O.P. *Indian Culture, Ancient Glory and Present Gloom*. New Delhi: Intellectual Publishing House, 1993.
 7. Sharma, Arvind. *A Hindu Perspective on the Philosophy of Religion*. London: Palgrave, 1990.
 8. Sharma, Arvind. *The Philosophy of Religion and Advaita Vedānta: A Comparative Study of Religion and Reason*. University Park: Pennsylvania State UP, 1995.
 9. Sharma, Arvind. *A Guide to Hindu Spirituality*. Bloomington: World, 2006.
 10. Tripathi, Rakesh. *Swami Vivekananda: The Journal of a Spiritual Entrepreneur*, New Delhi: Bloomsbury, 2019
 11. Sivananda, Swami ed. *The Bhagvad Gita*. Tehri-Garhwal: The Divine Life Society, 1995.
 12. Swami Yuktananda, *Values and Ourselves*, Vivekananda Nidhi, Calcutta, 1989.
 13. Vivekananda, Swami. *Bhakti Yoga*. England: Celephais Press, 2003.
 14. Vivekananda, Swami. *The Complete Works*. Kolkata: Advaita Ashrama, 2003.
 15. Vivekananda, Swami. *Jnana Yoga*. Almora: Advaita Ashrama, 1930.
 16. Vivekananda, Swami..*Karma Yoga*. Almora: Advaita Ashrama, 1930.

Group B

Paper XIII (A): Stylistics

Unit 1

Maxims of conversation, speech acts, Historical development of Stylistics as an analytical, discipline, Nature and goals of Stylistics, Methods of stylistics

Unit 2

Style and variation: Style as choice, Style as the author, Style as deviation, Style as conformity, Style as period or time, Style as situation

Unit 3

Features of Linguistic Stylistics

Denotative, connotative and idiomatic meanings

Meaning and types of foregrounding

Linguistic analysis of figures of speech: figures of replacement, figures of co-occurrence

Unit 4

Analysis of stylistic devices: semantic-syntactic level, phonological level, morphological level, graphological level

Suggested Readings

1. Brown, G. and George Yule (1983). *Discourse Analysis*. London: OUP.
2. Fowler, Roger (1996). *Linguistic criticism*. London: OUP
3. Hynes, John (1995). *Style*. London: Longman.
4. Leech, G., and Michael Short (1981). *Style in Fiction*. London: Longman.
5. Richard Bradford, *Stylistics* (London and New York: Routledge, 1997)
6. Peter Verdnook, *Stylistics* (Oxford: Oxford University Press, 2002)
7. The State of Stylistics: PALA 26. Netherlands, Rodopi, 2008.
8. Widdowson, H.G. *Stylistics and the Teaching of Literature*. United Kingdom, Taylor & Francis, 2014.
9. *Language, Text and Context: Essays in Stylistics*. United Kingdom, Taylor & Francis, 2016.
10. Stahlke, Herbert, and Kachru, Braj B. *Current Trends in Stylistics*. United States, Linguistic Research, 1972.
11. McIntyre, Daniel, and Jeffries, Lesley. *Stylistics*. United Kingdom, Cambridge University Press, 2010.
12. *The Routledge Handbook of Language and Creativity*. United Kingdom, Taylor & Francis, 2015.
13. Leech, Geoffrey. *Language in Literature: Style and Foregrounding*. United Kingdom, Taylor & Francis, 2014.
14. *The Routledge Handbook of Stylistics*. United Kingdom, Taylor & Francis, 2017.
15. Toolan, Michael J. *The stylistics of fiction: a literary-linguistic approach*. United Kingdom, Routledge, 1990.

Paper XIII (B): Translation: Theory and Practice

Unit I: Western Translation Theories:

Equivalence Theory: Eugene A. Nida “Principles of Correspondence”

Anthony Pym: “Natural and directional equivalence in theories of translation”

Skopos Theory: Hans J. Vermeer “Skopos and Commission in Translational Action”

Polysystem Theory: Itamar Even-Zohar “The Position of Translated Literature within the Literary Polysystem”

Gideon Toury “The Nature and Role of Norms in Translation”

Deconstruction: Jacques Derrida: “What is ‘Relevant Translation?’”

Walter Benjamin: "The Task of the Translator"

Unit II: Indian Approaches of Translation: Pre-colonial, Colonial and Postcolonial

Ganesh N. Devy: "Translation and Literary History- An Indian View"

Brian Hatcher: Translation in the zone of the *dubash*: colonial mediations of *Anuvad*

Tejaswini Niranjana: "Translation, Colonialism and Rise of English"

Gayatri Spivak: "The Politics of Translation"

Anuradha Dingwaney: "Introduction: Translating 'Third World' Cultures"

Harish Trivedi: "In our own time, on our own terms"

Rita Kothari and Judy Wakabayshi: 'Introduction' to *Decentering Translation Studies: India and beyond*

Sachin C. Ketkar: "Is there an Indian School of Translation Studies"

Unit III: Contemporary Translation Studies: Road to Future

Cultural Translation:

Susan Bassnett: "The Culture Turn in Translation Studies"

Boris Buden, Stefan Nowotny , Sherry Simon, Ashok Bery & Michael Cronin
"Cultural translation: An introduction to the problem, and Responses"

Harish Trivedi: "Translating Culture vs. Cultural Translation"

Gender and Translation:

Luise Von Flotow: "Gender and Translation Studies"

Susan Bassnett: "Translation, Gender and Otherness"

Travel and Translation:

Michael Cronin: "Knowing one's place: Travel, difference and translation"

Loredana Polezzi: "Travel and / as Translation"

Audiovisual Translation:

Yves Gambier: "The position of audiovisual translation studies"

David Orrego Carmona: "Advancement of audiovisual translation: From the beginnings to the digital age Article"

Unit IV: Translation Practice

Students will be asked to choose one text of their choice to translate implementing discussions of the units above.

Suggested Readings:

- 1- Ashok Bery: *Cultural Translation and Postcolonial Poetry*.
- 2- Edwin Gentzler: *Contemporary translation theories*.
- 3- Georges Bastin and Paul Bandia (eds.) *Charting the Future of Translation Studies*.
- 4- James S. Holmes (ed.) *The Nature of Translation: Essays on the Theory and Practice of Literary*.
- 5- Lawrence Venuti: *The Scandals of Translation Towards an Ethics of Difference*.
- 6- Lawrence Venuti: *The Translation Studies Reader*.
- 7- Mary Snell-Hornby: *The Turns of Translation Studies: New paradigms or shifting viewpoints*.
- 8- Mona Baker and Gabriela Saldanha (eds.) *Routledge Encyclopedia Of Translation Studies*.
- 9- Piotr Kuhiwczak and Karin Littau (eds.) *A Companion to Translation Studies*.
- 10- Pym, Shlesinger and Simeoni: *Beyond Descriptive Translation Studies*.
- 11- Sherry Simon: *Changing the terms- Translating in the Postcolonial era*.
- 12- Susan Bassnett and Andre Lefevere: *Constructing Cultures Essays On Literary Translation Topics in Translation*.
- 13- Susan Bassnett and Harish Trivedi (eds.) *Post Colonial Translation*.
- 14- Tariq Khan (ed.) *History of Translation in India*.
- 15- Tejaswini Niranjana: *Siting Translation_History, Post-Structuralism, and the Colonial Context*.
- 16- Yves Gambier and Luc van Doorslaer (eds.) *Handbook of translation studies Vol. 1, 2, 3 and 4*.

Paper XIII(C): Indian Literature in English Translation

Unit I: Classical Indian Literature

Kalidasa: *Shakuntala*

OR

Bana Bhatta: *Kadambari*

Unit II: Drama and Fiction

Shivani: 'Sati'

OR

Mohan Rakesh: *Adhe Adhure*

Unit III: Poetry

Mirza Ghalib:*Qasida*

OR

Rabindra Nath Tagore: *Gitanjali*

Unit IV: Autobiography/Biography

Bana Bhatta: Harsha Charita

OR

Amrit Rai: *Premchand: His Life and Times* (Tr. HarishTrivedi)

Suggested Readings:

1. Kale M R *The Abhijnanasakuntalam* of Kalidasa 2010, MLBD
2. Sengupta Saswati, Deepika Tondon, *Revisiting Abhijnanasakuntalam (Love, Lineage and Language in Kalidasa's Nataka)* 2011, OBS
3. Kadambari. India, Global Vision Publishing House, 2004.
4. *The Harshacharita*. India, Global Vision Publishing House, 2004.
5. *The Harsha-Charita of Banabhatta*. N.p., CreateSpace Independent Publishing Platform, 2017.
6. Mohan Rakesh Aadhe-Adhoore. India, Radhakrishnan Prakashan Pvt. Limited, 2009.
7. Ghalib. *The Book of Ghalib*. N.p., CreateSpace Independent Publishing Platform, 2015.
8. Ghalib, Mirza Asadullah Khan. *Ghazals of Ghalib: Versions from the Urdu* by Aijaz, Ahmed, W.S. Merwin, Adrienne Rich, William Stafford, David Ray, Thomas Fitzsimmons, Mark Strand, and William Hunt. India, OUP India, 1994.
9. *Intimations of Ghalib: Translations from the Urdu*. United States, Orison Books, 2018.
10. War, Tasleem A.. *Myriad Shades of Life in Mirza Ghalib*. N.p., Cambridge Scholars Publisher, 2021.
11. *The Complete Poems of Rabindranath Tagore's Gitanjali: Texts and Critical Evaluation*. India, Sarup & Sons, 2006.
12. *Gitanjali Reborn: William Radice's Writings on Rabindranath Tagore*. United Kingdom, Taylor & Francis, 2017.

SEMESTER IV

Paper XIV: Comparative Literature

Unit I: Concepts and Theories, Definition and Scope, Development of the Discipline, Problems and Methods in Comparative Literature

Introduction to Comparative Literature

Susan Bassnett: Selected chapters from *Comparative Literature: A Critical Introduction*

Schools of Comparative Literature

French School of CL:

Claudio Guillen: "The French Hour"

American School of CL:

Charles Bernheimer: "Three Reports to the American Comparative Literature Association"

Indian School of CL:

Sisir Kumar Das: "Comparative Literature in India: A Historical Approach"

Amiya Dev: "Towards Comparative Indian Literature"

Swapan Majumder: *Comparative literature: Indian dimensions*

Methodology of doing Comparative Literature: 'Thematology', 'Genology', and 'Historiography'

Unit II: Narrative Mode

Understanding Narrative Modes through which different narrators presented the narration. Discussing the texts under this unit the students can experience different modes of narration like, 'telling mode' or 'showing mode', 'direct mode' or 'indirect mode' or 'diegesis' or 'mimesis' mode of narrative.

Selections from

Cervantes: *Don Quixote*

Bana: *Kadambari*

Flaubert: *Madame Bovary*

Marquez: *One Hundred Years of Solitude*

Unit III: Lyric Mode

Discussing the Lyric mode through mapping lyrics from different traditions and time, thus widening the horizons of lyric tradition.

Selected Poems from *Theragatha, Sanskrit Court Poetry, Vacana Poetry, Bhakti Poetry, 19th Century Indian lyrics, Sappho, Horace, Catullus, Tasso, Petrarch, Baudelaire, Swinburne, Rilke.*

Unit IV: Dramatic Mode:

Tracing the different dramatic modes that cut across the continents the students will be able to trace the broad movements and the development.

Selections from

Aristotle (*Poetics*);
Bharata (*Natyashastra*);
Lessing (*Hamburgie Dramaturgie*),
Brecht (*Messingkauf Dialogues*);
Rabindranath ("Rangamancha");
Badal Sircar (*Third Theatre*)

Reference:

- 1- Susan Bassnett, *Comparative Literature: A Critical Introduction*, Oxford UK and Cambridge USA, Blackwell, 1993.
- 2- Charles Bernheimer, *Comparative Literature in the Age of Multiculturalism*, Baltimore, Johns Hopkins UP, 1995.
- 3- Amiya Dev, *The Idea of Comparative Literature in India*, Calcutta, Papyrus, 1984.
- 4- Amiya Dev and Sisir Kumar Das(eds), *Comparative Literature:Theory and Practice*, Shimla, IAS, 1989.
- 5- Claudio Guillen, *The Challenge of Comparative Literature*, Cambridge, Harvard UP, 1993.
- 6- Jost, Francois, *Introduction to Comparative Literature*, Bobbs-Merill, Indianapolis,1974 .
- 7- Swapan Majumdar, *Comparative Literature: Indian Dimensions*. Kolkata, Papyrus, 1987.
Steven Totosy de Zepetnek, *Comparative Literature: Theory, Method, Application*, Amsterdam, Atlanta, GA, 1998.
- 8- Austin Warren and Rene Wellek, *Theory of Literature*, New York, Harvest, 1968.
- 9- Ulrich Weisstein, *Comparative Literature and Literary Theory*, Bloomington, Indiana University Press, 1963.

Paper XV: Colonial and Post-ColonialLiterature

Course outcomes:

1. appreciate the origin of the concepts related to colonialism and post-colonialism,
2. analyse the significance of such literature in present times
3. trace the theoretical development along these lines

Unit I: Prose

Edward Said: *Reflections on Exile*

Ngũgĩ wa Thiong'o: *Decolonizing the Mind*

OR

Ashcroft, Griffiths and Tiffin: *Cutting the Ground: Critical Models of Post-Colonial Literatures*

Gayatri Chakravorty Spivak: *Can the Subaltern Speak?*

Unit II: Fiction

Premchand: *Karmabhumi*

OR

Mulk Raj Anand: *The Untouchable*

Unit III: Poetry

Shiv K. Kumar: *A Letter from New York, Delhi O Delhi*

Dilip Chitre: 'Born a Shudra, I have Been a Trader' 'The View from Chinchpokli' *'At Midnight in the Bakery at the Corner'*

Eunice de Souza: 'Transcend Self, You Say'

Arvind K. Mehrotra: *Engraving of a Bison on Stone, Aligarh*

Unit IV: Drama

Uma Parameswaran: *Sons Must Die*

OR

Manjula Padmanabhan: *Hidden Fires*

Suggested Readings:

1. Achebe, Chinua "An image of Africa: Racism in Joseph Conrad's *Heart of Darkness*," *Research in African Literatures*, Vol. 9, No.1, Special Issue on Literary Criticism, 1978.
2. Ngugi Wa Thiong'o: *Decolonising the Mind: The Politics of Language in African Literature*, Zimbabwe Publishing House, 1994.
3. Bhabha, Homi K. *The Location of Culture*. Noida: Atlantic Books. 2012.
4. Gandhi, Leela. *Postcolonial Theory: An Introduction*. OUP. 1998.
5. Said, Edward. *Orientalism*. India: Penguin. 2001.
6. Said, Edward. *Culture and Imperialism*. New York: Vintage, 1991.
7. Ashcroft, Bill, Gareth Griffiths and Helen Tiffin, *The Post-Colonial Studies Reader*, Routledge, USA and Canada, 2003.
8. Ashcroft, Bill, Gareth Griffiths and Helen Tiffin, *Key Concepts in Post-Colonial Studies*, Routledge, New York and London, 1998.
9. Ashcroft, Bill, Gareth Griffiths and Helen Tiffin, *The Empire Writes Back*, 2nd Edition, Routledge, London and New York, 2002.

10. Fanon, Frantz, *Black Skin, White Masks*, Pluto Press, 2008 (New Edition).
11. Fanon, Frantz, *The Wretched of the Earth*, Grove Press, New York, 1963 (originally published in 1961).
12. McLeod, John, *Beginning Postcolonialism*, Manchester University Press, Manchester and New York, 2000.
13. Memmi, Albert, *The Colonizer and the Colonized*, Earthscan Publications Ltd, UK, 2003.

Paper XVI: Research Methodology

Course Outcomes:

The students are able to:

- Write in a formal manner for different audiences
- Analyse sources for authenticity and examine source contents to check applicability
- Develop research questions and research objectives on the basis of the literature review
- Prepare tools for collecting data
- Analyse data to draw inferences and conclusions
- Design research plans research systematically
- Make presentations using power-point

Teaching Plan

- i. **Out 40 classes, students will receive class instruction for 20 hours.**
- ii. **Students will receive individual attention of their Supervisors in the rest 20 hours to prepare reviews, presentations and instructions on writing their dissertation.**

Evaluation

- i. **This paper will be evaluated in a different format as detailed after the course content.**
- ii. **Each Supervisor will remain responsible for plagiarized content. Both the Supervisor and the Supervisee will provide 'Plagiarism free' certificate checking all the research documents submitted and presented.**

Unit 1: Research and the Initial Issues

1. Research as systematic investigation
2. Searching for and locating research questions; Finding the general background about research problem/question: review of existing literature and applicable theories
3. Refining the research problem/question; formulating its rationale and objectives
4. Writing a research **proposal** (includes: broad topic, lit rev, weaknesses/gaps, narrow down the topic to a res qn, rationale, objectives, methodology, Chapter plans [opt])

Unit 2: Literature review

1. Selecting review areas based on the research objectives
2. Primary, secondary and tertiary sources, and related theory/s (sources: library, databases, online sources, previous research, archives, media, social/psychological/political/educational contexts, and such others)
3. Gathering, reading and analysing literature and related theory

4. Writing the review with implications for the research questions selected

Unit 3: Hypotheses and formulation of research design

1. Formulating hypotheses based on the research question
2. Formulation of research design: qualitative, quantitative, combinatory; steps in research design; Theory application
3. Data collection tools: surveys, questionnaires, interviews, fieldwork, observation checklists, review checklists, comparison tools, text analysis tools
4. Data analysis and interpretation

Unit 4: Results and documentation

1. Preparing tables, charts, and graphs to present data; Collating the findings
2. Testing hypotheses; Generalisation of results
3. MLA/APA citation: in-text and works cited pages; Plagiarism and related problems
4. Writing a dissertation: language, format, structure, overall organisation

Unit 5: Practical (for Internal Assessment)

1. Literature review: 1000 words
2. Presentation 1: Literature review
3. Synopsis: 1000 words
4. Presentation 2: Synopsis of the research

Examination pattern

- Students will be distributed proportionately among the members of the faculty, who will supervise their candidates for the written documents and the presentations.
- Each written document, literature review and synopsis, will be assessed by the Supervisor and another member of the Faculty.
- The presentations will be presented before a committee of at least three members of the Faculty, one of whom is the Supervisor.

Internal assessment 1

[10+10]

- a. Literature review: 1000 words
- b. Presentation 1: Literature review

Internal assessment 2

[10+10]

- c. Synopsis: 1000 words
- d. Presentation 2: Synopsis of the research

Final examination: Written research project

[40+20]

There will be no written examination for this paper. Students will write a research project and submit the same to the Supervisor. The Supervisor and an external expert will assess each research project. 40 marks for the research project dissertation and 20 marks for the viva will be there.

For the Internal and the final assessments, the average of the addition of the examiners' marks will be posted as the marks secured by individual candidates.

Texts prescribed

- i. K Samantray, *Academic and Research Writing*. Orient Blackswan(2015)
- ii. Kothari & Garg, *Research Methodology*. New AgePublishers
- iii. [Introducing Research Methodology: A Beginner's Guide to Doing a Research Project](#) 2nd ed. Edition, by Uwe Flick
- iv. MLA Handbook. Modern Language Association

Suggested Reading

- i. M. P. Sinha, *Research Methods in English*
- ii. G. Griffin, *Research Methods for English Studies*
- iii. [J A Cuddon, The Penguin Dictionary of Literary Terms and Literary Theory: Fifth Edition](#)
- iv. Sharan B. Merriam, Elizabeth J. Tisdell,
- v. [Qualitative Research: A Guide to Design and Implementation 4th Edition](#), by [Doing Your Research Project \(Open Up Study Skills\) 5th Edition](#), by Judith Bell
- vi. Deepak Chawla & Neena Sondhi. *Research methodology: Concepts & Cases*. Vikas Publishing
- vii. [The Essential Guide to Doing Your Research Project 2nd Edition](#), by Zina O'Leary

Paper XVII Area Studies

Students will have to take one Area studies paper offered below as per their choice.

The four areas are: American, African & Caribbean, Canadian and Australian Literature

Paper XVII (A): American Literature

Course outcome:

Students shall be able to:

- 1- appreciate the literature of the United State in the nineteenth and the twentieth centuries.
- 2- examine marginalization on account of class, ethnic origin and gender.
- 3- evaluate the socio-political concerns of America through the genres of literature.

Unit I:Poetry

Walt Whitman:*Song of Myself*[1,5,6,10] add 3 more

OR

Wallace Stevens: 'Sunday Morning'

Allen Ginsberg: 'A Supermarket inCalifornia'

Adrienne Rich: 'Diving Into the Wreck'

Sylvia Plath: 'Daddy', 'Lady Lazarus'

Wendy Rose: 'For the White Poets Who Would BeIndian', 'Women Like Me'

UnitII:Drama

Edward Albee : *Who's Afraid of VirginiaWoolf?*

OR

Sham Shepard: The Tooth of Crime

Unit III: Fiction

Henry James: *The American*

OR

William Faulkner: *Absalom, Absalom!*

Unit IV: Autobiography and Memoir

Alex Haley: *The Autobiography of Malcolm X*

OR

Linda Hogan: *The Woman Who Watches over*

the World

Suggested Readings:

1. Blaisdell, B. (Ed.). (2014). *The Dover Anthology of American Literature, Volume I: From the Origins Through the Civil War* (Vol. 1). Courier Corporation.
2. Blaisdell, B. (Ed.). (2014). *The Dover Anthology of American Literature, Volume II: From 1865 to 1922* (Vol. 2). Courier Corporation.
3. Thoreau, H. D., & MacLeish, A. (2001). *Civil disobedience* (p. 228). Virginia Tech.
4. Allen, G. W. (1997). *A reader's guide to Walt Whitman*. Syracuse University Press.
5. Dahlke, L. J. (2002). Plath's Lady Lazarus. *The Explicator*, 60(4), 234-236.
6. Eder, D. L. (1980). Thirteen Ways of Looking at Lady Lazarus.
7. Bassnett, S. (2004). *Sylvia Plath: An Introduction to the Poetry*. Macmillan International Higher Education.
8. Grimes, H. Where Are We Going, Allen Ginsberg?: Commodification within American Supermarkets and COVID-19's Disruptive Power.
9. Dougherty, J. (1986). Stevens' Mother and "Sunday Morning". *The Wallace Stevens Journal*, 10(2), 100-106.
10. Soules, K. (2012). Revitalization of Female History: An Analysis of Adrienne Rich's *Diving into the Wreck* and *The Dream of a Common Language*. *Augsburg Honors Review*, 5(1), 3.
11. Saucerman, J. R. (1989). Wendy Rose: Searching Through Shards, Creating Life. *Wicazo Sa Review*, 26-29.
12. Albee, E. (1974). *Who's Afraid of Virginia Woolf?*. Royal Victorian Institute for the Blind Tertiary Resource Service..
13. Schechner, R., Shepard, S., Kobland, K., McCarthy, J., Wooster Group., Performance Group., & Hemispheric Institute Digital Video Library. (1974). *The tooth of crime*. New York: publisher not identified.
14. James, H. (2016). *The American (1877)*. Read Books Ltd.

15. Ragan, D. P. (1986). WILLIAM FAULKNER'S " ABSALOM, ABSALOM|": A CRITICAL STUDY.
16. Hobson, F. (Ed.). (2010). *William Faulkner's Absalom, Absalom!: A Casebook*. Oxford University Press.
17. Haley, A. (2002). The autobiography of Malcolm X.
18. Malcolm, X., & Haley, A. (2013). *From The Autobiography of Malcolm X* (pp. 402-415). Harvard University Press.
19. Hogan, L. (2001). *The woman who watches over the world: A native memoir*. WW Norton & Company.

Paper XVII(B): African and Caribbean Literature

Unit I: Poetry

Seven poets with two poems each (Teach any five)

Gabriel Okara: 'You Laughed and Laughed and Laughed' 'The Mystic Drum'

Dennis Brutus Edward: 'A Common Hate Enriched Our Love and Us' Remembering Cairo, A Troubadour I Traverse

Edward Kamau Brathwaite: Tizzic', Soweto

Derek Walcott: A Far Cry from Africa, A City's Death By Fire

Wole Soyinka: Dedication, In the Small Hours

Mervyn Morris: 'Dedication', 'Literary evening, Jamaica'

Valerie Bloom: Granny is, I Asked the River

Unit II: Prose

George Lamming: *In the Castle of My Skin*

OR

V. S. Naipaul: *An Area of Darkness*

Unit III: Fiction

Jean Rhys: *Voyage in the Dark*

OR

Ngũgĩwa Thiong'o: *A Grain of Wheat*

Unit IV: Drama

Wole Soyinka: *Dance of the Forest*

OR

Femi Osofisan: *Once Upon Four Robbers*

Suggested Readings:

1. Anthony Appiah, 'Is the Post in Postcolonial the same as the Post in Postmodern'
2. Ashcroft, Griffiths, Tiffin, *The Post-Colonial Reader*
3. Bhabha, Homi K. *The Location Of Culture*. Taylor And Francis, 2012.
4. Franz Fanon, *The Wretched of the Earth*
5. Leela Gandhi, *Postcolonial: A Critical Introduction*
6. Catherine Hall, *Civilising Subjects, At Home with the Empire: Metropolitan Culture and the Imperial World*
7. Hirsch, Afua, *Brit(ish): On Race, Identity and Belonging*. February, 2018. (HIGHLY RECOMMENDED)
8. Hirsch, Afua, *Brit(ish): On Race, Identity and Belonging*. February, 2018.
9. Claudia Marquis, "'Bombarded with Words': Language and Regions in George Lamming's In the Castle of my Skin" in *What Country's This? And Whither Are We Gone?*" (2010)
10. Claudia Marquis, 'Home Thoughts from Abroad: Slavery and Cultural Memory', in *Contested Identities: Literary Negotiations in Time and Place*' (2015).
11. Claudia Marquis, "'Making s spectacle of yourself": The art of anger in Jamaica Kincaid's A Small Place.' *Routledge, Journal of Postcolonial Writing*, (2018)
12. Pankaj Mishra, *From the Ruins of Empire: The Revolt Against the West and the Remaking of Asia* (2012).

Paper XVII (C):Canadian Literature

Unit I:Prose

CatharineParrTraill: From *The Backwoods of Canada*

Marshal McLuhan: Excerpts from *The Mechanical Bride*

OR

M.G. Vassanji: 'Am I a Canadian Writer'

Susanna Moodie: 'Brian, The StillHunter'

Unit II: Poetry

Dorothy Livesay: 'Waking in the Dark'

A.L. Purdy: 'Wilderness Gothic'

D.G. Jones: 'The River: North of Guelph'

Unit III: Fiction

Michael Ondaatje: *The English Patient*

OR

Heather O'Neil:*Daydreams of Angels*

Unit IV: Drama

George F. Walker: *Escape from Happiness*

OR

Marie Clements: *The Unnatural and Accidental Women*

Suggested Readings:

1. Banerjee, Himani. *Dark Side of the Nation*. Canadian Scholars Press. 2000,
2. Coomi S. Vevaina and Barbara Godard, eds. *Intersexions: Issues of Race and Gender in Canadian Women's Writing*. Creative Books. 1995
3. Friesen, John W. *Rediscovering the First Nations of Canada*. Detselig. 1998.
4. Frye, Northrop. *The Bush Garden: Essays on the Canadian Imagination*. House of Anansi. 1971.
5. Godard, Barbara. "Notes from the cultural field: Canadian literature from identity to hybridity". *Essays on Canadian Writing*. 2000. pp. 209-247.
6. Godard, Barbara and Di Brandt, *Re:Generations: Canadian Women Poets in Conversation*. Black Moss. 2005.
7. Godard, Barbara. *Canadian Literature at the Crossroads of Language and Culture* 2008
8. Howells, Coral Ann and Kröller, Eva-Marie., eds. *The Cambridge History of Canadian Literature*. Cambridge UP, 2009.
9. Jenness, Diamond. *The Indians of Canada*. University of Toronto Press. 1977.
10. Keith, W. J. *Canadian Literature in English*. Porcupine's Quill, 2007.
11. Klinck, Carl Frederick. *Literary history of Canada*. Univ. of Toronto Press. 1977.
12. Logan, J. D. and French, Donald Graham (eds.). *Highways of Canadian literature*. McClelland et Stewart. 1928.
13. New, W. H. *A History of Canadian literature*. McGill-Queen's University Press. 2003.
14. Philip, Marlene Nourbese. *Frontiers: Essays and Writings on Racism and Culture*. Mercury Press. 1994.
15. Thieme, John, ed. *The Arnold Anthology of Post-Colonial Literatures in English*, Arnold, 1996.

Paper XVII (D): Australian Literature

Unit I: Short Story/Memoir/Autobiography

Anita Heiss: Growing up Aboriginal in Australia

OR

Germaine Greer: *Daddy, We Hardly Knew You*

Unit II: Poetry

James Mcauley: 'To Any Poet'*

Vincent Buckley: 'Fellow Traveller'

Peter Porter: 'Competition is 'healthy''

Dorothy: 'Crete'

Porter Kevin: 'My Name'

Unit III: Drama

Jack Davis: *The Dreamers*

OR

Peter Kenna: *A Hard God*

Unit IV: Fiction


Christina Stead: *For Love Alone*

OR

David Malouf: *An Imaginary Life*

Suggested Readings:

1. Wilde, Hooton, Andrews (eds.). *The Oxford Companion to Australian Literature*.
2. Brooks, D. & Walker, B (eds.). *Poetry and Gender: Statements and Essays in Australian Women's Poetry and Poetics*. St. Lucia: Uni of Queensland Press, 1989.
3. Cantrell, Leon (ed.). *Bards, Bohemians and Bookmen: Essays in Australian Literature*. St. Lucia: University of Queensland Press, 1976.
4. Coleman, Verna. *Miles Franklin in America: Her Unknown (Brilliant) Career*. Sydney: A&R (Sirius Books), 1981.
5. Dutton, Geoffrey (ed.). *The Literature of Australia*. Melbourne: Penguin, 1976.
6. Dutton, Geoffrey (ed.). *The Innovators: the Sydney alternatives in the rise of modern art, literature and ideas*. Melbourne: Macmillan, 1986.
7. Gibson, Ross. *The Diminishing Paradise: Changing Literary Perceptions of Australia*. Sydney: Angus & Robertson, 1987.
8. Goodwin, Ken. *A History of Australian Literature*. Melbourne: Macmillan, 1986.
9. Hooton, Joy. *Stories of Herself When Young*. Melbourne: Oxford Uni Press, 1990.
10. Hergenhan, Laurie et al. (ed). *The Penguin New Literary History of Australia*. Melbourne: Penguin, 1988.
11. Holloway, Peter (ed). *Contemporary Australian Drama*. Sydney: Currency Press 1987
12. Rees, Leslie. *A History of Australian Drama (Vols I and II)*. Sydney: A&R, 1978.
13. Schaffer, Kay. *Women and the Bush Forces of Desire in the Australian Cultural Tradition*. Melbourne: Cambridge University Press, 1988.



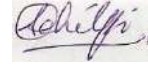
Dr. K.P. Singh
(Member BOS)



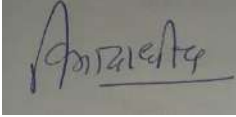
Mr. Amit Khatua
(Member BOS)



Dr. Rakesh Tripathi
(Special Invitee BOS)



Dr. Shilpi Mishra
(Member BOS)



Dr. Vibha Dadheech
(Member BOS)



Guru Ratikant Mohapatra
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