

MASTER OF ARTS in ENGLISH

Syllabus

*National Education Policy-2020
(Effective from the Academic Year: 2022-23)*



Department of English
Faculty of Language
Jananayak Chandrashekhar University
Ballia – 277301, Uttar Pradesh

**Semester Wise Programme Structure
Master of Arts (MA) in English**

Year	Sem	Course Code	Course Name	Theory/ Report	Credit	Max. Marks	Nature of Course
1	I	ENG101	English Literature from Chaucer to Shakespeare	Theory	5	100	Core
		ENG102	English Literature from Donne to Blake	Theory	5	100	Core
		ENG103	English Literature from Wordsworth to Hardy	Theory	5	100	Core
		ENG104	Elementary Linguistics and the Structure of English	Theory	5	100	Core
		ENG105	Research Project	Report	4	--	Core
1	II	ENG201	Twentieth Century Literature	Theory	5	100	Core
		ENG202	Literary Criticism	Theory	5	100	Core
		ENG203/ ENG204	Optional (any one): American and Canadian Literature/ Introduction to Eco-Critical Studies	Theory	5	100	Optional
		ENG205/ ENG206	Optional (any one): Indian English Literature / New Literatures in English	Theory	5	100	Optional
		ENG207	Research Project	Report	4	100 (ENG105 + ENG 207)	Core
1	I or II	ENG106 or ENG208	One Minor Elective (for Students of other Faculty) Understanding Communication	Theory	4	100	Minor Elective
Total Credit (Year I)					52	1000	
2	III	ENG301	South Asian Literature	Theory	5	100	Core
		ENG302	Contemporary Literary Theory	Theory	5	100	Core
		ENG303/ ENG304	Optional (any one): Translation: Theory and Praxis / Postcolonial Theory and Literature	Theory	5	100	Optional
		ENG305/ ENG306	Optional (any one): Literature of the New Millennium / Literature of the Indian Diaspora	Theory	5	100	Optional
		ENG307	Research Project	Report	4	--	Core
		2	IV	ENG501	African and Caribbean Literature	Theory	5
ENG502/ ENG503	Optional (any one): Comparative Literature / Indian Literature in Translation			Theory	5	100	Optional
ENG504/ ENG505	Optional (any one): Women's Writing / Modern and Postmodern Literature			Theory	5	100	Optional
ENG506	Research Methodology			Theory	5	100	Core
ENG507	Dissertation			Report	4	100 (ENG307 + ENG 507)	Core
Total Credit (Year II)					48	900	
Total Credits = 100 (Year 1+2)							
Total Marks = 1900 (Semester 1+2+3+4)							

Syllabus

MASTER OF ARTS (MA) IN ENGLISH

About the Programme:

MA in English Programme comprises four semesters. Each semester shall have five papers. In all, there shall be twenty papers. Each paper shall carry 100 marks. The objective of this programme will provide ample opportunities for the graduates in English to acquire a clearer understanding of the English language and literature. It also allows one to develop a thorough knowledge of literary history, theory and criticism and enhances their cognitive approaches toward creative and critical thinking. It also widens their horizon of cultural and intellectual diversities. It reinforces creativity, understanding, teaching and critical appreciation of Anglophone literature. After going through the programme, the students will be able to: i) Enhance their knowledge about the literary productions written in the English language; ii) Develop a crystal idea of the socio-cultural history of literature written across the globe, in addition to learning literary devices and techniques; iii) Understand comprehension and analytical skills along with textual interpretations; iv) Develop the linguistic bridge between the vernacular and the English and foreign languages; and v) Hone their creative skills to be an author-preneur.


This PG Programme will have 21 courses in 4 Semesters in 2 years. Two papers are given as optional in the second, third and fourth semester each. One paper is offered for the students of other faculty in the first or second semester. Each semester comprises a research project. Research Projects carried out in the first and second semesters will be jointly evaluated in the second semester, while research projects carried out in the third and fourth semesters will be jointly evaluated in the fourth semester. Research Project Report submitted in the second and fourth semesters will carry 100 marks each.



Programme Outcome (POs):

On completing this programme, the students will be able to-

1. Exhibit a broad and coherent body of knowledge and bring the same to bear on identifying and solving the problems of language and literature.
2. Cultivate a spirit of cultural tolerance in them by introducing them to the literature of different countries.
3. Present a holistic point of view on the issues of language, literature, and translation.
4. Deepen their critical reading, writing, and interpretive practices.
5. Help them master the art of English translation.
6. Understand the influence of various ideologies and present their perspective on them in the context of the prevailing situation.



Teaching Methodology: Pedagogy

A generic teaching methodology would be followed during classroom teaching learning such as Discussion Method, Story Telling Method, Assignments, Problem Solving and Textual Interpretation, Chalk and Talk, PPT Presentations, Video Lectures, Demonstration Method, Inductive, Deductive and Analysis Method, and Peer Learning Method



**Semester Wise Detail Syllabus
Master of Arts (MA) in English**

Semester I

Course Code	Course Name	Credits
ENG101	English Literature from Chaucer to Shakespeare	5
<p>Course Objective: The course aims to-</p> <ul style="list-style-type: none"> • Introduce the students to the genesis and evolution of English Literature. • Encourage critically, informed readings of the key texts and thematic preoccupations of writers of these eras. • Help the students appreciate the literature of the age concerning the major exponents of prose, poetry, and drama. • Give an overview of the major works of the age and cultivate interest in them. • Sharpen their critical skills and enable them to see their relevance in the present context. 		
<p>Course Outcome: On completing this course, the students will be able to-</p> <ul style="list-style-type: none"> • Exhibit a broad and coherent body of knowledge and bring the same to bear on identifying and solving the problems of language and literature. • Deepen their critical reading, writing, and interpretive practices. • Develop critical skills to appreciate a work of literature given the background of the age and the writer. • Receive training in analysing the form of the genre from their study of prosody. 		
Units	Course Contents	
Unit-I	Prose *Francis Bacon: Of Truth, Of Revenge	
Unit-II	Poetry *Geoffrey Chaucer: Prologue to The Canterbury Tales Edmund Spenser: Faerie Queene (Book I)	
Unit-III	Drama *Christopher Marlow: Doctor Faustus John Webster: The Duchess of Malfi	
Unit-IV	William Shakespeare: *Hamlet : The Tempest	
<p>Suggested Reading: Alexander, Michael. <i>A History of English Literature</i>. Palgrave Macmillan, 2013. Daiches, David. <i>A Critical History of English Literature</i>. Vol. I to IV. Ronald Press Company, 1950. Fletcher, Robert Huntington. <i>A History of English Literature</i>. Kessinger Publishing, 2010. Lambdin, Laura, and Robert Thomas Lambdin. <i>A Companion to Old and Middle English Literature</i>. Greenwood Press, 2002.</p>		

Note: *Asterisks marked topics will be for detailed study.




Course Code	Course Name	Credits
ENG102	English Literature from Donne to Blake	5
<p>Course Objective: The course aims to-</p> <ul style="list-style-type: none"> • Introduce the students to the literary compositions of the age of Donne and of the age of Blake. • Provide knowledge and understanding of various literary texts and thematic preoccupations of writers of these eras. • Help the students differentiate various forms of arts during these age/eras. • Give an overview of the major works of the age and cultivate interest in them. • Develop critical skills and enable them to see their relevance in the present context. 		
<p>Course Outcome: On completing this course, the students will be able to-</p> <ul style="list-style-type: none"> • Know the major works and literary genres of the age. • Understand the contribution of writer, and deepen critical reading, writing, and interpretive practices of the time. • Apply critical knowledge and skills to appreciate a work of literature in its cultural, political and historical context. • Analysing and evaluate various forms of literary genres of the age. 		
Units	Course Contents	
Unit-I	<p>Mock Epic Poems John Dryden: <i>Absalom and Achitophel</i> *Alexander Pope: <i>The Rape of the Lock</i> (Cantos: 1, 2, 3)</p>	
Unit-II	<p>Poetry *John Donne: 'The Canonization' *John Milton: <i>Paradise Lost</i> Book-1 *Andrew Marvell: 'To His Coy Mistress' William Blake: 'London'</p>	
Unit-III	<p>Drama *R.B. Sheridan: <i>The School for Scandal</i> William Congreve: <i>The Way of the World</i></p>	
Unit-IV	<p>Prose and Fiction *Joseph Addison: 'The Aim of Spectator' Henry Fielding: <i>Joseph Andrews</i></p>	
<p>Suggested Reading: Brotton, Jerry. <i>The Renaissance: A Very Short Introduction</i>. Oxford University Press, 2006. Greenblatt, Stephen, and M. H. Abrams, editors. <i>The Norton Anthology of English Literature</i>. Norton & Company, 2013. Hattaway, Michael, editor. <i>A New Companion to English Renaissance Literature and Culture</i>. Wiley-Blackwell, 2010. Kinney, Arthur F. <i>The Cambridge Companion to English Literature, 1500-1500</i>. Cambridge University Press, 2009. Singh, Jyotsna G. <i>A Companion to the Global Renaissance: Literature and Culture in the Era of Expansion 1500-1700</i>. 2nd ed., Wiley-Blackwell, 2021.</p>		

Note: *Asterisks marked topics will be for detailed study.

Course Code	Course Name	Credits
ENG103	English Literature from Wordsworth to Hardy	5
<p>Course Objective: The course aims to-</p> <ul style="list-style-type: none"> • Introduce the students to the literary compositions from the age of Wordsworth to the age of Hardy. • Prove knowledge of various/key texts and thematic preoccupations of writers of these eras. • Help the students appreciate the literature of the age concerning the major exponents of literature. • Give an overview of the major works of the age and cultivate interest in them. • Develop critical skills and enable them to see their relevance in the present context. 		
<p>Course Outcome: On completing this course, the students will be able to-</p> <ul style="list-style-type: none"> • Know the major works and literary genres of the age. • Understand the contribution of writer, and deepen critical reading, writing, and interpretive practices of the time. • Apply critical knowledge and skills to appreciate a work of literature in its cultural, political and historical context. • Analyse and evaluate various forms of literary genres of the age. 		
Units	Course Contents	
Unit- I	William Wordsworth: <i>Preface to Lyrical Ballads</i>	
Unit-II	<p>Poetry</p> <ul style="list-style-type: none"> *William Wordsworth: 'Tintern Abbey' *S.T. Coleridge: 'The Rime of the Ancient Mariner' *P.B. Shelley: 'Adonais' *Alfred Tennyson: 'Lotos - Eaters' *Robert Browning: 'Rabbi Ben Ezra' (1-15 stanzas) 	
Unit-III	<p>Prose</p> <ul style="list-style-type: none"> *Charles Lamb: 'New Year's Eve' *Hazlitt: 'A Familiar Style' 	
Unit-IV	<p>Fiction</p> <ul style="list-style-type: none"> Charles Dickens: <i>Great Expectations</i> Thomas Hardy: <i>Tess of the D'Urbervilles</i> 	
<p>Books to be Consulted: Brotton, Jerry. <i>The Renaissance: A Very Short Introduction</i>. Oxford University Press, 2006. Greenblatt, Stephen, and M. H. Abrams, editors. <i>The Norton Anthology of English Literature</i>. Norton & Company, 2013. Hattaway, Michael, editor. <i>A New Companion to English Renaissance Literature and Culture</i>. Wiley-Blackwell, 2010. Kinney, Arthur F. <i>The Cambridge Companion to English Literature, 1500-1500</i>. Cambridge University Press, 2009. Singh, Jyotsna G. <i>A Companion to the Global Renaissance: Literature and Culture in the Era of Expansion 1500-1700</i>. 2nd ed., Wiley-Blackwell, 2021.</p>		


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Course Code	Course Name	Credits
ENG104	Elementary Linguistics and the Structure of English	5
Course Objective: The course aims to- <ul style="list-style-type: none"> • Introduce the students to origin and development of language. • Provide knowledge of the key terms, methods. • Help the students understand phonetic variations, symbols, and usage • Give an overview of word class, categories and formation of words • Provide students the basic understanding of enunciation and grammatical structure 		
Course Outcome: On completing this course, the students will be able to- <ul style="list-style-type: none"> • Know the origin and the development of language • Understand the dynamics of language, its usage and its components • Know and analyse the structure language • Understand the theories related to language 		
Units	Course Contents	
Unit- I	Nature of Language: Definition; Properties Definition & Scope of Linguistics; Branches of Linguistics; The Study of Language Variation	
Unit-II	Phonetics: Written and Spoken Symbol; Transcription of English Words in Common Use; Phonemes: English Vowels and Consonants; Stress and Intonation	
Unit-III	Morphology: Morpheme & Words Processes of Word Formation	
Unit-IV	Syntax: Phrase Structure—Noun, Adjective & Verb; Basic Structure Patterns	
Suggested Readings: Finch, Geoffrey. <i>Language and Linguistics: An Introduction</i> . Macmillan, 2000. O'Brien, Terry <i>Modern Writing Skills</i> . Rupa, 2011. Richards, Jack C. <i>Approaches and Methods in Language Teaching</i> , Cambridge UP, 2016. Syal, Pushpinder and D.V. Jindal. <i>An Introduction to Linguistics: Language, Grammar and Semantics</i> . 2 nd Edition. PHI. Yule, George. <i>The Study of Language</i> . CUP, 1996.		

Note: *Asterisks marked topics will be for detailed study.





Course Code	Course Name	Credits
ENG105	Research Project	4
<p>Course Outcome:</p> <p>Students who complete their master's programme in English are mentally equipped to pursue research in the same discipline. It is generally accepted that research is nothing but an extension and application of knowledge in a certain specialized field. Students will be allowed to get exposed to a few elements of social research and also, they are expected to complete a research project. Elementary knowledge of research methodology shall consolidate and deepen their understanding of dynamic changes in the field of English language and literature.</p> <ul style="list-style-type: none"> • Research Project on the current trends in the English language and literature. • The project Report will be prepared using Research Techniques. 		
<p>Suggested Readings:</p> <p>Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. <i>The Craft of Research</i>. University of Chicago press, 2003.</p> <p>Eco, Umberto. <i>How to Write a Thesis?</i> MIT Press, 2015.</p> <p>Hyland, Ken. <i>English for Academic Purposes: An Advanced Resource Book</i>. Routledge, 2006.</p> <p>Modern Language Association of America. <i>MLA Handbook for Writers of Research Papers</i>. 9th Edition. Modern Language Association of America, 2010.</p> <p>Reinhart, Susan M. <i>Giving Academic Presentations</i>. University of Michigan Press, 2002.</p>		

Semester II

Course Code	Course Name	Credits
ENG201	Twentieth Century Literature	5
<p>Course Objective: The course aims to-</p> <ul style="list-style-type: none"> • Introduce the students to the turbulent and transformative period of British literature. • Introduce the students to the philosophy of absurd. • Help students understand existing forms of identity with reference to the major exponents of prose, poetry, drama and fiction. • Introduce new and emerging forms of literature. • Sharpen their critical skills and enable them to see their relevance in the present context. 		
<p>Course Outcome: On completing this course, the students will be able to-</p> <ul style="list-style-type: none"> • Know the major works and literary genres of the age. • Understand the concept of absurd literature. • Understand the concept of modernism and various literary movements. • Apply critical knowledge and skills to appreciate a work of literature in its cultural, political, social and historical context. • Analyze and evaluate various forms of literary genres of the age. 		
Units	Course Contents	
Unit- I	Albert Camus: <i>The Myth of Sisyphus</i> (Chapters I & IV)	
Unit-II	<p>Poetry *W.B. Yeats: 'The Second Coming' *T.S. Eliot: 'The Waste Land' *Philip Larkin: 'Next Please', 'High Windows' *Ted Hughes: 'Hawk Roosting', 'Thought Fox'</p>	
Unit-III	<p>Drama John Galsworthy: <i>Justice</i> *Samuel Becket: <i>Waiting for Godot</i></p>	
Unit-IV	<p>Fiction E. M. Forster: <i>A Passage to India</i> D. H. Lawrence: <i>Sons and Lovers</i></p>	
<p>Books to be Consulted: Ayers, David. <i>Modernism: A Short Introduction</i>. Blackwell, 2004. Beach, W.A. <i>Twentieth Century Novel</i>. Kalyani Publishers, 2003. Bigsby, C.W.E. <i>A Critical Introduction to Twentieth Century Drama</i>. Cambridge UP, 1982. Eagleton, Terry. <i>The English Novel: An Introduction</i>. Blackwell, 1505. Sipra Mukherjee. <i>Modern English Literature, 1890-1950</i>. Orient Black Swan, 2018. Parui, Avishek. <i>Postmodern Literatures</i>. Orient BlackSwan, 2016.</p>		

Note: *Asterisks marked topics will be for detailed study.

Course Code	Course Name	Credits
ENG202	Literary Criticism	5
<p>Course Objective: The course aims to-</p> <ul style="list-style-type: none"> • Introduce major schools of criticism. • Introduce key critics, ideas and various theoretical approaches. • Understand canonical critical and literary theory. • Give a comprehensive understanding of technical literary terminology from Aristotle down to modern times. • Provide the understanding of critical viewpoints of the major critics. 		
<p>Course Outcome: On completing this course, the students will be able to-</p> <ul style="list-style-type: none"> • Exhibit a broad and coherent body of knowledge in the area of literary criticism. • Sharpen their critical thinking. • Make them dexterous in critiquing the text. • To increase their awareness in the field of classical theories. 		
Units	Course Contents	
Unit- I	*Aristotle: <i>Poetics</i> Bharatamuni: <i>Rasa</i> : Chapter VI of <i>Natya Shastra</i> Anandvardhana: Dhvani	
Unit-II	John Dryden: 'An Essay of Dramatic Poesie' *S.T. Coleridge: <i>Biographia Literaria</i> (Chap. XIV)	
Unit-III	*Matthew Arnold: 'The Study of Poetry' *T.S. Eliot: 'Tradition & Individual Talent'	
Unit-IV	Derrida: "Structure, Sign and Play in the Discourse of the Human Sciences" Elaine Showalter: "Feminist Criticism in Wilderness"	
<p>Suggested Readings: Abrams. M. H and Geoffrey Harpham. <i>A Glossary of Literary Terms</i>. Cengage Learning, 2015. Eagleton, Terry. <i>Literary Theory: An Introduction</i>. Blackwell Publishing, 2008. Habib, M. A. R. <i>A History of Literary Criticism and Theory: From Plato to the Present</i>. Wiley, 2007. Murray, Penelope. <i>Classical Literary Criticism</i>. Penguin, 2000. Prasad, B. <i>An Introduction to English Criticism</i>. Macmillan, 2007. Waugh, Patricia. <i>Literary Theory and Criticism</i>. Oxford UP, 2006. Sethuraman, V. S. <i>Indian Aesthetics: An Introduction</i>. Macmillan India, 1992.</p>		

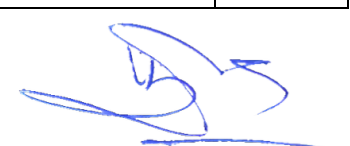
Note: *Asterisks marked topics will be for detailed study.




Course Code	Course Name	Credits
ENG203	American and Canadian Literature	5
<p>Course Objective: The course aims to-</p> <ul style="list-style-type: none"> • Introduce the students to the literature of the United States of America and Canada. • Enhance the understanding of students to the political, social, historical and cultural backgrounds of America and Canada. • Develop critical insight of the students against racism. • Develop literary sensibility of students with reference to the major exponents of prose, poetry, drama and fiction. • Familiarize the students with important movements of these centuries. • Sharpen their critical skills and enable them to see their relevance in the present context. 		
<p>Course Outcome: On completing this course, the students will be able to-</p> <ul style="list-style-type: none"> • Exhibit a broad and coherent body of knowledge in the area of American and Canadian literature, culture and society. • Comprehend the global culture through literary texts. • Understand the philosophy of life through different genres of the literature. • Measure the impact of political, social, historical and cultural events of the age. 		
Units	Course Contents	
Unit- I	<p>Poetry *Emily Dickinson: 'I never Lost as Much but Twice', 'Success is Counted Sweetest' *Robert Frost: 'The Birches' Margaret Atwood: 'Progressive Insanities of a Pioneer'</p>	
Unit-II	<p>Drama *Eugene O'Neill: <i>The Emperor Jones</i> George Ryga: <i>The Ecstasy of Rita Joe</i></p>	
Unit-III	<p>Non-Fictional Prose R. W. Emerson: <i>The American Scholar</i> M. G. Vassanji: <i>Am I a Canadian Writer?</i></p>	
Unit-IV	<p>Fiction Ernest Hemingway: <i>The Old Man and the Sea</i> Yann Martel: <i>Life of Pi</i></p>	
<p>Suggested Readings: Duvall, John N. <i>The Cambridge Companion to American Fiction After 1945</i>. Cambridge UP, 2011. Dutta, Nandana. <i>American Literature</i>. Orient BlackSwan, 2016. Gray, Richard. <i>A Brief History of American Literature</i>. Wiley-Blackwell, 2011. Howells, Coral Ann and Eva-Marie Kröller, eds. <i>The Cambridge History of Canadian Literature</i>. CUP, 2009. Lane, Richard J. <i>The Routledge Concise History of Canadian Literature</i>. Routledge, 2011.</p>		


Note: *Asterisks marked topics will be for detailed study.

Course Code	Course Name	Credits
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ENG204	Introduction to Eco-critical Studies	5
Course Objective: The course aims to- <ul style="list-style-type: none"> • Introduce the students to the relationship between ecology and literature. • To encourage critical, informed readings of the key texts and thematic preoccupations of writers of the discipline. • Help the students appreciate the literature and ecology with reference to the major exponents of prose and poetry. • Develop their critical skills and enable them to see their relevance in the present context. 		
Course Outcome: On completing this course, the students will be able to- <ul style="list-style-type: none"> • Exhibit a broad and coherent body of knowledge in the area of Eco-critical studies. • Create an awareness against the exploitation of biodiversity. • Develop the practice of sustainable development. • Explore eco-critical perspectives of the canonical texts. • Understand the relevance of eco-critical studies in the present context. 		
Units	Course Contents	
Unit- I	Origin and History: A Theoretical Introduction of Ecocriticism; Environmental Justice Movement; Social Ecology; Ecological Imperialism; Ecomedia; Ecocide; Deep Ecology	
Unit-II	Perspectives: Folklore, Gender, Media, Film, Science, Environment in Cultural Frame Ecocritism: Nature and Humanity, Nature and Culture, Literary Studies and Environmental Crises	
Unit-III	Apocalypse: Environmental Apocalypticism, Apocalypse and Millennium; Dwelling and Animals Future: Environmental Humanities 1. Textual Study of Essays “Some Principles of Ecocriticism.” William Howarth 2. “Revaluing Nature: Towards an Ecological Criticism.” Glen A. Love	
Unit-IV	Romantic Ecologies: William Wordsworth: “To a Skylark” John Clare: “The Skylark”	
Suggested Readings: Garrard, Greg. <i>Ecocriticism</i> . Routledge, 2013. Glotfelty, Cheryl and Harold Fromm. <i>The Ecocriticism Reader: Landmarks in Literary Ecology</i> . University of Georgia Press, 1996. Heffernan, Nick and David A. Wragg, eds. <i>Culture, Environment and Ecopolitics</i> . Cambridge Scholars Publishing, 2011. Nayar, Pramod K. <i>An Introduction to Cultural Studies</i> . Viva Books, 2017.		

Note: *Asterisks marked topics will be for detailed study.





Course Code	Course Name	Credits
ENG205	Indian English Literature	5
<p>Course Objective: The course aims to-</p> <ul style="list-style-type: none"> • Introduce the students to the Indian writing in English. • Enhance the understanding of students to the political, social, historical and cultural backgrounds of India. • Develop critical insight of the students against colonialism. • Develop literary sensibility of students with reference to the major exponents of prose, poetry, drama and fiction. • Familiarize the students with important movements of these centuries. • Sharpen their critical skills and enable them to see their relevance in the present context. 		
<p>Course Outcome: On completing this course, the students will be able to-</p> <ul style="list-style-type: none"> • Exhibit a broad and coherent body of knowledge in the area of Indian Writing in English. • Critically analyze the literary texts. • Understand the philosophy of life through poetry, prose, drama and fiction. • Measure the impact of colonialism in social, political, historical and cultural contexts. • Comparatively analyze the literature of post-colonial countries. 		
Units	Course Contents	
Unit- I	<p>Poetry *Toru Dutt: 'Lotus' *Nissim Ezekiel: 'Background Casually' *Kamala Das: 'Introduction' *A. K. Ramanujan: 'A River' *Keki N. Daruwalla: 'Rumination'</p>	
Unit-II	<p>Non-Fictional Prose R. N. Tagore: <i>Nationalism</i> Swami Vivekananda: <i>Chicago Lecture</i></p>	
Unit-III	<p>Drama *Girish Karnad: <i>Tughlaq</i> Mahesh Dattani: <i>Final Solutions</i></p>	
Unit-IV	<p>Fiction Bankimchandra Chatterjee: <i>Rajmohan's Wife</i> Raja Rao: <i>Kanthapura</i></p>	
<p>Suggested Readings: Duvall, John N. <i>The Cambridge Companion to American Fiction After 1945</i>. Cambridge UP, 2011. Dutta, Nandana. <i>American Literature</i>. Orient BlackSwan, 2016. Gray, Richard. <i>A Brief History of American Literature</i>. Wiley-Blackwell, 2011. Howells, Coral Ann and Eva-Marie Kröller, eds. <i>The Cambridge History of Canadian Literature</i>. CUP, 2009. Lane, Richard J. <i>The Routledge Concise History of Canadian Literature</i>. Routledge, 2011.</p>		

Note: *Asterisks marked topics will be for detailed study.

Course Code	Course Name	Credits
ENG206	New Literatures in English	5
<p>Course Objective: The course aims to-</p> <ul style="list-style-type: none"> • Introduce the students to African, Australian, Caribbean and Canadian writings. • Enhance the understanding of students to the political, social, historical and cultural backgrounds of colonial countries. • Develop critical insight of the students against colonialism. • Develop literary sensibility of students with reference to the major exponents of prose, poetry, drama and fiction. • Familiarize the students with important movements of these centuries. • Sharpen their critical skills and enable them to see their relevance in the present context. • 		
<p>Course Outcome: On completing this course, the students will be able to-</p> <ul style="list-style-type: none"> • Exhibit a broad and coherent body of knowledge in the area of African, Australian, Caribbean and Canadian writings. • Critically analyze the literary texts. • Understand the philosophy of life through poetry, prose, drama and fiction. • Measure the impact of colonialism in social, political, historical and cultural contexts. • Comparatively analyze the literature of post-colonial countries. 		
Units	Course Contents	
Unit- I	Introduction to the New Literature History, Texts and Contexts	
Unit-II	Poems and Drama Alice Walker: "Remember Me?" A. D. Hope: "Australia" Wole Soyinka: <i>Death and The King's Horseman</i>	
Unit-III	Fiction: Toni Morrison: <i>Beloved</i> Peter Carey: <i>True History of the Kelly Gang</i>	
Unit-IV	Prose/Non-fictional Writing V S Naipaul: <i>India: A Wounded Civilization</i> Alice Munro: "Voices"	
<p>Suggested Readings: Goodman, Burton. <i>Literature for English Advanced Two</i>. McGraw-Hill Higher Education, 2004. Hornstein, Herlands, Lillian, G. D. Percy, et al. <i>The Reader's Companion to World Literature</i>. Penguin, 2002. Naik, M K. <i>A History of Indian English Literature</i>. Sahitya Akademi, 2009. Lazarus, Neil. <i>Resistance in Postcolonial African Fiction</i>. Yale University Press, 1990.</p>		

Note: *Asterisks marked topics will be for detailed study.

Course Code	Course Name	Credits
ENG207	Research Project	4
<p>Course Outcome:</p> <p>Students who complete their master's programme in English are mentally equipped to pursue research in the same discipline. It is generally accepted that research is nothing but an extension and application of knowledge in a certain specialized field. Students will be allowed to get exposed to a few elements of social research and also, they are expected to complete a research project. Elementary knowledge of research methodology shall consolidate and deepen their understanding of dynamic changes in the field of English language and literature.</p> <ul style="list-style-type: none"> • Research Project on the current trends in the English language and literature. • The project Report will be prepared using Research Techniques. 		
<p>Suggested Readings:</p> <p>Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. <i>The Craft of Research</i>. University of Chicago press, 2003.</p> <p>Eco, Umberto. <i>How to Write a Thesis?</i> MIT Press, 2015.</p> <p>Hyland, Ken. <i>English for Academic Purposes: An Advanced Resource Book</i>. Routledge, 2006.</p> <p>Modern Language Association of America. <i>MLA Handbook for Writers of Research Papers</i>. 9th Edition. Modern Language Association of America, 2010.</p> <p>Reinhart, Susan M. <i>Giving Academic Presentations</i>. University of Michigan Press, 2002.</p>		




MA 1st Year, Semester I or II

Course Code	Course Name	Credits
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For the Students of Other Faculty

Course Code	Course Name	Credits
ENG106 or ENG208	Understanding Communication	4

Course Objective:

The course aims to-

- Introduce the students to the communication strategies
- To facilitate students to interpret multiple modes of literary and performative texts with the help of communicative tools
- To sharpen their communication competence through various audio-visual toolkits.

Course Outcome:

On completing this programme, the students will be able to-

- Know the various types of communication
- Understand the modes and usage of communication
- Apply the communicative techniques in current situation
- Sharpen their Soft-skills and hone their personality development

Units	Course Contents
Unit- I	Communication: Definition, Types (Verbal and Non-verbal), Language as a tool of communication The flow of Communication Communication Networks
Unit-II	Barriers to Communication Professional Communication Features of Professional communication Importance of Business/Technical Communication
Unit-III	Basics of Pronunciation, Introduction to Sounds (IPA) Paragraph Writing: Methods, unity and coherence Reading Skills: Types, Strategies, Barriers
Unit-IV	Official Communication: Letter, Memo, Notice and circular, E-mail, Job Application, CV, etc.

Suggested Readings:

Meenakshi Raman & Sangeeta Sharma. *Technical Communication- Principles and Practices*
Communication Skills by Dr. T. Ravichandran, Department of Humanities and Social
Sciences, IIT, Kanpur (NPTEL)

https://www.youtube.com/watch?v=cQruENyLNYI&list=PLbMVogVj5nJSZB8BV29_sPw_wkzMTYXpaH

English Language for Competitive Examinations By Prof. Aysha Iqbal (NPTEL)
<https://www.youtube.com/watch?v=6xFaxIwwq0s&list=PLqGm0yRYwTjSdCmTeXLJLJkHXmC6CbEw>

Better Spoken English by Prof. Shreesh Chaudhary, Department of Humanities and Social
Sciences, IIT Madras. (NPTEL)
<https://www.youtube.com/watch?v=0AM35Nu5McY&list=PLbMVogVj5nJT3a24lj4KOkQCOElxcDQrs>

Understanding Creativity and Creative Writing by Prof. Neelima Talwar (NPTEL)
<http://www.digimat.in/nptel/courses/video/109101017/L01.html>

ENG301	South Asian Literature	5
Course Objective:		
The course aims to-		
<ul style="list-style-type: none"> To provide cross-cultural interdisciplinary understanding of a complex civilization that is both ancient and modern, and of great significance in the contemporary world. to give students a well-rounded background in the distinctive culture and history of South Asia It will introduce to the students 'New Literatures in English also known as 'Commonwealth' or 'Third World Literature'. 		
Course Outcome:		
On completing this course, the students will be able to-		
<ul style="list-style-type: none"> Engage creatively with the literary tradition of South Asian fiction in English Develop an understanding of the cultural politics of modern South Asian fiction in English Think critically and creatively about these cultural politics 		
Units	Course Contents	
Unit- I	*Agha Shahid Ali: "Postcard from Kashmir" *Kishwar Naheed: 'I am not that Woman'	
Unit-II	Amitav Ghosh: "The Diaspora in Indian Culture" *Uma Parameswaran: "Trishanku"	
Unit-III	Khaled Hussaini: <i>The Kite Runner</i> Shashi Tharoor: <i>Riot</i>	
Unit-IV	Tahmina Anam: <i>The Golden Age</i> Sonali Deraniyagala: <i>The Wave</i>	
Suggested Readings:		
Jacobsen, Knut A. and P. Pratap Kumar. <i>South Asians in the Diaspora: Histories and Religious Traditions</i> . Boston: Brill, 2004.		
Lal, Malashri and Sukrita Paul Kumar. <i>Interpreting Homes in South Asian Literature</i> . Delhi: Pearson Longman, 2007.		
Chakravorty, Mrinalini. <i>In Stereotype: South Asia in the Global Literary Imaginary</i> . Columbia University Press, 2014.		
Nasta, Susheila. <i>Home Truths: Fictions of the South Asian Diaspora in Britain</i> . New York: Palgrave Macmillan, 2002.		

Semester III

Note: *Asterisks marked topics will be for detailed study.

Course Code	Course Name	Credits
ENG302	Contemporary Literary Theory	5




Course Objective:

The course aims to-

- To acquaint the students with the dialectics of Modern Critical Theory
- To equip the students with the various tools, techniques and strategies of interpretation.
- To enable the students to read texts within the assumptions of certain critical theories
- To enable the students to speak and write critically

Course Outcome:

On completing this course, the students will be able to-

- Know the contribution of various contemporary literary theorist and their works
- Enhance their knowledge of the different critical assumptions inherent in different theories.
- Understand and apply practical experience in reading texts.
- Analyse and evaluative literary text by using theories

Units	Course Contents
Unit- I	Northrop Frye: The Archetypes of Criticism Raymond Williams: 'Romantic Artist' from Culture and Society
Unit-II	Victor Shklovsky: Art as Technique M.M. Bakhtin: "Discourse in the Novel" from The Dialogic Imagination
Unit-III	Wolfgang Iser: The Reading Process: A Phenomenological Approach Homi K. Bhabha: "How Newness Enters the World: Postmodern Space, Postcolonial Times and the Trials of Cultural Translation", in The Location of Culture (London: Routledge, 1994), pp.212-235
Unit-IV	Gayatri Chakravorty Spivak: "Can the Subaltern Speak?" Sharan Kumar Limbale: "Dalit Literature and Aesthetics" From Towards an Aesthetic of Dalit Literature

Suggested Readings:

Abrams. M. H and Geoffrey Harpham. *A Glossary of Literary Terms*. Cengage Learning, 2015.

Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester UP, 2008.

Castle, Gregory. *The Blackwell Guide to Literary Theory*. Blackwell Publishing, 2007.

Eagleton, Terry. *Literary Theory: An Introduction*. Blackwell Publishing, 2008.

Goulimari, Pelagia. *Literary Theory and Criticism: From Plato to Postcolonialism*. Rutledge, 2015.


Habib, M. A. R. *A History of Literary Criticism and Theory: From Plato to the Present*. Wiley, 2007.

Note: *Asterisks marked topics will be for detailed study.




Course Code	Course Name	Credits
ENG303	Translation: Theory and Praxis	5
Course Objective: The course aims to- <ul style="list-style-type: none"> • Provide an overview of translation studies as an academic discipline • Show ways and means of solving problems of translation • Provide them understanding of various theories and methods of translation • Know and understand the evolution of translation studies over a period of time. 		
Course Outcome: On completing this course, the students will be able to- <ul style="list-style-type: none"> • Understanding of theories and approaches to a variety of translation and interpreting fields. • Command of technical tools regularly used in translation or interpretation. • Understanding of and appreciation for language use as a cultural practice • Choose translation as an academic profession. 		
Units	Course Contents	
Unit- I	The Concept of Translation. Some Definitions of Translation – Eastern and Western Social Significance of Translation	
Unit-II	Theories of Translation Concept of Equivalence	
Unit-III	Problems of Translation Socio-Cultural Dimensions of Translation Machine Translations- Merits and Demerits	
Unit-IV	Translation of given passage from English to Hindi and vice-versa	
Suggested Readings: Hockett, C.F. 1958. A Course in Modern Linguistics. The Macmillan Company, New York. Giffin, K. et al., 1976. Fundamentals of Interpersonal communications. Harper and Row, New York. Nida, Eugene A. 1975. Language structure and Translation. Stanford University Press, Stanford, California. Balakrishnan, R. & Saranya, R. 2000. Directions in Translation. Annamalai University, Annamalai Nagar. Mohit, K. Ray. 2002. Studies in Translation. Atlantic Publishers & Distributors, New Delhi.		

Note: *Asterisks marked topics will be for detailed study.

Course Code	Course Name	Credits
ENG304	Postcolonial Theory and Literature	5
<p>Course Objective: The course aims to-</p> <ul style="list-style-type: none"> • Introduce students to some of the major issues and themes of postcolonial theory and literature. • Introduce students to these theoretical concepts such as empire, language, hybridity and mimicry, cultural identity, alienation, displacement, rootlessness, resistance to mention as few. 		
<p>Course Outcome: On completing this course, the students will be able to-</p> <ul style="list-style-type: none"> • Develop and understanding of postcolonial perspective on literature • Identify major postcolonial writers and trends in postcolonial literatures • Apply postcolonial methodology to interpret literature • Think in a self-reflexive manner about their own history 		
Units	Course Contents	
Unit-I	Edward Said: Crisis (in Orientalism) Aijaz Ahmed: “Languages of Class, Ideologies of Immigration” from In Theory (Bombay, OUP)	
Unit-II	Ngũgĩ wa Thiong'o: ‘Decolonizing the Mind’ Chinua Achebe: ‘Colonialist Criticism’	
Unit-III	Shrilal Shukla: Raag Darbari Prem Chand: Karmabhumi	
Unit-IV	Salman Rushdie: Midnight’s Children Jean Rhys: Wide Sargasso Sea	
<p>Suggested Reading: B. Ashcroft, G. Griffiths & H. Tiffin. <i>The Empire Writes Back</i>. Routledge, 1989 Gandhi, Leela. <i>Postcolonial Theory: An Introduction</i>. Columbia University Press, 1998. Hook, Derek. <i>A Critical Psychology of the Postcolonial: The Mind of Apartheid</i>. Routledge, 2012 Gayatri Chakravorty Spivak. “Can the Subaltern Speak?” Columbia University Press, 2009.</p>		

Note: *Asterisks marked topics will be for detailed study.





Course Code	Course Name	Credits
ENG305	Literature of the New Millennium	5
<p>Course Objective: The course aims to-</p> <ul style="list-style-type: none"> • Introduce students to the literature of the modern era and to familiarize them with the major intellectual debates of the period. • Examine the theme and style presented in these texts. • Introduce students to major issues and themes of the Literature of the New Millennium. 		
<p>Course Outcome: On completing this course, the students will be able to-</p> <ul style="list-style-type: none"> • Develop a clear understanding of the literature of the new millennium • Identify major issues, trends, and notable writers of the literature of the new millennium • Apply the various ways and methodology to interpret literature • Analyse and evaluate the literature in its socio-political, historical and cultural context. 		
Units	Course Contents	
Unit- I	Nobel Prize Winners V S Naipaul: A Writer's People; Doris Lessing: The Cleft	
Unit-II	Booker Winners Kiran Desai: The Inheritance of Loss; Aravind Adiga: The White Tiger;	
Unit-III	Pulitzer Winners Jhumpa Lahiri: Interpreter of Maladies; Martyna Majok: Cost of Living	
Unit-IV	Sahitya Akademi Winners/ Jnanpith Award Winners Adil Jussawalla: Trying to Say Goodbye; Amitav Ghosh: Jungle Nama	
<p>Suggested Readings: Bharucha, N.E. and Vrinda Nabar, Eds. <i>Mapping Cultural Spaces: Postcolonial Indian Literature in English</i>. Vision Books, 1998. Bhatnagar, M. K., Ed. <i>Commonwealth English Literature</i>. Atlantic, 1999. Bhatnagar, Vinita Dhondiyal. <i>Readings in Indian English Literature: Nation, Culture and Identity</i>. Harman Publishing, 2001. Nanavati, U.M. and Prafulla C. Kar, eds. <i>Rethinking Indian English Literature</i>. Pencraft, 2000. Ramakrishnan, E. V. ed. <i>Narrating India: The Novel in Search of the Nation</i>. Sahitya Akademi, 2005. ---. <i>Locating Indian Literature: Texts, Traditions, Translations</i>. Orient BlackSwan, 2011. Das, Sisir Kumar. <i>A History of Indian Literature 1800- 1910 Western Impact: Indian Response</i>. Sahitya Akademi, 1991.</p>		

Note: *Asterisks marked topics will be for detailed study.

Course Code	Course Name	Credits
ENG306	Literature of the Indian Diaspora	5
<p>Course Objective: The course aims to-</p> <ul style="list-style-type: none"> • Introduce students to the literature of Indian diaspora and acquaint them with important intellectual and thought provoking ideas and discourses of the period. • Examine the theme and style presented in prescribed texts. • Make them aware about the key issues of the literature of Indian diaspora. 		
<p>Course Outcome: On completing this course, the students will be able to-</p> <ul style="list-style-type: none"> • Understand how it has influenced the literature of every language of the world • Enhance understanding of the diasporic literature • Develop the broad conception of diasporic literature • Address the problems associated with integration and disintegration of cultures 		
Units	Course Contents	
Unit- I	Theoretical Concepts of Diaspora Diaspora: theory & history; memory in literature; the relationship between literary texts and their historical, political and cultural contexts; the relationship between geography and form, location; dislocation, relocation, acculturation and marginalization, etc.	
Unit-II	Concept of 'Home' in Diaspora Dialectics of 'home', cultural identity and belonging; the local and the transnational; plurality of home/homelands Textual interpretation / analysis: V S Naipaul: Half a Life	
Unit-III	Indian Diaspora: Global and Regional Perspectives Migration and Remittances: Role of Migration and Diaspora in Sustainable Development Goals (SDGs); A Case Study of Gujarati/Bhojpuri and Keralite Diaspora; Theories and Methodology of Migration and Diaspora Textual interpretation / analysis: Amitav Ghosh, Sea of Poppies	
Unit-IV	Gender, Sexuality, and Diaspora; Feminisms and Gender in Indian Diasporas; Changing Gender Roles and Construction of Femininities; Sexualities in Diasporic Literature; Textual interpretation / analysis: Meena Alexander: Fault Lines	
<p>Suggested Readings: Bharucha, N.E. and Vrinda Nabar, Eds. <i>Mapping Cultural Spaces: Postcolonial Indian Literature in English</i>. Vision Books, 1998. Bhatnagar, M. K., Ed. <i>Commonwealth English Literature</i>. Atlantic, 1999. Nanavati, U.M. and Prafulla C. Kar, eds. <i>Rethinking Indian English Literature</i>. Pencraft, 2000. Ramakrishnan, E. V. ed. <i>Narrating India: The Novel in Search of the Nation</i>. Sahitya Akademi, 2005. ---. <i>Locating Indian Literature: Texts, Traditions, Translations</i>. Orient BlackSwan, 2011. Das, Sisir Kumar. <i>A History of Indian Literature 1800- 1910 Western Impact: Indian Response</i>. Sahitya Akademi, 1991.</p>		

Note: *Asterisks marked topics will be for detailed study.


Course Code	Course Name	Credits
ENG307	Research Project	4
<p>Course Outcome:</p> <p>Students who complete their master's programme in English are mentally equipped to pursue research in the same discipline. It is generally accepted that research is nothing but an extension and application of knowledge in a certain specialized field. Students will be allowed to get exposed to a few elements of social research and also, they are expected to complete a research project. Elementary knowledge of research methodology shall consolidate and deepen their understanding of dynamic changes in the field of English language and literature.</p> <ul style="list-style-type: none"> • Research Project on the current trends in the English language and literature. • The project Report will be prepared using Research Techniques. 		
<p>Suggested Readings:</p> <p>Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. <i>The Craft of Research</i>. University of Chicago press, 2003.</p> <p>Eco, Umberto. <i>How to Write a Thesis?</i> MIT Press, 2015.</p> <p>Hyland, Ken. <i>English for Academic Purposes: An Advanced Resource Book</i>. Routledge, 2006.</p> <p>Modern Language Association of America. <i>MLA Handbook for Writers of Research Papers</i>. 9th Edition. Modern Language Association of America, 2010.</p> <p>Reinhart, Susan M. <i>Giving Academic Presentations</i>. University of Michigan Press, 2002.</p>		


Semester IV

Course Code	Course Name	Credits
ENG501	African and Caribbean Literature	5
<p>Course Objective: The course aims to-</p> <ul style="list-style-type: none"> • Introduce the students to the genesis and evolution of Afro-Caribbean Literature. • Encourage critical, informed readings of the key texts and thematic preoccupations of writers of these genres. • Help the students appreciate the literature of the age with reference to the major exponents of prose, poetry, and drama. • Give an overview of the major works of the age. 		
<p>Course Outcome: On completing this course, the students will be able to-</p> <ul style="list-style-type: none"> • Exhibit a broad and coherent body of knowledge in the area of American and Canadian literature, culture and society. • Comprehend the global culture through literary texts. • Understand the philosophy of life through poetry. • Measure the impact of social, political and cultural events of the age. 		
Units	Course Contents	
Unit-I	*Gabriel Okara: 'The Mystic Drum' *Wole Soyinka: 'A Telephone Conversation' *Derek Walcott: 'Ruins of A Great house' *Mervyn Morris: 'Judas'	
Unit-II	V. S. Naipaul: <i>A House for Mr. Biswas</i> Abdulrazak Gurnah: <i>Paradise</i>	
Unit-III	Chinua Achebe: <i>Things Fall Apart</i> J. M. Coetzee: <i>Disgrace</i>	
Unit-IV	*Wole Soyinka: <i>Lion and the Jewel</i> August Wilson: <i>Fences</i>	
<p>Books to be Consulted: Duvall, John N. <i>The Cambridge Companion to American Fiction After 1945</i>. Cambridge UP, 2011. Dutta, Nandana. <i>American Literature</i>. Orient BlackSwan, 2016. Gray, Richard. <i>A Brief History of American Literature</i>. Wiley-Blackwell, 2011. Howells, Coral Ann and Eva-Marie Kröller, eds. <i>The Cambridge History of Canadian Literature</i>. CUP, 2009. Lane, Richard J. <i>The Routledge Concise History of Canadian Literature</i>. Routledge, 2011. Narasimhaiah, C.D. <i>An Anthology of Commonwealth Poetry</i>. Macmillan, 1990.</p>		

Note: *Asterisks marked topics will be for detailed study.

Course Code	Course Name	Credits
ENG502	Comparative Literature	5
<p>Course Objective: The course aims to-</p> <ul style="list-style-type: none"> • Acquaint the students the terms and terminologies of Comparative literature. • Familiarize students with the binary nature of comparative poetics. • Initiate a discourse about the questions of literariness, form, method, and the relationship between literature/art and the world. 		
<p>Course Outcome: On completing this course, the students will be able to-</p> <ul style="list-style-type: none"> • Know the contribution of major authors and their works • Compare and contrast different kinds of literature in different genres. • Demonstrate an understanding of different forms of literary production and their ability to read these in relation to the classic. • Analyze how to read multi-cultural literary artifacts within the umbrella term of world/comparative literature. 		
Units	Course Contents	
Unit-I	Susan Bassnett: Introduction: "What is Comparative Literature Today?"	
Unit-II	Rabindranath Tagore: Viswa Sahitya; Wolfgang Iser: The Reading Process: A Phenomenological Approach	
Unit-III	Fakir Mohan Senapati: Chaa Mana Atha Guntha (<i>Six Acres and a Third</i>) Hari Narayan Apte: Pan Lakshat Kon Ghetto (<i>But Who Cares</i>)	
Unit-IV	Temsula Ao: Selected stories from <i>These Hills Called Home</i> Chimamanda Ngozi Adichie: Selected stories from <i>The Thing Around Your Neck</i>	
<p>Suggested Readings: Ahmad, Aijaz. "Indian Literature": Notes towards the definition of a Category." In <i>Theory: Classes, Nations, Literatures</i>. New Delhi: Oxford, 1992. Blackburn, Stuart, and Vasudha Dalmia, "Introduction." <i>India's Literary History: Essays on the Nineteenth Century</i>. New Delhi: Permanent Black, 2004. Das, Sisir Kumar. <i>A History of Indian Literature</i>. 1800-1910 and 1911-1956: 2 vols. New Delhi: Sahitya Akademi, 1991-1995. Ramakrishnan, E.V., ed. <i>Indian Short Stories (1900-2000)</i>. New Delhi: Sahitya Akademi, 2000. Singh, Namvar. "Reformulating the Questions." In <i>Early Novels in India</i>. Meenakshi Mukherjee, ed. New Delhi: Sahitya Akademi, 2002.</p>		

Course Code	Course Name	Credits
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Course Code	Course Name	Credits
ENG503	Indian Literature in Translation	5

Course Objective:

The course aims to-

- Introduce the students to Indian literatures in translation
- Help the students appreciate the literature of the age with reference to the major exponents of prose, poetry, and drama.
- Give an overview of the major works of Indian literatures in translation.

Course Outcome:

On completing this course, the students will be able to-

- Identify Indian literatures in translation
- Understand the major Indian author and their works in translation
- Apply the knowledge and tools of translation to interpret literature
- Analyse and evaluate literary text in its social, political and cultural context

Units

Course Contents

Unit- I

The Concept of Indian / Bhasha / Regional Literature in Translation
Kalidasa: *Abhigyanshakuntlam*
Kedar Nath Singh: *Cranes in Drought*

Unit-II

Badal Sircar: *Evam Indrajit*
Vijay Tendulkar: *Silence! The Court is in Session*

Unit-III

Amrita Pritam: *Revenue Stamp*
Geetanjali Shree: *Tomb of Sand*

Unit-IV

Pandey Kapil: *Phoolsunghi*
U. R. Ananthamurthy: *Samskara*

Books to be Consulted:

Bassnett, Susan and Harish Trivedi. Eds. *Post-colonial Translation Studies: Theory and Practice*. Routledge, 1999.

Kapse, Dhananjay. Ed. *Modern Indian Writing In English Translation A Multilingual Anthology*. Worldview, 2016.

Lal, P. *Great Sanskrit Plays in Modern Translation*. New Directions, 1964.

Mukherjee, Sujit. *Translation as Discovery. And Other Essays on Indian Literature in English Translation*. Allied Publishers, 1981.

Naik, M.K. and S. Mokashi Punekar. Eds. *Perspectives on Indian Drama in English*. OUP, 1977.

Niranjana, T. *Siting Translation: History, Post structuralism and the Colonial Context*. UCP, 1992.

Prasad, GJV. *India in Translation, Translation in India*. Bloomsbury, 2019.

Note: *Asterisks marked topics will be for detailed study.

ENG504	Women's Writing	5
Course Objective: The course aims to- <ul style="list-style-type: none"> • Introduce the students to Women's writing. • Help the students appreciate the literature written female authors with reference to the major exponents of prose, poetry, and drama. • Give an overview of the major works of the age and cultivate interest 		
Course Outcome: On completing this course, the students will be able to- <ul style="list-style-type: none"> • Exhibit a broad and coherent body of knowledge in the area of women's writing • Comprehend the global culture through literary texts. • Understand contribution of female author and their works • Analyse and evaluate the impact of social, political and cultural on literature 		
Units	Course Contents	
Unit-I	Bharati Mukherjee: <i>Jasmine</i> Shashi Deshpande: <i>That Long Silence</i>	
Unit-II	Bapsi Sidhwa: <i>The Crow Eaters</i> Monica Ali: <i>Brick Lane</i>	
Unit-III	Yasmine Gooneratne: <i>A Change of Skies</i> Manjushree Thapa: <i>The Tutor of History</i>	
Unit-IV	Arundhati Roy: <i>The God of Small Things</i> Kiran Desai: <i>The Inheritance of Loss</i>	
Suggested Readings: Cameron, Deborah, editor. <i>The Feminist Critique of Language: A Reader</i> . Second ed. Routledge, 1998. Fendler, Susanne, editor. <i>Feminist Contributions to the Literary Canon: Setting Standards of Taste</i> . Mellen, 1997. Ingrassia, Catherine, editor. <i>The Cambridge Companion to Women's Writing in Britain, 1650-1789</i> . Cambridge UP, 2015. Moers, Ellen. <i>Literary Women</i> . Oxford Univ. Press, 1985. Montefiore, Jan. <i>Feminism and Poetry: Language, Experience, and Identity in Women's Writing</i> . 1994. Third ed., Pandora, 2004. Tharu, Susie, and Lalita, K., editors. <i>Women Writing in India: 500 B.C. To The Present</i> . Vol. 1 & 2. Oxford Univ. Press, 1991. Todd, Janet. <i>Feminist Literary History</i> . Polity, 2013.		




Course Code	Course Name	Credits
ENG505	Modern and Postmodern Literature	5
<p>Course Objective: The course aims to-</p> <ul style="list-style-type: none"> To trace the growth of global English Literature during the Modern and Post-Modern periods. To explore the social, cultural, political and intellectual understanding of the learners regarding global perspective. To encourage critical, informed readings of the key texts and thematic preoccupations of writers of these eras. Sharpen their critical skills and enable them to see their relevance in the present context. 		
<p>Course Outcome: On completing this course, the students will be able to-</p> <ul style="list-style-type: none"> Exhibit a broad and coherent body of knowledge in the area of Modern and Postmodern Literature Comprehend Modern and Postmodern Literature through literary texts. Understand contribution of author and their works Analyse and evaluate the impact of social, political and cultural on literature 		
Units	Course Contents	
Unit-I	Introduction to Modern and Post-modern Period Contexts and Conditions; Susan Stanford Friedman "Definitional Excursions: The Meanings of Modern/ Modernity/ Modernism."; Raymond Williams, "When was modernism";	
Unit-II	Early Modern Poets *W. B. Yeats: "Sailing to Byzantium"; *W. H. Auden: "In Memory of W.B. Yeats", *Philip Larkin: "Church Going"; *Ted Hughes: "Hawk Roosting"	
Unit-III	Modern Fiction Virginia Woolf: "Modern Fiction"; Conrad: Heart of Darkness; D. H. Lawrence: <i>Women in Love</i> ;	
Unit-IV	Post-modern Literature Sally Morgan: My place; *Harold Pinter: <i>The Birthday Party</i> ; Arnold Wesker: <i>Roots</i> ; *Samuel Beckett: <i>Waiting for Godot</i>	
<p>Suggested Readings: Ayers, David. <i>Modernism: A Short Introduction</i>. Blackwell, 2004. Beach, W.A. <i>Twentieth Century Novel</i>. Kalyani Publishers, 2003. Bigsby, C.W.E. <i>A Critical Introduction to Twentieth Century Drama</i>. Cambridge UP, 1982. Eagleton, Terry. <i>The English Novel: An Introduction</i>. Blackwell, 1505. Sipra Mukherjee. <i>Modern English Literature, 1890-1950</i>. Orient BlackSwan, 2018. Parui, Avishek. <i>Postmodern Literatures</i>. Orient BlackSwan, 2016.</p>		

Note: *Asterisks marked topics will be for detailed study.

Course Code	Course Name	Credits
ENG506	Research Methodology	5
<p>Course Objective: The course aims to-</p> <ul style="list-style-type: none"> • Enable students to learn in detail the mechanics and stylistics of different kinds of research writings along with efficiency in basic ICT skills. • Encourage critical, informed readings of the key texts and thematic preoccupations of writers of the discipline. • To gain familiarity with a phenomenon or to achieve new insights into it (studies with this object in view are termed as exploratory or formulative research studies); 		
<p>Course Outcome: On completing this course, the students will be able to-</p> <ul style="list-style-type: none"> • Sharpen the critical thinking of the students. • Understand the basic tenets of critical writings. • Comprehend the drafting of research papers. • Measure the impact of social, political and cultural events of the age. 		
Units	Course Contents	
Unit-I	Research: Meaning, Definition, Purpose, Types and Methods of Research, Research as Exposition and Communication, Materials and Tools of Research, Books, Journals, Research Papers, National/International Conference, Field Studies, Web Sources	
Unit-II	Conducting Research: Research Task, Selection of Research Topic, Library Research Sources, Using Information seeking strategies, locating and accessing information, Taking Notes, Methods and Types of notes taking	
Unit-III	Outlining and Writing Draft: Working outline, Thesis Statement, First Outline, First Draft, Writing with Word Processor	
Unit-IV	Mechanics of Writing Research Paper and Thesis: Spelling, Punctuation, Italics, Capitalization, Names of Person, Number, Titles of Work in research writing, Format of Research Paper: Margins, Spacing, Text Formatting, Heading and Title, Page Numbers, etc.	
<p>Suggested Readings: Eco, Umberto. <i>How to Write a Thesis?</i> MIT Press, 2015. Gibaldi, Joseph. <i>MLA Handbook: Rethinking Documentation for the Digital Age.</i> Richard D. Altick, and John J. Fenstermaker. <i>The Art of Literary Research.</i> WW Norton & Company, 1992. Walter K. Smart. <i>Handbook of Effective Writing.</i> Forgotten Books, 2017. Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams et al., <i>The Craft of Research.</i> U of Chicago Press, 2016.</p>		

Course Code	Course Name	Credits
ENG507	Dissertation	4
<p>Course Outcome:</p> <p>Students who complete their master's programme in English are mentally equipped to pursue research in the same discipline. It is generally accepted that research is nothing but an extension and application of knowledge in a certain specialized field. Students will be allowed to get exposed to a few elements of social research and also, they are expected to complete a research project. Elementary knowledge of research methodology shall consolidate and deepen their understanding of dynamic changes in the field of English language and literature.</p> <ul style="list-style-type: none"> • Research Project on the current trends in the English language and literature. • The project Report will be prepared using Research Techniques. 		
<p>Suggested Readings:</p> <p>Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. <i>The Craft of Research</i>. University of Chicago press, 2003.</p> <p>Eco, Umberto. <i>How to Write a Thesis?</i> MIT Press, 2015.</p> <p>Hyland, Ken. <i>English for Academic Purposes: An Advanced Resource Book</i>. Routledge, 2006.</p> <p>Modern Language Association of America. <i>MLA Handbook for Writers of Research Papers</i>. 9th Edition. Modern Language Association of America, 2010.</p> <p>Reinhart, Susan M. <i>Giving Academic Presentations</i>. University of Michigan Press, 2002.</p>		