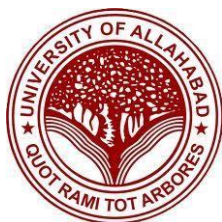


University of Allahabad, Allahabad

PG Programme: M. A. (English)

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

Learning Outcome-based Curriculum



(With effect from the academic year 2016)

Learning Outcomes Descriptors and Programme Outcomes for a Master's degree

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

Descriptor	Knowledge and understanding: The graduates should be able to demonstrate the acquisition of:
P.O. 1.	advanced knowledge about a specialized field of enquiry with a critical understanding of the emerging developments and issues relating to one or more fields of learning,
P.O. 2.	advanced knowledge and understanding of the research principles, methods, and techniques applicable to the chosen field(s) of learning or professional practice,
P.O. 3.	procedural knowledge required for performing and accomplishing complex and specialized and professional tasks relating to teaching, and research and development.
Descriptor	General, technical and professional skills required to perform and accomplish tasks: The graduates should be able to demonstrate the acquisition of:
P.O. 4.	advanced cognitive and technical skills required for performing and accomplishing complex tasks related to the chosen fields of learning.
P.O. 5.	advanced cognitive and technical skills required for evaluating research findings and designing and conducting relevant research that contributes to the generation of new knowledge.

P.O. 6.	specialized cognitive and technical skills relating to a body of knowledge and practice to analyze and synthesize complex information and problems.
Descriptor	Application of knowledge and skills: The graduates should be able to demonstrate the ability to:
P.O. 7.	apply the acquired advanced theoretical and/or technical knowledge about a specialized field of enquiry or professional practice and a range of cognitive and practical skills to identify and analyse problems and issues, including real-life problems, associated with the chosen fields of learning.
P.O. 8.	apply advanced knowledge relating to research methods to carry out research and investigations to formulate evidence-based solutions to complex and unpredictable problems.
Descriptor	Generic learning outcomes: The graduates should be able to demonstrate the ability to:
P.O. 9.	listen carefully, read texts and research papers analytically and present complex information in a clear and concise manner to different groups/audiences,
P.O. 10.	communicate, in a well-structured manner, technical information and explanations, and the findings/results of the research studies undertaken in the chosen field of study,
P.O. 11.	present in a concise manner view on the relevance and applications of the findings of recent research and evaluation studies in the context of emerging developments and issues.
P.O. 12.	evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others; analyze and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples, and addressing opposing viewpoints.
P.O. 13.	meet one's own learning needs relating to the chosen fields of learning, work/vocation, and an area of professional practice,

P.O. 14.	pursue self-paced and self-directed learning to upgrade knowledge and skills, including research-related skills, required to pursue a higher level of education and research.
P.O. 15.	problematize, synthesize, and articulate issues and design research proposals,
P.O. 16.	define problems, formulate appropriate and relevant research questions, formulate hypotheses, test hypotheses using quantitative and qualitative data, establish hypotheses, make inferences based on the analysis and interpretation of data, and predict cause-and-effect relationships,
P.O. 17.	develop appropriate tools for data collection for research,
P.O. 18.	the ability to use appropriate statistical and other analytical tools and techniques for the analysis of data collected for research and evaluation studies,
P.O. 19.	plan, execute, and report the results of an investigation,
P.O. 20.	follow basic research ethics and skills in practicing/doing ethics in the field/ in one's own research work.
P.O. 21.	make judgements and take decisions regarding the adoption of approaches to solving problems, including real-life problems, based on the analysis and evaluation of information and empirical evidence collected.
P.O. 22.	make judgement across a range of functions requiring the exercise of full responsibility and accountability for personal and/or group actions to generate solutions to specific problems associated with the chosen fields/subfields of study, work, or professional practice.
Descriptor	Constitutional, humanistic, ethical, and moral values: The graduates should be able to demonstrate the willingness and ability to:
P.O. 23.	embrace and practice constitutional, humanistic, ethical, and moral values in one's life,

P.O. 24.	adopt objective and unbiased actions in all aspects of work related to the chosen fields/subfields of study and professional practice,
P.O. 25.	participate in actions to address environmental protection and sustainable development issues,
P.O. 26.	support relevant ethical and moral issues by formulating and presenting coherent arguments,
P.O. 27.	follow ethical principles and practices in all aspects of research and development, including inducements for enrolling participants, avoiding unethical practices such as fabrication, falsification or misrepresentation of data or committing plagiarism.
Descriptor	Employability and job-ready skills, and entrepreneurship skills and capabilities/ qualities and mindset: The graduates should be able to demonstrate the acquisition of knowledge and skill sets required for:
P.O. 28.	adapting to the future of work and responding to the demands of the fast pace of technological developments and innovations that drive the shift in employers' demands for skills, particularly with respect to the transition towards more technology-assisted work involving the creation of new forms of work and rapidly changing work and production processes.
P.O. 29.	exercising full personal responsibility for the output of own work as well as for group/team outputs and for managing work that is complex and unpredictable requiring new strategic approaches.

Learning Outcomes Descriptors and Programme Specific Outcomes for a Master's degree in English

Descriptor	Remember:
P.S.O. 1.	Students will be able to recall and describe major literary movements, authors, and texts across periods and regions.
Descriptor	Understand:
P.S.O. 2.	Students will interpret literary and cultural texts, demonstrating comprehension of key theoretical concepts and critical perspectives.
Descriptor	Apply:
P.S.O. 3.	Students will apply appropriate literary theories and critical methods to analyze texts and contexts.
Descriptor	Analyze:
P.S.O. 4.	Students will examine the relationship between literature, society, and ideology through close reading and comparative analysis.
Descriptor	Evaluate:
P.S.O. 5.	Students will critically evaluate literary arguments and scholarly debates, formulating informed and original viewpoints.
Descriptor	Create:
P.S.O. 6.	Students will produce well-structured research papers, creative writings, or projects demonstrating originality and academic rigor.

Course Structure
M.A. (English)
Syllabus (To be effective from the academic session: 2016)

Semester I

- Paper I - Literary Criticism Aristotle to Eliot
- Paper II - Core British Literature – I
- Paper III - Core American Literature- I
- Paper IV - Core Indian Literature – I
- Paper V - Core New Literatures in English – I

Semester II

- Paper I – Contemporary Literary Theory
- Paper II - Core British Literature - II
- Paper III - Core American Literature - II
- Paper IV - Core Indian Literature - II
- Paper V - Core New Literatures in English - II

Semester III

- Paper I - Core British Literature - III
- Paper II - Optional I (Group A- Electives 1-8)
- Paper III -- Optional II (Group B- Electives – 9-16)
- Paper IV - Project
- Paper V - Viva-Voce

Semester IV

- Paper I - Core British Literature - IV
- Paper II - Optional I (Group C -Electives 17-24)
- Paper III - Optional II (Group D- Electives 25-32)
- Paper IV – Project
- Paper V - Viva-Voce

Course Code Abbreviations

- PELC – P G English Core (Begins from number 501)
- PELE – P G English Electives (Begins from number 601)
- PELP – PG English Project (Begins from number 699)
- PELV – PG English Viva Voce (Begins from number 599)

Subject & Code: Semester – I

Subject	Code
Paper I- Literary Criticism Aristotle to Eliot	PELC – 501
Paper II- British Literature – I	PELC – 502
Paper III- American Literature – I	PELC – 503
Paper IV - Indian Literature – I	PELC – 504
Paper V - New Literatures in English – I	PELC – 505

Subject & Code: Semester – II

Subject	Code
Paper I Contemporary Literary Theory	PELC – 506
Paper II- British Literature – II	PELC – 507
Paper III- American Literature – II	PELC – 508
Paper IV- Indian Literature – II	PELC – 509
Paper V - New Literatures in English – II	PELC – 510

Subject & Code: Semester – III

Subject	Code
Paper I - British Literature – III	PELC – 511
Paper II- Optional I (Group A) (Electives capping 35 students)-	
Elective 1	PELE – 651
Elective 2	PELE –652
Elective 3	PELE – 653
Elective 4	PELE–654
Elective 5	PELE –655
Elective 6	PELE –656
Elective 7	PELE –657
Elective 8	PELE -658

Subject & Code: Semester – III Paper III Optional – II (Group B)

Subject	Code
Paper III- Optional I (Group B) (Electives capping 35 students)	
Elective 9	PELE –659
Elective 10	PELE –660
Elective 11	PELE –661
Elective 12	PELE–662
Elective 13	PELE –663
Elective 14	PELE –664
Elective 15	PELE –665
Elective 16	PELE –666
Paper IV	PELP – 698
Paper V	PELV- 598

Subject & Code: Semester – IV

Subject	Code
Paper I British Literature – IV	PELC – 512
Paper II –Optional I –(Group C) (Electives capping 35 students)	
Elective 17	PELE –667
Elective 18	PELE – 668
Elective 19	PELE – 669
Elective 20	PELE– 670
Elective 21	PELE – 671
Elective 22	PELE – 672
Elective 23	PELE – 673
Elective 24	PELE - 674

Subject & Code: Semester – IV Paper III Optional – II (Group D)

Subject	Code
Paper III (Optional I (Group D)(Electives capping 35 students)	
Elective 25	PELE – 675
Elective 26	PELE – 676
Elective 27	PELE – 677
Elective 28	PELE– 678
Elective 29	PELE – 679
Elective 30	PELE – 680
Elective 31	PELE – 681

Elective 32	PELE -682
Paper IV - Project	PELP – 699
Paper V- Viva	PELV- 599

Note:

Number of hours/periods per Core subject per semester – 5 Days x 15 weeks = 75

Number of hours/periods per Elective subject per semester – 4 Days x 15 weeks = 60

A List of Electives

Note: The List of Operative Electives will be circulated at the beginning of the Semester as per availability of teachers in the department. There will be a capping of 35 students for each Elective in a semester. It will be compulsory for a student opting for an Elective in Optional I of Semester III to study the same Elective as Optional I in Semester IV.

Semester III

Optional I – Paper II Group A

1. Colonial and Postcolonial Studies I
2. Nature and Literature I (Ecopoetics)
3. Irish Literature – I
4. Gender Studies I
5. Theatre in India – I
6. Poetry in India – I
7. Fiction in India – I
8. Existentialism and Literature – I
9. Linguistics, Phonetics and Modern Grammar – I
10. Modern European Drama I

Optional II (Single Paper) – Paper III Group B

1. Children's Literature
2. Partition Literature
3. African Studies
4. Revolution in Literary Fiction
5. Indian Poetics
6. Autobiography, Biography

7. African American Literature
8. Comparative Literature
9. Confessional Poetry

Semester IV–

Optional I - Paper II Group C

(All second papers of Optional I of Semester III)

1. Colonial and Postcolonial Studies II
2. Nature and Literature II (Nature Writing)
3. Irish Literature – II
4. Gender Studies II
5. Theatre in India – II
6. Poetry in India – II
7. Fiction in India – II
8. Existentialism and Literature – II
9. Modern European Drama II
10. Linguistics, Phonetics and Modern Grammar – II

Optional II (Single Author) - Paper III Group D

1. Rushdie
2. Lawrence
3. Shakespeare
4. Milton
5. T S Eliot

6. Virginia Woolf
7. Robert Browning
8. Hardy
9. Dickens
10. O'Neill
11. Vikram Seth
12. A.K. Ramanujan

ASSESSMENT MANUAL
(Semester – I, II, III, and IV)

Total marks for a semester: 500 Marks

Internal Evaluation: 40%

1. Two Tests:

A. Test one (written test/assignment) – 20%

B. Test two (written test/assignment) – 20%

The better of these two tests will be considered. The same formula applies to all the five courses: $20 \times 5 = 100$ marks.

2. Mid- semester: 20%

Mid-semester examination: 20 Marks

The same applies to all the five courses= $20 \times 5 = 100$ marks.

The total of internal assessment will be $100 + 100 = 200$ marks, which is 40% of a semester's total mark.

Note: Each teacher of each seminar group will assess only that group covering all the papers.

End Semester: 60%

12 marks per question.

Total five questions to be attempted.

$12 \times 5 = 60$ marks

The same formula applies to all the 5 Courses. $60 \times 5 = 300$ marks.

Semester I

Paper I - Literary Criticism (Aristotle to Eliot) Code – PELC- 501

Course Objectives

- To acquaint the student with the work of significant critics from Aristotle to the present time.
- To familiarize him/ her with important critical movements
- To give him/her first-hand knowledge of some of the works of the great critics
- To enable him/her to apply principles of criticism to literary texts
- To enable him/her to undertake further reading in critical movements and critical theory.

Section A

This section will cover the significant ideas of:

Aristotle, John Dryden, Samuel Taylor Coleridge, Matthew Arnold, T. S. Eliot.

Section B

This section will include the Study of:

The Nature of literature

Form and Content

Poetry and Belief

Types of Criticism

Neoclassical Criticism

Romantic and Impressionistic Criticism

Modernist Criticism

Section C

Practical Criticism

Expected Course Outcomes:

By the end of the course, students will:

- Possess a historical and conceptual understanding of literary criticism from classical to modern periods.
- Be able to interpret and evaluate literary texts through diverse critical frameworks.
- Develop critical independence in applying and synthesizing theories across eras.
- Strengthen their analytical and argumentative writing skills for advanced literary research.

Mapping of Course outcomes:

Course Outcomes	PO1	PO4	PO9	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	-	2	-	3	-	-	-	-
CO2	-	3	-	2	-	3	-	2	-
CO3	-	-	-	3	-	2	-	-	3
CO4	-	-	2	3	-	-	-	2	2

Paper II - Core British Literature**Code – PELC- 502****Objectives:**

- To provide a foundational course with British Literature as the originating literature for English Studies
- To give the student a first-hand knowledge of major literary works of the period.
- To provide the students with knowledge of the political, economic, social and intellectual background so as to enable him to study the works as representatives of the various ages of British literature.
- To acquaint the students with the literary movements, favoured genres, and the evolution and developments of literary forms and to encourage further reading so as to obtain a fuller understanding of these.
- To acquaint the student with contemporary British Literature to bring them at par with the courses running in the leading universities in the country.

Syllabus**Drama**

- 1.) William Shakespeare – *Hamlet*
- 2.) Christopher Marlowe – *Doctor Faustus*
- 3.) John Dryden – *All for Love*

Poetry

- 1.) Geoffrey Chaucer – Lines 1-3; 822-858 (from Prologue to Canterbury Tales)
- 2.) Edmund Spenser – “Bower of Bliss” / “One Day I wrote Her Name Upon The Strand”
- 3.) John Milton – *Paradise Lost* lines 1-26, 242-363 / “On His Blindness”
- 4.) John Donne – “The Canonization” / “The Relique” /
- 5.) William Shakespeare – “When to The Sessions Of Sweet Silent Thought” / “Let Me Not To The Marriage Of True Minds”/ “Blow Blow Thou Winter Wind”/ “Under the Greenwood Tree”
- 6.) John Dryden – Selection from *Absolem and Achitophel* “The False Achitophel Lines” Og and Doeg”
- 7.) Alexander Pope – *Essay on Man* Ep. II
- 8.) William Blake – “The Little Black Boy” / “London” / “The Tyger”/ “The Lamb”

Prose

1. Philip Sidney – *The Defense of Poesy*
2. Francis Bacon – “Of Revenge”/ “Of Marriage and Single Life”
3. Robert Browne – Selections from *Urn Burial* - “The Vanity of Ambition”

Fiction

1. Daniel Defoe – *Robinson Crusoe*
2. Jonathan Swift – *Gulliver’s Travels*
3. Henry Fielding – *Joseph Andrews*
4. Mary Shelley - *Frankenstein*

Expected course outcome:

By the end of this course the students will be able to:

- (i) Have a foundational knowledge of British Literature.
- (ii) Get a detailed understanding and ideas of major literary works in different genres in respective periods.
- (iii) Grasp the knowledge of the political, economic, social and cultural background which will enable them to study the works of representative authors of British Literature.
- (iv) Have a thorough understanding of literary movements, literary forms and various techniques.

Course Outcomes	PO1	PO7	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	-	-	3	-	-	-	-
CO2	3	-	2	3	2	-	2	-
CO3	-	3	2	-	2	3	-	-
CO4	-	-	2	2	-	-	3	2

Paper III - Core American Literature

Code – PELC- 503

Objectives

- To introduce the student to the literature of the United States of America.
- To familiarize him/her with the important literary movements and development of various genres of literature.
- To give him/her a first-hand knowledge of major writers and classics of American literature.
- To encourage him/her to take interest in the writers belonging to African American, Native American, Mexican, Hispanic, Chicano and Asian American communities. (Marginalized Voices).

Syllabus

Poetry

1. Walt Whitman – “When Lilacs Last in the Dooryard Bloom”d, “Crossing Brooklyn Ferry”
2. Robert Frost – “Mending Wall”, “After Apple Picking”, “Birches”
3. Carl Sandburg – “Cool Tombs”, “Harbor”, “Grass”
4. Hilda Doolittle – “The Pool”, “Sea Rose”, “Mid-Day”, “Garden”, “Sea Violet”
5. Amy Lowell – “The Pike”, “Venus Transiens”, “New Heavens for Old”
6. e e commmings – “O Sweet Spontaneous”, “Pity This Monster Manunkind”, “I Sing of Olaf Glad and Big”
7. William Carlos Williams- “The Dilineaments of the Gaints” (I&III)
8. Wallace Stevens – “Thirteen Ways of Looking at a Black Bird”, “The Snow Man”, From *The Man with the Blue Guitar* (I & XXII)
9. Langston Hughes – “Cross”, “The Negro Speaks of Rivers”, “Harlem”
10. Gertrude Stein – “What do I See”, “Why Do You Feel Differently”, “Kneeling”, From *Valentine to Sherwood Anderson*

Drama

1. Tennessee Williams – *A Glass Menagerie*
2. Arthur Miller – *Death of a Salesman*
3. Eugene O’ Neil – *Long Days Journey Into Night*
4. Cassandra Medley – *Ma Rose*

Fiction

1. Nathaniel Hawthorne – *Scarlet Letter*
2. Herman Melville – *Moby Dick*
3. Mark Twain – *Adventures of Huckleberry Finn*
4. Harper Lee – *To Kill a Mockingbird*
5. Ernest Hemingway- *For Whom the Bell Tolls*

Prose

1. Henry David Thoreau – *Civil Disobedience*

By the end of this course the students will be able to:

- Have a foundational knowledge of American Literature;
- understand American culture and heritage.
- analyze the works of accomplished poets and writers from global perspective.
- develop critical understanding in totality.

Paper IV- Core Indian Literature**Code – PELC- 504****Objectives**

- To familiarize the student with major Indian writers in English and get their knowledge updated on contemporary Indian literature in English (Till the first decade of 21st century).
- To enable him/her to understand the growth of Indian writing in English in the context of India's contact with English
- To introduce the students with the growth of various literary genres in socio-economic, political and religious context of India.
- To encourage students to understand the significance of Indian Literature in English and take up research.
- To make the students understand the connection between theory and literature in colonial and postcolonial Indian context.

Syllabus**Poetry**

1. Rabindranath Tagore – Excerpts from *Gitanjali* (song no 01, 19, 54)
2. Derozio – “To My Native Land”,
3. Sarojini Naidu – “Song of Radha”, “The Milk Maid”
4. Agha Shahid Ali – “In Arabic” / “Tonight” / “Woolf's Postscript to the Little Red Riding Hood”
5. Dom Moraes – “Spree” / “Letter to my Mother” / “Bells for William Wordsworth”
6. Vikram Seth - “Panchatantra” from *Beastly Tales I* (“Crocodile and the Monkey”)
7. Arun Kolatkar- *Breakfast time At Kala Ghoda* :7, 8, 9, 11, 12, 13, 15, 16, 19, 20, 30
8. Eunice D'Souza – “Catholic Mother”, “My Mother Feared Death” (excerpt)
9. Kamla Das – “An Apology to Gautam”, “The Stone Age”

Fiction

1. R.K.Narayan– *Malgudi Days*
2. Shashi Deshpande– *That Long Silence*
3. Arun Joshi – *Strange Case of Billy Biswas*
4. Anita Desai – *Fire on the Mountain*

Drama

1. Poile Sengupta- *Mangalam*
2. Manjula Padmanabhan – *Lights Out*
3. Mahesh Dattani– *Dance Like a Man*

Short Story/Prose

1. Nehru – From *Discovery of India*/ “The Epics, History, Tradition and Myth”, “The Mahabharat”, The Bhagwat Gita” , “The Old Indian Theatre”
2. Coomarswamy – From *The Dance of Shiva* “The Dance of Shiva”

Expected course outcome:

- Students will have an in-depth knowledge of major Indian writers in English or English Translation, showcasing an understanding of their contributions and the evolution of contemporary Indian literature.
- Students will be able to analyse the growth of Indian writing in English and Bhasha Literatures within the historical context of India’s contact with the English language, recognizing key influences and transformative periods
- Students will be able to critically examine and discuss various literary genres, considering the socio-economic, political, and religious factors that shape these genres in the diverse cultural landscape of India.
- Students will be able to demonstrate the capability to initiate and conduct research projects related to Indian Literature in English, reflecting an understanding of the significance and relevance of the field.
- Students will be able to connect theoretical frameworks with literary works, particularly in the colonial and postcolonial Indian context. Students will be able demonstrate a nuanced understanding of the relationship between literary theory and the actual practice of literature.

Paper V – Core New Literatures in English – I Code – PELC- 505

Australia, New Zealand & Canada

Objectives:

- To introduce the students to a variant of commonwealth literature – Australian, Canadian and literature from New Zealand
- To make him/her approach selected texts for their literary value and cultural importance
- To enable him/her to approach some texts from a cross-cultural perspective.
- To provide the student with a broad perspective of the development of Canadian literature.
- To initiate the process of cross cultural studies and comparative literary studies.

Syllabus

Australia

Fiction

1. Patrick White – *Voss*
2. Sally Morgan- *My Place*

Poetry

1. Shaw Neilson – “To a Blue Flower”, “The Bard and the Lizard”
2. James McAuley – “Invocation”, “To Any Poet”
3. Peter Porter – “Your Attention Please”

Drama

1. Allen Saymour – *The One Day of the Year*
2. David Williamson – *Dead White Males*
3. Ray Lawler – *Summer of the Seventeenth Doll*

Prose /Short Story

1. Henry Lawson – „The Loaded Dog“
2. Barbara Baynton – „The Chosen Vessel“ or „Squeaker“'s Mate“

New Zealand

Fiction

1. Janet Frame - *Owls Do Cry*

Poetry

2. Allen Curnow – “Time”, “House and Land”

Canada

Fiction

1. Margaret Atwood – *The Blind Assassin*
2. Sinclair Rose- *As for Me and My House*
3. Carol Shields - *Larry's Party*

Poetry

1. A M Klein – “Indian Reservation: Caughnawaga”
2. P K Page- “First Neighbours”
3. A J M Smith – “Ode on the Death of William Butler Yeats”
4. Wilfred Campbell – “The Winter Lakes”
5. Margaret Atwood – “Journey to the Interior”

Drama

1. George Ryga,- *The Ecstasy of Rita Joe*
2. Sharon Pollack – *Blood Relations*

Prose /Short Story

1. Alice Munro – „The Love of a Good Woman“
2. Stephen Leacock- „My Financial Career“

Note: Selection of Poems from An Anthology of Commonwealth Poetry edited by C D Narsimhaiah

Expected Course Outcome:

- Understanding the emergence of comparative and cross-cultural studies with reference to Australian, Canadian literature and literature from the New Zealand.
- To understand the main currents of the development of English Language through reading of the texts from these countries.
- To demonstrate conceptual and textual understanding through interactive sessions and tests and exam.

Semester II

Paper I – Contemporary Literary Theory

Code – PELC – 506

Objectives

- To familiarize him/ her with important critical movements
- To give him/her first-hand knowledge of some of the works of the great critics
- To enable him/her to apply principles of criticism to literary texts
- To enable him/her to undertake further reading in critical movements and critical theory.

Section A

1. New Criticism and Russian Formalism
2. Structuralism
3. Deconstruction
4. Reader Response
5. Marxist Theories, Ideology and Discourse
6. Psychoanalysis
7. Postcolonial Theories
8. Feminism and Queer Theory
9. New Historicism and Cultural Materialism
10. Postmodernism

Section B

Short answer questions on of the Basic Ideas of:

1. Mikhail Bakhtin
2. Northrop Frye
3. Antonio Gramsci
4. Jurgen Habermas
5. Michel Foucault.
6. Paul Ricoeur
7. Hayden White

Course Outcomes:

After successful completion of this course, students will be able to:

1. Demonstrate a comprehensive understanding of major 20th-century literary theories.
2. Analyse literary texts using diverse theoretical frameworks to reveal deeper meanings, structures, and socio-political contexts.
3. Critically compare and contrast key theoretical movements and their influence on contemporary literary and cultural studies.
4. Apply theoretical concepts to specific literary and cultural texts, demonstrating independent critical thinking and interpretive skills.

Paper II – Core British Literature**Code – PELC- 507****Objectives of the course:**

- To consolidate the knowledge of the characteristics of various literary genres and British tradition in English Literature from the Romantic to the Victorian Age.
- To critically evaluate and interpret various forms and types of texts including plays, novels, poetry, and prose.
- To appreciate literature as an expression of human values within historical, political, cultural and social contexts from the Romantic to the Victorian Age.
- To hone the analytical skills and critical acumen in students through reading, discussion, and written assignments.
- To discover the Indian connection with British Literature produced during this era.

Drama

- 1.) William Congreve – *The Way of the World*
- 2.) Sydney Sheridan- *The School for Scandal*
- 3.) George Bernard Shaw - *Saint Joan*

Poetry

- 1.) Thomas Gray–“The Bard” / “The Progress of Poesy”
- 2.) William Wordsworth – “The Solitary Reaper” / “The World Is Too Much With Us”
- 3.) Samuel Taylor Coleridge–“The Rime of the Ancient Mariner”
- 4.) Byron–“On This Day I Complete my Thirty Sixth Year”
- 5.) John Keats–When I Have Fears/ Ode to Autumn /
- 6.) P B Shelly – “Ozymandias” / “Stanzas Written in Dejection” / “To The Skylark”
- 7.) Tennyson - Ring Out Wild Bells / “Crossing The Bar”
- 8.) Matthew Arnold–“To Marguerite” / “Memorial Verses”

Prose

1. Bunyan (allegory) – From *Pilgrim’s Progress* “The Hill Of Difficulty” and “The Valley of Humiliation”
2. Pepys (diary) – Pepy’s *Diaries* “ The Fire 2nd September 1666”
3. Boswell (biography) – *Life of Samuel Johnson*

Fiction

1. Walter Scott - *Ivan Hoe*
2. Jane Austen – *Persuasion*
3. Charles Dickens – *Oliver Twist*
4. George Eliot – *Silas Mariner*
5. Emily Bronte – *Wuthering Heights*

Expected course outcome:

By the end of this course the students will be able to:

- (i) Develop a sound understanding of the various genres, forms, and characteristics of English Literature.
- (ii) To critically analyse, interpret and evaluate various forms of literature and representative texts of eminent authors.
- (iii) Appreciate literature as an expression of human values culturally, aesthetically and emotionally.
- (iv) Sharpen their analytical skills and critical thinking through extensive reading, discussions, and research.
- (v) Discover their roots and bond with respect to Indian culture, ethos and traditions.

Paper III- Core American Literature Code – PELC- 508

Objectives:

- To introduce the student to the literature of the United States of America
- To familiarize him/her with the important literary movements and development of various genres of literature.
- To give him/her a first-hand knowledge of major writers and classics of American literature.
- To encourage him/her to take interest in the writers belonging to African American, Native American, Mexican, Hispanic, Chicano and Asian American communities. (Marginalized Voices)

Poetry

1. Allen Ginsburg – “Howl “(line 1-26), “A Supermarket in California”
2. Charles Olson – “Sun Right in My Eye and Maximus”, “To Himself”
3. Garry Snyder – “The Bath”, “Axe Handles”
4. John Berryman – From the *Dream Songs* (1, 14, 29) “Henry”s Understanding”
5. Anne Saxton – “All My Pretty Ones”, “How We Danced”
6. Audre Lorde – From the *House of Yemanja*, “Hanging Fire”
7. June Jordan – “The Reception”, “July 4”, “1984:For Buck”
8. Leslie Marmon Silko – “Long Time Ago”, “Toe”osh: A Laguna Coyote Story”
9. Joy Harjo – “Dear Dancer”, “Insomnia and the Seven Steps to Grace”
10. Denise Levertov – “Pleasures”, “The Day of Art”, “Song for Escher”

Drama

1. Edward Albee – *Zoo Story*
2. August Wilson – *Fences*
3. Lorraine Hansberry – *A Raisin in the Sun*
4. Ntozake Shange – *for colored girls who have considered suicide/when the rainbow is enuf*

Fiction

1. John Steinbeck – *The Grapes of Wrath*
2. Toni Morrison – *Beloved* (African American)
3. Richard Wright – *Black Boy* (African American)
4. Cherrie Moragu's (Hispanic) *Loving in the War Years*
5. Amy Tan's (Asian : Chinese) *The Joy Luck Club*

Prose

1. Thomas Paine – American Crisis
2. Edgar Elan Poe – Philosophy of Composition

Course Outcomes:

After reading the course a student will be able to:

1. Demonstrate a clear understanding of major trends, movements, and voices in modern and contemporary American literature across poetry, drama, fiction, and prose.
2. Analyze literary texts in relation to their historical, political, racial, gender, and cultural contexts, particularly within postwar, feminist, and multicultural frameworks.
3. Identify stylistic and thematic innovations introduced by poets such as Ginsberg, Olson, Snyder, Berryman, Sexton, Lorde, Jordan, Silko, Harjo, and Levertov, with emphasis on modernist and postmodernist poetics.
4. Examine dramatic representations of identity, race, and social struggle in the works of Albee, Wilson, Hansberry, and Shange.
5. Critically interpret American fiction that explores class, migration, ethnicity, and the human condition — from Steinbeck's realism to Morrison's and Wright's African-American narratives, and the multicultural voices of Moraga and Tan.

Paper IV – Core Indian Literature –II**Code – PELC- 509****Objectives:**

- To familiarize the student with major Indian writers in English and get their knowledge updated on contemporary Indian literature in English (Till First Decade of 21st Century).
- To enable him/her to understand the growth of Indian writing in English in the context of India's contact with English
- To introduce the students with the growth of various literary genres in socio-economic, political and religious context of India.
- To encourage students to understand the significance of Indian Literature in English and take up research.
- To make the students understand the connection between theory and literature in colonial and postcolonial Indian context.

Poetry

1. A. K. Ramanujan – “The Striders” / “Another View of Grace “
2. Sri Aurobindo – “The Pilgrim of the Night”
3. Toru Dutt – Sonnet – “The Lotus”
4. Nizim Ezekiel – “Night of the Scorpion” / “Poet Lover Birdwatcher”, “Jewish Wedding in Bombay”
5. Jayant Mahapatra– From “ Relationship” : „two“/ „Today I Watch Through The Window Evening Landscape By the River“/ “Events”
6. Gieve Patel - “On Killing A Tree” / “License” / “How Do You Withstand Body”
7. K K Daruwalla– “Rumination” / “The King Speaks to the Soldier”
8. Adil Jussawala - “Land's End” and “The Exile's Story”

Fiction

1. Bhabani Bhattacharya – *He Who Rides a Tiger*
2. Arvind Adiga- *The White Tiger*
3. Arundhati Roy – *God of Small Things*
4. Amitav Ghosh– *The Hungry Tide*

Drama

1. Asif Currimbhoy- *Goa*

2. Girish Karnad– *Flowers, Broken Images*
3. Dina Mehta – *Getting Away With Murder*

Short Stories/ Prose

1. V.S. Naipaul–*Enigma of Arrival* (nobelprize.org)
2. Ruskin Bond –From *Our Trees Still Grow in Dehra*“The Angry River”

Expected course outcome:

1. Students will have an in-depth knowledge of major Indian writers in English or English Translation, showcasing an understanding of their contributions and the evolution of contemporary Indian literature.
2. Students will be able to analyse the growth of Indian writing in English and Bhasha Literatures within the historical context of India's contact with the English language, recognizing key influences and transformative periods
3. Students will be able to critically examine and discuss various literary genres, considering the socio-economic, political, and religious factors that shape these genres in the diverse cultural landscape of India.
4. Students will be able to demonstrate the capability to initiate and conduct research projects related to Indian Literature in English, reflecting an understanding of the significance and relevance of the field.
5. Students will be able to connect theoretical frameworks with literary works, particularly in the colonial and postcolonial Indian context. Students will be able demonstrate a nuanced understanding of the relationship between literary theory and the actual practice of literature.

Paper V- Core New Literatures in English- II**Code – PELC- 510****Objectives:**

- To enable the student to understand the main currents of development in English Language writing in the Anglophone parts of Africa and Caribbean islands
- To introduce him/her to a few select writings in English from Africa and the West Indies and Guyana.
- To familiarize him/her the richness of cultural heritage of Africa through major writers and various genres.
- To initiate the process of cross cultural studies and comparative literary studies.

African & Caribbean Literature**Syllabus****African Literature****Fiction**

1. Chinua Achebe- *Things Fall Apart*
2. J M Coetzee- *Foe*

Poetry

1. Danis Brutus – “A Common Hate Enriched Our Love and Us”
2. Gabriel Okara – “The Mystic Drum”
3. BiragoDiop – “Breath”
4. John Pepper Clark – “The Casualties”
5. David Diop- “Africa”

Drama

1. Athol Fugard – *Master Harold*
2. Ama Ata Aidoo - *Anowa*

Caribbean Literature**Fiction**

1. V S Naipaul - *In a Free State*

2. Jean Rhys – *Wide Sargasso Sea*

Poetry

1. Edward Braithwaite – “Tizzic”
2. Derek Walcott – “Ruins of a Great House”
3. Mervyn Morris – “Judas”

Drama

1. Wole Soyinka- *Lion and the Jewel*
2. Derek Walcott – *Drums and Colours*

Note: Selection of Poems from An Anthology of Commonwealth Poetry edited by C D Narsimhaiah

Course Outcomes:

After completing this course, students will be able to:

1. Demonstrate an understanding of the historical, political, and cultural contexts that shaped African and Caribbean literatures.
2. Analyze how colonialism, decolonization, race, identity, and resistance are represented through fiction, poetry, drama, and nonfiction.
3. Evaluate the role of literature as a vehicle for cultural assertion, linguistic decolonization, and political transformation.
4. Compare and contrast African and Caribbean literary traditions, emphasizing shared histories and distinct cultural voices.
5. Develop skills of critical reading, literary interpretation, and scholarly writing informed by postcolonial theory and cultural criticism.

Semester III

Paper I – Core British Literature – III Code – PELC- 511

Course Objectives:

- Explore the historical and cultural factors that shaped British literature.
- Evaluate the significance of literary techniques and devices in conveying complex ideas and emotions.
- Develop critical analysis skills through the in-depth study of British literature.
- Foster interpretive skills to engage with complex texts and cultivate effective communication of critical insights through discussion and writing.

Drama

- 1.) J M Synge – *Riders to the Sea*
- 2.) John Osborne – *Look Back in Anger*
- 3.) Samuel Beckett – *Waiting for Godot*

Poetry

- 1.) Robert Browning – “Home Thoughts From Abroad” / “The Last Ride Together”
- 2.) Christina Rossetti – “The Blindest Buzzard That I Know” / “While I Sit At The Door”
- 3.) Elizabeth Barrett Browning – “The Cypress stood Up Like a Church”
- 4.) Thomas Hardy – “The Darkling Thrush” / “In The Time of Breaking Of Nations”
- 5.) Gerald Manley Hopkins – “Thou Art Indeed Just” / “Mine Own Heart”
- 6.) W B Yeats – “A Prayer for My Daughter” / “Dialogue of Self and Soul” / “Sailing to Byzantium”
- 7.) Wilfred Owen – “Dulce Et Decorum”
- 8.) T S Eliot – “The Wasteland”

Prose

1. Gibbon (history) – “Decline”
2. Milton – “Freedom of Press” (*Aeropagitica*)
3. Burke (oration) – “Impeachment of Warren Hastings”

Fiction

1. Joseph Conrad – *Lord Jim*
2. D H Lawrence – *Sons and Lovers*
3. James Joyce – *Portrait of an Artist as a Young Man*
4. Rudyard Kipling – *Kim*

Expected outcome:

1. Students will be able to identify and articulate the connections between literary works and the societal contexts, demonstrating a comprehensive awareness of the historical backdrop.
2. They will develop a keen ability to evaluate the significance of various literary techniques and devices employed by the authors.
3. They will synthesise historical, cultural, and literary knowledge to form a coherent and nuanced understanding of British literature.
4. They will exhibit competence in crafting well-structured written analyses and engaging in articulate class discussions, showcasing their developed communication skills.

Paper II – Optional – I Elective Subjects

Papers will be chosen from the list of Final Electives capping of 35 students each Elective subject

Total students – 270

Capping per subject – 35

Number of Electives required – $270/35 = 7.71$ Or 8 different Elective Subjects

Subject	Code
Paper II- Optional I (Group A)(capping 35 students)-	
Elective 1	PELE – 651
Elective 2	PELE –652
Elective 3	PELE –653
Elective 4	PELE–654
Elective 5	PELE –655
Elective 6	PELE –656
Elective 7	PELE –657
Elective 8	PELE -658

Course: Fiction in India-I (Elective- I)

Course Objectives:

- To familiarize the students with the diversity in the Indian fiction from the different parts of the country.
- To engage students in a critical analysis of the novels within the framework of their own lived experiences.
- To familiarize students with social issues and values depicted in Indian fiction.
- To enhance students' critical thinking to explore and comment on social issues particularly related to women depicted in Indian fiction.
- To enable students to engage in a cultural critique of the novels, encouraging them to explore the author's commentary on social norms, values, and practices.

Course Contents:

1. Tagore – Home and Abroad
2. Haadi Ruswa – Umrao Jaan Ada
3. Rajinder Singh Bedi – I Take This Woman
4. Premchand – Godaan, Nirmala

Course Outcomes:

By the end of the course, students will be able to:

1. learn the Indian fiction written in various languages from the different parts of the nation.
2. demonstrate an understanding of key cultural and ethical aspects of Indian society as portrayed in Indian fiction.
3. develop an understanding of social issues offered in the novels including cultural practices, social norms, and values.
4. to articulate nuanced perspectives on the representation of women, considering cultural, historical, and literary contexts.
5. articulate insights into the interplay between cultural nuances and broader societal implications presented in the novels.

Course: Children's Literature-I (Elective-II)

Course Objectives:

The Learning Objectives of this course are as follows:

- To introduce students to the breadth and scope of the field of Children's Literature
- To expose the reader to the generic variety of Children's Literature
- To study and critique the major landmark texts of Children's Literature

Course Content:

Unit I:

- Introduction to Children's Literature
- Genres and Childhood Studies

Unit II:

- Grimm's & Perrault's *Little Red Riding Hood*
- Perrault's *Cinderella*

Unit III:

- Roald Dahl – "The Scorpion"
- Ruskin Bond – "The Lone Fox", "If Mice Could Roar", "The Little Spider"

Unit IV:

- Lewis Carroll – *Alice in Wonderland*
- J.K. Rowling – *Harry Potter and the Sorcerer's Stone*

References: Peter Hunt, Oberstein, Doonan, Bottigheimer

Course Outcomes:

Students are expected to gain an appreciation of:

1. Children's Literature as a whole;
2. its history and tradition;
3. major texts and genres.

Irish Literature-I (Elective III)

Course Objectives:

- To introduce students to the important texts in English produced by Irish Writers.
- To expose the readers to notable writers in Irish Literature and to enable them to understand their writing styles and literary techniques.
- To make students familiar with the aspects of Irish culture and the significant features of Irish people and society.
- To make students understand the distinct flavour of Irish Literature and discern its difference from the literature produced by English authors.

Course Content:

- 1 Louis MacNeice – Poems:
 - River in Spate
 - Sunday Morning
 - Train to Dublin
- 2 Iris Murdoch – *Black Prince* (Novel)
- 3 Bernard Shaw – *Pygmalion* (Play)

Course Outcomes:

At the end of the course, the students will be able to-

1. Get an idea of the contribution of Irish Writers towards English Literature.
2. Understand the characteristic features of Irish Culture and Traditions.
3. Trace out the evolution and development of Irish Literature.
4. Have a fair understanding about the different genres of Irish Literature.

Nature and Literature / Nature Writing

(Elective IV)

Course Objectives:

- To familiarize the students with the fundamental concepts, and introduce some theories on the relationship between environment and literature.
- To encourage students to comprehend the ways in which shifting literary depictions of the natural world have influenced societal perceptions of interactions between humans and environment.
- To develop an appreciation of the role of literary fiction/non-fiction in awakening a sense of responsibility towards environment.
- To enhance a critical ability to identify and evaluate underlying environmental issues/concerns in indigenous cultures.

Course Contents:

Unit I:

Theoretical issues: Old/New World wilderness, The sublime, "The trouble with wilderness"
Barbara Kingsolver – *Flight Behaviour*

Unit II:

R.E. Hawkins – *Jim Corbett's India*
AJT John Singh – *Field Days*

Unit III:

Ruskin Bond – *All Roads Lead to Ganga*
Gieve Patel – "On Killing a Tree" / A.K. Ramanujan – "Ecology"

Unit IV:

Vera L. Norwood – "Heroines of Nature"
Wendell Berry – "The Second Coming of the Trees" / Mary Oliver – "When I Among the Trees"

Recommended Reading: Includes works by Hawkins, Glotfelty, Hucklebridge, Singh, Buell, Bond, Kingsolver.

Course Outcomes:

By the end of the course, the students shall be able to:

1. Explain in greater detail the subjects, problems, and ideas that are presented in environmental literature (in its diverse forms).
2. Gain cognizance about the impending environmental crises and how literature is responding to the same.

3. Enhance their comprehension of the contemporary environmental issues.
4. Analyze the significance of literary works in engaging with environmental issues and challenges.
5. Acquire awareness about immediate/wider surroundings through lived experiences on various themes related to daily life.

Existentialism in Literature (Elective V)

Course Objectives:

This course aims to:

- Introduce the philosophical branch of Existentialism, its origins and development.
- Familiarize the basic concepts of Existentialism.
- Understand the major theories of Existentialism as propounded by the major Existentialist philosophers.
- Explore Existentialism through the complex relationships through works which express the philosophy at the idea level as well as works that express the entire gamut of experience that an individual goes through in real and metaphorical terms.

Course Content:

1. Friedrich Nietzsche – *Thus Spoke Zarathustra*
2. Søren Kierkegaard – *My Point of View as an Author*
3. Albert Camus – *Myth of Sisyphus*
4. Satish Alekar – *The Dread Departure*
5. Arun Joshi – *The Strange Case of Billy Biswas*

Recommended Reading:

- *The Modern Tradition* – Ellman & Fiedelson
- *The Outsider* – Colin Wilson

Course Outcomes:

By the end of the course, the students are expected to be able to:

1. Explain Existentialism and its basic concepts.
2. Explain and analyse the major theories of Existentialism.
3. Analyse how literary texts reflect Existentialism.
4. Use the theoretical framework of Existentialism to analyse literary texts from different contexts.

Paper – III – Optional II - Elective Subjects

Papers will be chosen from the list of Final Electives capping of 35 students each Elective subject

Total students – 270

Capping per subject – 35

Number of Electives required – $270/35 = 7.71$ Or (8 different Elective Subjects)

Subject	Code
Paper III – Optional II (Group B) (Capping 35 students)	
Elective 9	PELE –659
Elective 10	PELE –660
Elective 11	PELE –661
Elective 12	PELE –662
Elective 13	PELE –663
Elective 14	PELE –664
Elective 15	PELE –665
Elective 16	PELE –666
Paper IV- Project	PELP –698
Paper V – Viva Voce	PELV- 598

Theatre in India-II (Elective VI)

Course Objectives:

The Learning Objectives of this course are as follows:

- to create a better understanding about the development of theatre in India in the modern times.
- to build an understanding of the need to look at theatre and its performativity as a part of literature.
- to create an understanding of the impact of traditional and folk theatre arts on development of modern theatre in India.

Course Content:

1. Sri Ranga – Listen Janmejaya
2. Chandra Shekhar Kambar – Jo Kumarswamy
3. Mahesh Elkunchwar – Autobiography (AtmaKatha)
4. Utpal Dutt – The Great Rebellion
5. Habib Tanvir – Charandas Chor
6. Mahashweta Devi – Five Plays (Selections)

Course Outcomes:

After completion of the course, a student will be able to:

1. appreciate the growth of Indian theatre in modern times in a better way.
2. understand the various folk theatre forms and their impact on modern Indian theatre
3. understand the way theatre can be a tool for social change.

Course: Tagore (Elective VII)

Course Objectives:

- To introduce students to Tagore's philosophical, spiritual, and humanistic vision through his literary works.
- To analyze *The Post Office* as an allegorical exploration of freedom, suffering, and transcendence.
- To understand Tagore's spiritual philosophy and concept of the divine as expressed in *The Religion of Man* (Ch. 1–7).
- To critically examine *The Home and the World* in the context of nationalism, gender, and moral conflict.
- To appreciate *Gitanjali* as a poetic expression of universal spirituality and devotion.

Course Content:

1. The Post Office
2. The Religion of Man (Chapters 1-7)
3. The Home and the World
4. Gitanjali

Course Outcomes:

At the end of the course the students will be able to-

1. Demonstrate understanding of Tagore's humanism and its manifestation in his writings.
2. Analyze the symbolic and allegorical elements in *The Post Office*.
3. Interpret Tagore's spiritual philosophy as articulated in *The Religion of Man*.
4. Evaluate the themes of nationalism and ethical dilemmas in *The Home and the World*.
5. Appreciate and articulate the spiritual and lyrical essence of *Gitanjali*.

Course: Linguistics, Phonetics and Modern Grammar-I

(Elective VIII – PELE-658)

Course Objectives:

- Introduce students to fundamental concepts of language, communication, and linguistic change.
- Acquaint students with the seminal ideas of Saussure and Bloomfield and their relevance to modern linguistic thought.
- Enable students to identify and describe speech sounds, phonemes, and patterns of pronunciation using the International Phonetic Alphabet (IPA).
- Provide knowledge of linguistic levels—morphology, syntax, and semantics—to understand how language conveys meaning.

Course Content:

Unit I:

- Origin of Language, Communication, Linguistics, Language Change

Unit II:

- Saussure – *Course in General Linguistics*
- Bloomfield – *Language*

Unit III:

- Organs of Speech, IPA, Phonemes, Stress, Clusters

Unit IV:

- Morphology, Syntax, Semantics, Phrase Structure

Suggested Readings: Includes works by Pinker, Gleason, Balasubramaniam, Bansal, Dhamija, Gimson, Jones, Bakshi, Halliday, Jespersen, Langacker, Leech, Palmer, Quirk, Sinha

Course Outcomes:

After going through the course, the students will be able to:

1. Demonstrate understanding of the origin, nature, and evolution of human language and basic linguistic concepts.
2. Explain key linguistic theories of Saussure and Bloomfield and their contributions to structural linguistics.
3. Identify and transcribe speech sounds, phonemes, and stress patterns accurately using the IPA system.
4. Analyze the structure of words, phrases, and sentences and interpret how meaning is formed through morphology, syntax, and semantics.

Gender and Literature-I

(Elective IX – PELE-659)

Course Objectives:

Objectives of the course are to:

- familiarize students with literature about gender and sexuality,
- develop the understanding of the students in theoretical concepts of gender and sexuality in the view of social and cultural construction,
- introduce the students with the history of women and gender relations,
- discuss the impact of gender stereotypes on human lives.

Course Content

1. Theoretical Issues
2. William Shakespeare – As You Like It
3. Virginia Woolf – A Room of One's Own
4. Margaret Atwood – The Handmaid's Tale

Course Outcomes:

On successful completion of the course students will be able to:

1. analyse literary texts and understand gender roles in life,
2. understand the function of patriarchy in the oppression of the sexes,
3. realize ideas of womanism, femalism, feminism, antifeminism and masculinity,
4. analyse socio-cultural constructions of gender.

Partition of India-I (Elective X)

Course Objectives:

- Partition events continue to shape the socio-political course of the country.
- It is important to come to a better understanding of this phase and literature about partition is as important if not more than the accounts in the books of history.
- to read history between the lines of literature, to read discourse in narratives and to understand the human cost of a political event.

Course Contents:

1. Bapsi Sidhwa – *Ice-Candy Man*
2. Manohar Malgaonkar – *A Bend in the Ganges*
3. W.H. Auden – “Partition” (Poem)
4. Taslima Nasreen – “Broken Bengal” / “Denial”
5. Jibananda Das – “Go Where You Will” / “I Have Seen Bengal’s Face”
6. Ramesh Chandra Sen – *The White Horse*
7. Attia Hosain – *After the Storm*

Course Outcomes:

The expected course learning outcomes that students need to demonstrate include the ability to:

1. understand multiple partitions which have taken place all over the world and their impact on the psyche of people.
2. critically analyse the experiences of different sections of society during and after partition in India and its treatment in Partition Literature.
3. understand the trauma of women during Partition as being somewhat different in nature to that of men.

Semester IV

Paper I – Core British Literature- IV Code – PELC- 512

This paper strives towards making students:

- Explore the historical and cultural factors that shaped British literature;
- Evaluate the significance of literary techniques and devices in conveying complex ideas and emotions;
- Develop critical analysis skills through the in-depth study of British literature; and
- Foster interpretive skills to engage with complex texts and cultivate effective communication of critical insights through discussion and writing.

Content:

Drama

- 1.) Bolt - *Man for All Seasons*
- 2.) Stoppard – *Rosencrantz and Guildenstern are Dead*
- 3.) Delaney – *A Taste of Honey*

Poetry

- 1.) Ezra Pound - “The Return” / “A Pact” / “The River Merchant’s Wife: A Lament” / “Lament Of The Frontier Guard”
- 2.) W H Auden – “The Unknown Citizen” / From *In Time Of War* XIV, XVII, XVIII
- 3.) Dylan Thomas – “The Force That Through The Green Fuse Drives The Flower”/ “And Death Shall Have No Dominion”
- 4.) Philip Larkin – “Faith Healing” / “The Whitsun Wedding”
- 5.) Seamus Heaney – “Casualty” / “The Strand At Lough Beg”
- 6.) Carol Anne Duffy – “Medusa” / “Mrs Lazarus” / “Warming Her Pearls”
- 7.) Tony Harrison – “On Not Being Milton” / “Turns” / “History Classes”
- 8.) MedbhMcGuckian – “The War Ending”/ “The Dream Language of Fergus”
- 9.) Ted Hughes - “The Thought Fox” and “An Otter”

Prose

1. Hobbes – selection from “Leviathan”
2. William Hazlitt (personal) – “Confessions of an Opium Eater”
3. Walter Pater (aesthetics) – From *Appreciations* “Shakespeare’s English Kings”
4. Charles Lamb - Essays of Elia – “Poor Relations”/ “Chimney Sweepers”

Fiction

1. Iris Murdoch – *The Sea*
2. Doris Lessing – *Golden Notebook*

Short Story/ Prose

1. E M Forster – *The Eternal Moment*
2. D H Lawrence – *The White Stocking*

Expected Course Outcome:

After taking this course the students will be able to:

1. identify and articulate the connections between literary works and the societal contexts, demonstrating a comprehensive awareness of the historical backdrop.
2. develop a keen ability to evaluate the significance of various literary techniques and devices employed by the authors.
3. synthesise historical, cultural, and literary knowledge to form a coherent and nuanced understanding of British literature.
4. exhibit competence in crafting well-structured written analyses and engaging in articulate class discussions, showcasing their developed communication skills.

Paper II- Optional- I Elective Subjects

Papers will be chosen from the list of Final Electives capping of 35 students each Elective subject

Total students – 270

Capping per subject – 35

Number of Electives required – $270/35 = 7.71$ (8 different Elective Subjects)

Subject	Code
Paper II - Optional I(Group C) (Capping 35 students)-	
Elective 17	PELE –667
Elective 18	PELE –668
Elective 19	PELE –669
Elective 20	PELE–670
Elective 21	PELE –671
Elective 22	PELE –672
Elective 23	PELE –673
Elective 24	PELE - 674

Paper III – Optional- II Elective Subjects

Papers will be chosen from the list of Final Electives capping of 35 students each Elective subject

Total students – 270

Capping per subject – 35

Number of Electives required – $270/35 = 7.71$ (8 different Elective Subjects)

Subject	Code
Paper III - Optional II (Capping 35 students)(Group D)	
Elective 25	PELE –675
Elective 26	PELE –676
Elective 27	PELE –677
Elective 28	PELE–678
Elective 29	PELE –679
Elective 30	PELE – 680
Elective 31	PELE –681
Elective 32	PELE -682
Paper IV – Project	PELP – 699
Paper V- Viva	PELV- 599

Optional I - Paper II Group D Semester IV

Course: Fiction In India-II (Elective I)

Course Objectives:

- To familiarize the students with the diversity in the Indian fiction from the different parts of the country.
- To engage students in a critical analysis of the novels within the framework of their own lived experiences.
- To familiarize students with social issues and values depicted in Indian fiction.
- To enhance students' critical thinking to explore and comment on social issues particularly related to women depicted in Indian fiction.
- To enable students to engage in a cultural critique of the novels, encouraging them to explore the author's commentary on social norms, values, and practices.

Course Content:

1. Thakazhi Sankara Pillai – Chemmeen
2. Siva Sankari- Tyagu
3. Sivaji Savant – Mrityunjaya
4. Indira Goswami – Man From Chinnamasta

Course Outcomes:

By the end of the course students will be able to:

1. learn the Indian fiction written in various languages from the different parts of the nation.
2. demonstrate an understanding of key cultural and ethical aspects of Indian society as portrayed in Indian fiction.
3. develop an understanding of social issues offered in the novels including cultural practices, social norms, and values.
4. to articulate nuanced perspectives on the representation of women, considering cultural, historical, and literary contexts.
5. articulate insights into the interplay between cultural nuances and broader societal implications presented in the novels.

Course: Children's Literature-II (Elective II)

Objectives of the Course:

- To introduce students to the breadth and scope of the field of Children's Literature.
- To expose the reader to the contemporary issues of relevance like gender, ideology, folklore in Children's Literature.
- To study and critique the major landmark texts of Children's Literature.

Course Content:

Unit I:

- Popular Literature
- Gender & Sexuality
- Folklore
- Ideology & Politics

Unit II:

- R.L. Stevenson – *Adventure Freaston*
- Louisa May Alcott – *Bildungsroman*

Unit III:

- Poetry:
 - "Windy Nights" – R.L. Stevenson
 - "Dreams" – Langston Hughes
 - "Trees" – Joyce Kilmer
 - "Knoxville, Tennessee" – Nikki Giovanni
 - "Rope Rhyme" – Eloise Greenfield

Unit IV:

- J.R.R. Tolkien – *The Hobbit*
- L. Frank Baum – *The Wizard of Oz*

Readings: Bettelheim, D'Aulaire, De la Mare, Dickinson, Gardner, Grimm, Edgeworth, Frye, Hallett & Karasek, Harrison & Maguire

Expected Outcomes:

The students are expected to form an appreciation of -

1. the issues involved in the study of Children's Literature,
2. major texts &
3. genres of Children's Literature.

Course: Irish Literature-II (Elective-III)

Objectives of the Course:

- To further enhance the knowledge of students related to Irish Literature
- To enable the readers to have an insight about the contemporary Irish writers and the major themes taken up in their writings.
- To equip the readers with a critical understanding of Irish Literature and to be acquainted with the nuances of this literature.
- To make the students familiar with the current issues concerning the world at large and the Irish society in particular.

Course Content:

1. Seamus Heaney – Poems:
 - Follower
 - Thather
 - The Plantation
2. Emma Donoghue – *Room* (Novel)
3. J.M. Synge – *Riders to the Sea* (Play)

Expected Outcomes:

At the end of the course the students will be able to-

1. Get an idea of the contemporary Irish Writers and their contribution
2. Analyse texts critically from the point of view of Irish Culture and Society.
3. Get a fair idea about the contemporary situation of the land and people of Ireland.
4. Differentiate the specifics of Irish Literature from other Literatures in English.

Course: Literature and the Environment (Elective IV)

Course Objectives:

- To acquaint students with fundamental concepts such as ecocriticism, ecofeminism, deep ecology and Anthropocene.
- To enable students to make the connections between both aspects of eco-literature.
- To instil environmental consciousness in the students.
- To highlight the passive position of the external environment with correlation to several other marginalized groups.

Course Content:

Unit I:

- Introduction to Ecocriticism
- Environmentalism, Pastoral, Wilderness
- Romanticism: *Ancient Mariner* (poetry)

Unit II:

- Raymond Williams – "The Green Language"
- Margaret Atwood – *Surfacing*
- Rachel Carson – *Silent Spring*

Unit III:

- Madhav Gadgil & Ramchandra Guha – *From This Fissured Land*
- Amitav Ghosh – *The Hungry Tide*
- Stephen Alter – *In the Jungles of the Night*

Unit IV:

- Carolyn Merchant – "Nature as Female"
- Arne Naess – "Deep Ecological Movement"

Note: Units are aligned with TI, T2, etc. Alternate texts may be taught.

Expected Course Outcome:

By the end of the course the students shall be able to:

1. appreciate core concepts of the discipline such as ecocriticism, deep ecology, environmental conservation, ecofeminism, among others.
2. articulate restorative measures and alternative solutions to environmental problems
3. observe the interrelatedness of human society and the natural environment
4. become conscious of human beings' interference in the natural environment.

Course: Existentialism and Literature-II (Elective-V)

Objectives of the Course:

- Explore the relationship between Existentialism and literature from different contexts.
- Explore Existentialism through the complex relationships through works which express the philosophy at the idea level as well as works that express the entire gamut of experience that an individual goes through in real and metaphorical terms.
- Analyse how the opposition of the individual and society, the inner division of particularity and universality, the struggle for authenticity and the troubled assertion of freedom, makes the individual self go through the entire existential vocabulary of absurdity, choice, dread, despair and commitment.

Course content:

1. Samuel Beckett – *Melone Dies*
2. Jean-Paul Sartre – *Flies*
3. Jean Genet – *The Balcony*
4. Badal Sircar – *Evam Indrajit*
5. Dharmveer Bharti – *Andha Yug*

Recommended Reading:

- *The Modern Tradition* – Ellman & Fiedelson
- *The Outsider* – Colin Wilson

Expected Course Outcomes:

By the end of the course, the students are expected to be able to:

1. Analyse how literary texts reflect Existentialism.
2. Use the theoretical framework of Existentialism to analyse literary texts from different contexts.
3. Compare literary texts from different contexts to understand and analyse how Existentialism manifests in these texts in similar or different ways.

Course: Theatre in India – II (Elective-VI)

Objectives of the course

- To understand recent trends in theatre which give a distinct identity to theatre in India.
- to familiarize the student with the ideas of text and performativity of text
- to develop the awareness of the impact of some western experimental theatre traditions on Indian theatre.

Course content:

1. K.N. Pannikar – The Lone Tuskar
2. Kanhailal – Pebet
3. Badal Sircar – The Procession (Michchil)
4. Vijay Tendulkar – Ghashiram Kotwal
5. Mohan Rakesh – One Day in Ashadh
6. Kusum Kumar – Listen Shefali

Expected course outcome:

After taking this course the students will be able to:

1. get a deeper understanding of the changes in theatre practices in India,
2. appreciate the interrelationship of theatre as text and its praxis
3. understand the importance of performativity of the text as the core of the text.

Course: D. H. Lawrence (Elective VII)

Course Objectives

- To understand and analyze the major thematic concerns, narrative techniques, and philosophical ideas in D.H. Lawrence's novels, short stories, and poems.
- To examine Lawrence's portrayal of human relationships, sexuality, industrialization, and the conflict between instinct and intellect.
- To explore the socio-cultural and psychological dimensions in Lawrence's representation of gender and class.
- To evaluate Lawrence's contribution to modern English literature and his influence on later literary movements.

Course Content:

Novels:

1. The Rainbow
2. Women in Love
3. Lady Chatterley's Lover
4. The White Peacock
5. Aaron's Rod

Short Stories:

1. The Rocking Horse Winner
2. The Virgin and the Gypsy

Poems:

1. Destiny
2. Piano
3. Snake

Course Outcomes:

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

1. Demonstrate comprehensive knowledge of Lawrence's key novels with emphasis on themes of love, individuality, and society.
2. Critically analyze Lawrence's short stories to understand his exploration of moral, psychological, and spiritual dimensions.
3. Interpret the symbolic and emotional depth of Lawrence's poems with an appreciation of his poetic style and philosophy of life.
4. Apply theoretical and critical frameworks to discuss Lawrence's treatment of modernity, sexuality, and human consciousness.

Course: Linguistics, Phonetics and Modern Grammar-II (Elective VIII)

Course Objectives:

- To introduce the use of language in different social contexts with a focus on social- power, gender and mass media.
- To introduce various stylistic tools to analyse and appreciate literary texts from linguistic point of view and Discourse Analysis
- To introduce the basic principles, concepts and methods of English Language Teaching with reference to ESP.

Course content:

Unit I:

- Sociolinguistics, Pragmatics, Codes, Diglossia, Speech Acts

Unit II:

- Language and Mass Media, Advertising, News, Gender

Unit III:

- Style, Stylistics, Literary Criticism

Unit IV:

- Discourse Analysis, Coherence, Critical Discourse

Unit V:

- ELT & ESP: Course Design, Methodology, Teacher Role

Suggested Readings: Includes Austin, Holmes, Leech, Bell, Cameron, Black, Simpson, Fairclough, Gee, Basturkmen, Harmer, Hutchison, Larsen-Freeman, Richards

Course outcomes:

After going through the course, the students will be able to:

1. understand the use of language in different social contexts
2. use various stylistic tools to analyse and appreciate literary texts from linguistic/discourse point of view
3. apply the basic principles, concept and methods of ELT/ESP in the specific situations.

Course: Gender and Literature-II (Elective IX)

Course Objectives:

- To introduce students to theoretical perspectives on gender, identity, and social constructs in literature.
- To critically analyze Mahesh Dattani's *Tara* as a reflection of gender discrimination and social conditioning.
- To explore Chimamanda Ngozi Adichie's *We Should All Be Feminists* to understand modern feminist discourse and its global relevance.
- To examine Arundhati Roy's *The Ministry of Utmost Happiness* as a narrative of marginalized identities and resistance.
- To develop critical reading, interpretation, and analytical writing skills related to gender and social inequality in literature.

Course Content:

1. Theoretical Background
2. Mahesh Dattani – *Tara*
3. Chimamanda Ngozi Adichie – *We Should All Be Feminists* (Extracts)
4. Arundhati Roy – *The Ministry of Utmost Happiness*

Suggested Reading: Judith Butler, Naomi Wolf, Cordelia Fine, David Glover, Ronald Hall

Course Outcomes:

On successful completion of the course the students will be able to:

1. Demonstrate understanding of key gender theories and their literary applications.
2. Analyze the portrayal of gender bias and societal structures in *Tara*.
3. Critically evaluate feminist arguments in Adichie's work and connect them to real-world contexts.
4. Interpret themes of identity, marginalization, and resistance in Roy's *The Ministry of Utmost Happiness*.
5. Synthesize insights from diverse texts to articulate informed perspectives on gender and social justice.

Course: Partition of India -II (Elective- X)

Objectives of the course:

- Partition events continue to shape the socio-political course of the country. It is important to come to a better understanding of this phase and literature about partition is as important if not more than the accounts in the books of history.
- to read history between the lines of literature, to read discourse in narratives and to understand the human cost of a political event.

Content:

1. Kamleshwar – Partitions
2. Rahi Masoom Raza – A Village Divided (Trans. Gillian Wright; Adha Gaon)
3. Faiz Ahmed Faiz – “Freedom’s Dawn”
4. Amrita Pritam – “Aj Akhan Waris Shah Nu”
5. Saadat Hasan Manto – Toba Tek Singh
6. Ismat Chughtai – Roots

Recommended Reading:

Alok Bhalla – Stories of Partition, Vols. 1–4, HarperCollins

Sukrita Paul Kumar – Narrating Partition: Texts, Interpretations, Ideas, Indialog

Expected course outcomes:

The expected course learning outcomes that students need to demonstrate include the ability to:

1. Understand multiple partitions which have taken place all over the world and their impact on the psyche of people.
2. critically analyse the experiences of different sections of society during and after partition in India and its treatment in Partition Literature.
3. understand the trauma of women during Partition as being somewhat different in nature to that of men.