



## **Department of English & Other Foreign Languages**

### **Dr. Shakuntala Misra National Rehabilitation University, Lucknow**

#### **Post Graduation - English**

#### **NEP - Syllabus**

**2024-25**

#### **Committee:**

Prof. V.K. Singh (Convenor)

Prof. Nishi Pandey

Prof. Prakash Joshi

Dr. Vipin Kumar Pandey

Dr. Pragya Srivastava

## Post Graduation 2024-25

[illegible]

OR (Course Work Mode)						
M.A. 2	III	Literary Theory and Criticism	Theory	05	ENG-CO9	25+75=100
M.A. 2	III	Popular Literature	Theory	05	ENG-CO10	25+75=100
M.A. 2	III	New Literatures in English	Theory	05	ENG-CO14	25+75=100
M.A. 2	III	Gender Studies	Theory	05	ENG-CO15	25+75=100
Total Credit: 20						
M.A. 2	IV	Translation Studies	Theory	05	ENG-CO12	25+75=100
M.A. 2	IV	Cultural Studies	Theory	05	ENG-CO13	25+75=100
M.A. 2	IV	South Asian Literature	Theory	05	ENG-CO16	25+75=100
M.A. 2	IV	Literature and Films	Theory	05	ENG-CO17	25+75=100
Total Credit: 20						
<b>Grand Total Credit: 80</b>						

## **Programme Outcomes**

The programme aims to:

- Develop the ability to critically appreciate classical texts and understand their cultural and historical contexts.
- Understand the origins and development of epic poetry, tragedy, and comedy.
- Develop an understanding of the Renaissance's spread, impact, and revolutionary ideas.
- Identify the shift towards humanism post-Renaissance and Reformation.
- Enhance analytical skills by comparing Renaissance ideas with contemporary thought.
- Recognize the significance of translation in a multicultural world.
- Develop an understanding of issues like equivalence, loss, and gain in translation.
- Study films as literary artifacts and understand basic filmmaking concepts.
- Develop awareness of disability as a socio-cultural construct.
- Create an analytical framework for evaluating disability representations in literature and culture.
- Develop an understanding of popular literature as a genre.
- Foster the holistic development of students by integrating multidisciplinary and interdisciplinary approaches, encouraging a broad understanding of English literature within diverse cultural, historical, and social contexts.
- Develop advanced critical thinking and analytical skills, enabling students to interpret, critique, and appreciate literary texts and theories rigorously.
- Equip students with comprehensive research skills and methodologies, fostering independent and innovative research in English literature and related fields.
- Enhance awareness of the cultural and historical dimensions of literature, emphasizing the significance of classical, medieval, and contemporary works from various cultures and periods.
- Develop students' ability to communicate creatively and professionally, both in written and oral forms, preparing them for diverse career opportunities in academia, publishing, media, and other fields.
- Encourage interdisciplinary and multidisciplinary integration, enabling students to draw connections between literature and other disciplines such as history, philosophy, sociology, and the arts.

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## **PROGRAMME SPECIFIC OUTCOMES (PSOs)**

### **M. A. Semester - I**

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

- Trace the growth and significance of Classical Literature and its contribution to English Literature.
- Outline the philosophical, political and critical thought of Plato and Aristotle.
- Understand the origin of Epic poetry, Tragedy, Comedy as proper genres.
- Develop an understanding of Renaissance and its impact on English Literature.
- Understand the significance and contribution of Chaucer to English poetry.
- Trace the evolution of different literary genres in Elizabethan England.
- Understand the nuances of English Tragedy and Comedy with special reference to Shakespeare and the University Wits.
- Comprehend the development of prose in English literature.
- Trace the shift in English history with reference to the Civil War, Puritan Interregnum, and the Restoration Age.
- Comprehend different genres relevant to Restoration and Neoclassical age – Restoration Comedy, Mock Epic, Novel, Periodical Essay, etc.
- Trace the shift in thought in a historical context and the revolutions in Europe that led to the English Romantic Revival and developed the philosophy of Romanticism.
- Comprehend the emergence of female narratives in art and literature.
- Develop an understanding of the Industrial Revolution, English imperialism, Darwinism, and their effects on the society
- Familiarise with terms like ‘Victorian Paradox’, ‘Victorian Compromise’, and ‘Victorian Hypocrisy’.
- Comprehend the plight of the working class people amidst the industrially advanced, polluted and deteriorating urban setup of England.

## **Semester 1**

### **Core Paper 1 – Classical Literature (Credit: 5)**

#### **ENG-CO1**

#### **Course Outcomes:**

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

- Develop a lively interest in the Classical world and in its several aspects.
- Promote the concept of the modern world's great indebtedness to Greece and Rome.
- Get fundamental knowledge and skills that will be invaluable for their future studies.

**Unit 1** – Historical, Socio-Cultural, Political and Intellectual Background of Classical Literature

**Unit 2** – Greek and Roman Literature – Literary Tendencies, Philosophical Leanings, Outline of the Literary Output of the Classical Era

**Unit 3** – Plato – *The Republic* (Book 10)

Aristotle - *Nicomachean Ethics* (Book 1)

**Unit 4 – Epic**

Homer – *Odyssey* (Book 1)

Virgil – *Aeneid* (Book 1)

**Unit 5 – Greek and Roman Tragedy**

Sophocles – *Antigone*

Seneca – *Phaedra*

**Unit 6 – Greek Comedy**

Aristophanes – *The Frogs*

#### **Suggested Readings:**

- J.B. Bury, R. Meiggs. *History of Greece*. St. Martin's Press, 1996.
- M. Cary, H.H. Scullard. *A History of Rome*. Bedford / St. Martin's Press, 1976.
- Rose, H.J. *A Handbook of Greek Mythology*. Routledge, 1990.
- D. Strong, *Roman Art*. Yale University Press, 1992.

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## Core Paper 2 – 14<sup>th</sup> to 16<sup>th</sup> Century British Literature - (Credit: 5)

### ENG-CO2

#### Course Outcomes:

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

- Develop an understanding of the concept and impact of Renaissance.
- Assess how Renaissance ideas revolutionized the entire Europe.
- Recognize the impact of discovery of new lands and circulation of new ideas across Europe.
- Identify the shift of the worldview towards humanism, post Renaissance and Reformation.
- Compare the similarities between the Renaissance and contemporary ideas.

**Unit 1** – Historical, Socio-Cultural, Political and Intellectual Background of the age

**Unit 2** – Literary Forms and Devices – Sonnet, Epic, Allegory, Tragedy, Comedy

#### **Unit 3 – Poetry I**

Geoffrey Chaucer - Prologue to *The Canterbury Tales*

William Langland – *Piers Plowman*

#### **Unit 4 – Poetry II**

William Shakespeare – Sonnet 30, 66

John Donne - “Canonization”, “The Good Morrow”

#### **Unit 5 – Drama**

William Shakespeare - *Hamlet*

Ben Jonson - *The Alchemist*

#### **Unit 6 – Prose**

Thomas More - *Utopia* (Book 2)

Francis Bacon - “Of Truth”

#### **Suggested Readings:**

- Ford, Boris. *The Pelican Guide to English Literature*.
- Daiches, David. *A Critical History of English Literature*.
- Rickett, Arthur Compton. *A History of English Literature*.
- Poplawski, Paul. *English Literature in Context*.
- Nayar, Pramod K. *A Short History of English Literature*.

## Core Paper 3 – 17<sup>th</sup> to 18<sup>th</sup> Century British Literature (Credit: 5)

### ENG-CO3

#### Course Outcomes:

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

- Estimate the social and cultural impact of the political events of the Restoration.
- Develop an understanding of the beginnings of the modern political system which started in England after Restoration.
- Appraise the different aspects of the Age of Reason.
- Assess the impact of the spread of education and its reflection in the consequent emergent cultural and political issues of the day.
- Identify the reasons of the emergence of prose and novels and the decline of drama in England.

**Unit 1** – Historical, Socio-Cultural, Political and Intellectual Background of the age

**Unit 2** – Literary Devices – Mock Epic, Periodical Essay, Novel, Types of Novels, Restoration Comedy

#### **Unit 3 – Poetry**

John Milton - *Paradise Lost* (Book I Extract 1-40 lines)

Alexander Pope – *Rape of the Lock* (Canto 1)

William Blake - “The Lamb” and “The Tyger”

#### **Unit 4 – Prose**

Richard Steele – “Judicious Flattery”

Joseph Addison – “Female Orators”

Oliver Goldsmith – “National Prejudices”

#### **Unit 5 – Novel**

Henry Fielding - *Tom Jones*

Daniel Defoe – *Robinson Crusoe*

#### **Unit 6 – Drama**

William Congreve - *The Way of the World*

John Dryden – *All for Love*



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**Suggested Readings:**

- Ford, Boris. *The Pelican Guide to English Literature*.
- Daiches, David. *A Critical History of English Literature*.
- Rickett, Arthur Compton. *A History of English Literature*.
- Poplawski, Paul. *English Literature in Context*.
- Nayar, Pramod K. *A Short History of English Literature*.
- Trivedi, R.D. *A Compendious History of English Literature*.
- Albert, Edward. *A History of English Literature*.
- Shakespeare, William. *Bloom's Modern Critical Views*.
- *The Cambridge Companion to Eighteenth Century Poetry*. Cambridge UP.
- *A Companion to Eighteenth Century Poetry*. Blackwell Publishing.
- *Eighteenth Century English Novel and Culture*. Blackwell Publishing.

## **Core Paper 4 – 19<sup>th</sup> to 20<sup>th</sup> Century British Literature (Credit: 5)**

### **ENG-CO4**

#### **Course Outcomes:**

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

- Develop an understanding of the philosophy of Romanticism and how it was transformed by the revolutions in Europe.
- Appraise the emergence of female narratives in art and literature.
- Interpret the meaning of ‘Victorian Compromise’ and the ‘Victorian Paradox’.
- Recognize the impact of Industrial Revolution, Darwinism and Colonization etc.
- Identify the cause of the emergent societal problems like pollution, population explosion, urbanization, etc.

#### **Unit 1 – Historical, Socio-Cultural, Political and Intellectual Background**

#### **Unit 2 – 19<sup>th</sup> Century Poetry**

William Wordsworth - “Tintern Abbey”

S.T. Coleridge - “The Rime of the Ancient Mariner” (Part I and II)

P.B. Shelley – “To a Skylark”

John Keats – “Ode on a Grecian Urn”

Alfred, Lord Tennyson - “Ulysses”

Robert Browning – “Porphyria’s Lover”

#### **Unit 3 – 19<sup>th</sup> Century Prose**

Charles Lamb - “A Bachelor’s Complaint of the Behaviour of Married People”

Virginia Woolf - “How Should One Read a Book”

#### **Unit 4 – 19<sup>th</sup> Century Novel**

Emily Bronte – *Wuthering Heights*

Thomas Hardy – *Tess of the d’Urbervilles*

#### **Unit 5 – 20<sup>th</sup> Century Novel & Drama**

Virginia Woolf - *To the Lighthouse*

Harold Pinter - *The Birthday Party*

Salman Rushdie – *Haroun and the Sea of Stories*

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## Unit 6 – 20<sup>th</sup> Century Poetry

W.B. Yeats - “The Second Coming”

T.S. Eliot - “Journey of the Magi”

Carol Ann Duffy - “Medusa”

### Suggested Readings:

- *The Cambridge Companion to Victorian Poetry*. Cambridge UP.
- *The Cambridge Companion to Victorian Novel*. Cambridge UP.
- *A Companion to Victorian Poetry*. Cambridge UP.

## **PROGRAMME SPECIFIC OUTCOMES (PSOs)**

### **M.A. Semester - II**

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

- Trace the history of Indian Knowledge System with special reference to literature from Pre-independence to Post.
- Comprehend the cultural milieu of India over the centuries and the evolution of culture from traditional to modern.
- Acquaint with the significant writers of English Literature.
- Comprehend the significance of translation with special reference to India.
- Trace American history and recognize how the social, cultural, and political changes influenced their literature.
- Critique the idea of the ‘American Dream’ and the multicultural ‘Melting Pot’ metaphor with reference to America.
- Familiarize with the emergent trends in Linguistics.
- Trace the origin, development and uses of languages.
- Develop their communication skills and analyzing skills to enhance their employability.
- Develop a nuanced understanding of disability as a social and cultural construct.
- Analyze and critique the representation of disability in literature, media, and popular culture.
- Gain proficiency in narrative techniques such as plot development, character creation, dialogue, setting, and point of view, applying these effectively in creative works.

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## Semester – II

### Core Paper 1 – Indian Writing in English (Credit: 5)

#### ENG-CO5

#### Course Outcomes:

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

- Develop knowledge of the seminal writers and texts of India.
- Recognize the cultural milieu of the post and the pre-independence era.
- Appraise the evolution of Indian culture from traditional to modern.
- Identify new research areas in the purview of Indian writings.
- Recognize the importance and benefits of translation.
- Recognize the loss of ethos that inevitably occurs due to translation.
- Review the past through the reconstruction of the culture through their translated texts.
- Develop knowledge of the different languages and literatures of India.

#### Unit 1 – Pre-independence Prose and Poetry

Prose – Aurobindo Ghosh - *The Renaissance in India*

Poetry – Toru Dutt - “Our Casuarina Tree”

Rabindranath Tagore - Gitanjali Song 11 - “Leave this chanting and singing”

Sarojini Naidu - “In the Bazaars of Hyderabad”\*

#### Unit 2 – Pre-independence Drama and Novel

Drama – S.C Chattopadhyaya - *Parineeta*

Novel – Raja Rao - *The Serpent and the Rope*

#### Unit 3 – Post-independence Poetry and Prose

Poetry – Nissim Ezekiel - “Poet, Lover, Bird-watcher”

Prose – Nirad C. Chaudhuri - “Tell me the Weather and I’ll tell the Man”

#### Unit 4 – Post-independence Drama and Novel

Drama – Girish Karnad - *Hayavadana*

Novel – Manju Kapur – *The Immigrant*

#### Unit 5 – Poetry and Prose (Translation)

Poem - Mahadevi Verma - “Why an Introduction Dear, Since You are Within Me?”

Prose - Ismat Chughtai - *A Life in Words: Memoirs* (Translated by M. Asaduddin)

## **Unit 6 – Drama and Novel (Translation)**

Kalidasa - *Abhigyan Shakuntalam*

Munshi Premchand - *Gaban*

### **Suggested Readings:**

- Bassnett, Susan and Harish Trivedi. *Postcolonial Translation: Theory and Practice*.
- Venuti, Lawrence (ed.). *The Translation Studies*.
- Iyengar, Srinivas K.R. *Indian Writing in English*. Asia Publishing House, 1964.
- Shahane, V. A. And Sivaramakrishna M. (ed.). *Indian Poetry in English . A Critical Assessment*. Macmillan, 1980.
- Daruwalla, Keki N. (ed.). *Two Decades of Indian Poetry : 1960-1980*. Vikas Publication, 1980.
- Prasad, H.M. and Singh, C.P. (ed.). *Indian Poetry in English*. Sterling Publication, 1985.
- Bhatia, H.S. (ed.). *Modern Trends in Indo- Anglian Poetry*. Sita Publications, 1982.
- Peeradina, Saleem. *Contemporary Indian Poetry in English : An Assessment and A Selection*. Macmillan, 1972.
- Naik, M.K. (ed.). *Aspects of Indian Writing in English*. Macmillan, 1979.
- Sarang, Vilas. *Indian English Poetry Since 1950 –An Anthology*. Orient Longman, 1990.
- Naik, M.K. *A History of Indian Writing in English*. Sahitya Akademi, 1982.
- Walsh, William. *Commonwealth Literature*. Clarendon Press, 1973.

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## Core Paper 2 – American Literature (Credit: 5)

### ENG-CO6

#### Course Outcomes:

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

- Appraise the idea of multiculturalism in America.
- Compare and contrast the various sociological theories of American cultural milieu.
- Develop an understanding of the acclimatization issues of slavery, Native American dissent in America.
- Recognize and reflect the social problems in America.
- Interpret the inter-generational issues that exist in diasporic communities.

#### Unit 1 – Historical, Socio-Cultural, Political and Intellectual Background

#### Unit 2 – Poetry - I

Walt Whitman – “When Lilacs Last in the Dooryard Bloom’d”

Emily Dickinson – “Because I Could Not Stop for Death”

Robert Frost – “The Road Not Taken”

#### Unit 3 – Poetry – II

J.M. Langston Hughes - “Harlem”

Adrienne Rich - “Snapshots of a Daughter-in-Law”

Sylvia Plath - “Lady Lazarus”

#### Unit 4 – Prose

Ralph Waldo Emerson – “Self-Reliance”

Henry David Thoreau – “Civil Disobedience”

#### Unit 5 – Drama

Arthur Miller - *Death of a Salesman*

Tennessee Williams - *A Streetcar Named Desire*

#### Unit 6 – Fiction

Ernest Hemingway – *A Farewell to Arms*

Toni Morrison – *Beloved*

**Suggested Readings:**

- Gray, Richard. *A History of American Literature*. Blackwell History of Literature.
- Helleck, Reuben Post. *History of American Literature*.
- Bercovitch, Sacvan. *The Cambridge History of American Literature*, Vol. 8, 1940-1995. Cambridge UP.
- Krasner, David (ed.). *A Companion to Twentieth Century American Drama*. Blackwell Companions.
- *The Cambridge History of the Native Peoples of America*. Cambridge UP.



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## **Core Paper 3 – Introduction to Linguistics (Credit: 5)**

### **ENG-CO7**

#### **Course Outcomes:**

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

- Develop skills and enhance employability.
- Equip students with the aptitude and attitude to undertake research in all the recent and emergent trends in linguistics.
- Understand and use methods of logical analysis.
- Analysing the data from a variety of languages and dialects.
- Comprehend the origin, development and use of languages.
- Work on skill development and communication skills of the students.
- Acquaint the students with the background to enable them in undertaking research in the emergent trends in linguistics.
- Analysing the nuances of the relationship between a variety of languages and dialects.
- Comprehend the history and background of ELT in India.

#### **Unit 1 – Key Properties of Language**

Language Variations: Diachronic and Synchronic Variations

#### **Unit 2 – Major Concerns of Psycholinguistics, Sociolinguistics and Anthropological Linguistics**

Historical approach, Descriptive approach

#### **Unit 3 – Major Concepts in Linguistics**

Syntagmatic and Paradigmatic axes

Constituent Structure

Transformational Generative Grammar

Stylistics, its methods and limitation

#### **Unit 4 – Phonology - The Speech Mechanism and the Organs of Speech**

Vowels, Diphthongs, Consonants

Phonemes, Allophones

Stress, Intonation, Rhythm

Morphology: Morphemes and Allomorphs, Process of Word Formation

## **Unit 5 – English in India Past, Present & Future**

Three Language Teaching Formula

Problems of Teaching English in India

## **Unit 6 – English Language Teaching: Methods and Approaches**

Direct Method, Audio-lingual Method

Grammar Translation Method

Communicative Language Teaching

Language Skills: Listening, Speaking, Reading, Writing

### **Suggested Readings:**

- Robins, R.H. *General Linguistics*. Longman, 1985.
- Bloomfield, Leonard. *Language*. Allen & Unwin, 1935.
- Saussure, Ferdinand de. *Programme in General Linguistics*. Philosophical Library, 1959.
- Bolinger, D. *Aspects of Language*. Harcourt Brace & World, 1968.
- Gleason, H. A. *Introduction to Descriptive Linguistics*. Holt, Rhinehart & Winston, 1961.
- Hall, Robert A. Jr. *Introductory Linguistics*. Chilton Company, 1964.
- Lyons, J. *Introduction to Theoretical Linguistics*. Oxford University Press, 1968.
- Anderson, Wallace. *Introductory Readings on Language*. Holt, Rhinehart & Winston 1966.
- Burt, M.K. *From Deep to Surface Structure: An Introduction to Transformational Syntax*. Holt, Rhinehart & Winston, 1971.

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## Core Paper 4 – Disability Studies (Credit: 5)

### ENG-CO8

#### Course Outcomes:

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

- Develop an awareness of disability as a socio-cultural construct.
- Develop an analytic framework for evaluating representations of disability in literature and culture.
- Examine and critique ableism and disablism as the ideological concepts which shape social institutions, professions, government policies and other narratives.
- Develop an understanding of social role valorization.
- Develop insight into the key concepts of disability.
- Develop an in depth understanding of Indian perception of disability.
- Illustrate improved skills in working with people with disabilities.

**Unit 1 – Disability Studies – Definition, Nature, Scope and Approaches, History of Persons with Disability with Special Reference to India**

**Unit 2 – Disability Theories - Social Role Valorization**

Medical and Social Model of Disability, Ableism, Disablism, Disability Activism, Disability Pride

**Unit 3 – Poetry**

Jason Irwin - “Monster”

Elizabeth Meade - “When I Stutter”

**Unit 4 – Fiction**

Pramila Balasundaram - *Sunny’s Story*

Rohinton Mistry - *Family Matters*

Rabindranath Tagore - “Subha”

**Unit 5 – Drama**

Mahesh Dattani - *Tara*

Mark Medoff – *Children of a Lesser God*

## Unit 6 – Autobiography

Malini Chib - *One Little Finger*

Ved Mehta - *Face to Face: An Autobiography*

### Suggested Readings:

- Davis, Lennard J. *The Disability Studies Reader*. Routledge, 2013.
- Ghai, Anita. *Rethinking Disability in India*. SAGE, 2018
- Mahanta, Banibrata. *Disability Studies: An Introduction*. Yking Books, 2016.
- Thomson, Rosemarie Garland. *Extraordinary Bodies: Figuring Physical Disability in American Culture and Literature*. Columbia University Press, 1997.
- Siebers, Tobin. *Disability Theory*. University of Michigan Press, 2011.
- Berger, James. *The Disarticulate: Language, Disability and the Narratives of Modernity*. New York University Press, 2014.
- Wolfensberger, Wolf. *A Brief Introduction to Social Role Valorization*. Presses Valor Press, 2013.
- Wendell, Susan. Chapter 2: “The Social Construction of Disability” in *The Rejected Body: Feminist Philosophical Reflections on Disability*, Routledge, 2013.

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## **PROGRAMME SPECIFIC OUTCOMES (PSOs)**

### **M.A. Semester - III**

After this semester, the students will be able to:

- Comprehend the idea of criticism and critical thought and trace its growth over the millennia.
- Acquaint themselves with varying concepts like Classicism, Classical Works, Modernism and Post-modernism.
- Develop their critical insight.
- Develop an understanding of critical terms like Structuralism, Post-structuralism, Feminism, Gynocriticism and Post-colonial theory.
- Develop an understanding of the term New Literatures.
- Trace the historical, cultural and social background of the nations whose writings comprise the New Literatures genre.
- Develop an understanding of colonization as an over-arching theme in New Literatures and its effects on the nation and its people.
- Comprehend the basic difference between New Literatures and Commonwealth Literature.
- Gain the ability to perform cross-cultural analyses, identifying and interpreting themes, narratives, and literary techniques across diverse literary traditions.
- Develop an interdisciplinary understanding of literature by comparing texts from different cultural, linguistic, and historical backgrounds.
- Explore the cultural impact of popular literature, recognizing its role in shaping societal values, norms, and beliefs, and its reflection of contemporary issues and trends.
- Make interdisciplinary connections by examining how popular literature intersects with other media and art forms, including film, television, video games, and social media.

## Semester – III

### Core Paper 1 – Literary Theory and Criticism (Credit: 5)

#### ENG-CO9

#### Course Outcomes:

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

- Understand the concept of criticism and its scope.
- Develop an understanding of Classicism, Classical Works, Modernism and Post-modernism.
- Develop an understanding of the qualifications of an ideal critic.
- Trace the evolution of criticism over the ages.
- Comprehend the concepts of Structuralism, Post-structuralism, Feminism, Gynocriticism and Post-colonial theory.
- Enhance the critical insights of students.

#### Unit 1 – Aristotle - *Poetics*

Longinus - *On the Sublime*

#### Unit 2 – John Dryden - *An Essay of Dramatic Poesy*

Samuel Johnson - *Preface to Shakespeare*

#### Unit 3 – William Wordsworth - Preface to *The Lyrical Ballads*

S.T. Coleridge – *Biographia Literaria*

#### Unit 4 – Ferdinand de Saussure – “Nature of the Linguistic Sign”

T.S. Eliot – “Tradition & Individual Talent”, “The Function of Criticism”

#### Unit 5 – Edward Said – “Crisis” (in *Orientalism*)

Elaine Showalter – “Feminist Criticism in the Wilderness”

#### Unit 6 - Bharata: Concept of Rasa (*Natyashastra*)

Bhamah: Concept of Alamkara (*Kavyalamkara*)

#### Suggested Readings:

- Seturaman, V.S.(ed). *Contemporary Criticism, An Anthology*. Macmillan India Ltd., 1989.
- Selden, Raman (ed). *The Theory of Criticism from Plato to the Present, A Reader*. Longman, 1988.
- Blamires, Harry. *A History of Literary Criticism*. Macmillan India Ltd., 2000.

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- Arnold, Matthew. *Essays Literary and Critical*, ed. G.K. Chesterton. Everyman's Library, 1906.
  - Coleridge, S.T. *Biographia Literaria*. Everyman's Library, 1975.
  - Dryden, John. *Dramatic Poesy and Other Essays*, intro. W.H. Hudson. Everyman's Library, 1912.
  - Lewis, C.S. *An Experiment in Criticism*. Cambridge UP, 1961.
  - Enright, D.J. and E.D. Chickera. *English Critical Texts*. Oxford UP, 1971.
  - Halliwell, Stephen. *Aristotle's Poetics*. Gerald Duckworth & Co. Ltd., 1986.
  - Lodge, David (ed.). *Twentieth Century Literary Criticism, A Reader*. Longman, 1972.
  - Bertens, Hans. *Literary Theory: The Basics*. Routledge, 2001.
  - Selden, Raman. *Practising Theory and Reading Literature : An Introduction*. Harvester, 1989.
  - Eagleton, Mary (ed.). *Feminist Literary Criticism*. Longman, 1991.
  - Showalter, Elaine (ed.). *Speaking of Gender*. Routledge, 1989.
  - Moi, Toril. *Sexual/Textual Politics: Feminist Literary Theory*. Methuen, 1985.
  - Barry, Peter. *Beginning Theory, An Introduction to Literary and Cultural Theory*. Manchester UP, 1995.
  - Norris, Christopher. *Deconstruction: Theory and Practice*. Methuen, 1982.
  - Gandhi, Leela. *Post Colonial Theory. A Critical Introduction*. Oxford UP, 1999.
  - Enright D.J. and E.D. Chickera. *English Critical Texts*. Oxford UP, 1971.

## **Core Paper 2 – Popular Literature (Credit: 5)**

### **ENG-CO10**

#### **Course Outcomes:**

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

- Develop an understanding of the term ‘Popular Literature’
- Recognise the plausible dystopic vision of the science fiction writers if science is not handled with care
- Discover the art of enhancing their travel experiences
- Assess the manoeuvrings of child’s psyche
- Develop inquisitive thinking and become more observant as detective fiction readers

#### **Unit 1 – Humorous Literature**

Oscar Wilde – *The Importance of being Earnest*

Jerome K. Jerome - *Three Men in a Boat*

#### **Unit 2 - Science Fiction**

Mary Shelley – *Frankenstein*

H.G. Wells – *The Time Machine*

#### **Unit 3 – Detective/ Spy Fiction**

Arthur Conan Doyle – *A Study in Scarlet*

Ian Fleming – *Casino Royale*

#### **Unit 4 – Travel Literature**

William Dalrymple – *City of Djinns*

Vikram Seth – *From Heaven Lake*

#### **Unit 5 – Children/ Young Adult Fiction**

Ruskin Bond – *A Room on the Roof*

Harper Lee - *To Kill a Mockingbird*

#### **Unit 6 – Green Literature**

Henry David Thoreau - *Walden or Life in the Woods*

Rachel Carson - *Silent Spring*



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### Suggested Readings:

- Aries, Philippe. *Centuries of Childhood: A Social History of Family Life*. Trans. By Robert Baldick. Alfred A. Knopf. 1962.
- Ashley, Mike. *The Time Machines: The Story of the Science-Fiction Pulp Magazines from the Beginning to 1950*. Liverpool University Press, 2000.
- Booker, M. Keith. *Dystopian Literature: A Theory and Research Guide*. Greenwood Press, 1994.
- Bradford, Clare, Kerry Mallan, John Stephens and Robyn. *New World Orders in Contemporary Children's Literature: Utopian Transformations*. Palgrave Macmillan, 2008.
- Charles Rzepka and Lee Horsley (eds). *A Companion to Crime Fiction*. Willy Blackwell Publication, 2010.
- Dechêne, Antoine. *Detective Fiction and the Problem of Knowledge*. Palgrave MacMillan, 2018.
- Hunt, Peter, ed. *Understanding Children's Literature*. (1999). 2<sup>nd</sup> ed. Routledge, 2009.
- O ---. *Criticism, Theory, and Children's Literature*. Blackwell, 1991.
- ---. *Children's Literature: The Development of Criticism*. Routledge, 1990.
- ---. *Children's Literature: Blackwell Guides to Literature*. Blackwell Publishers Ltd, 2001.
- ---. *An Introduction to Children's Literature*. Oxford UP, 2009.
- James, Allison, and Alan Prout (eds). *Constructing and Reconstructing Childhood: Contemporary Issues in the Sociological Study of Childhood*. Routledge, 2010.
- James, Edward, and Farah Mendlesohn. *The Cambridge Companion to Science Fiction*. Cambridge UP, 2003.
- Lem, Stanisław, and Franz Rottensteiner. *Microworlds: Writings on Science Fiction and Fantasy*. Edited by Mariner Books, 1986.
- Lindsay, Claire. "Travel Writing and Postcolonial Studies." *The Routledge Companion to Travel Writing*. Routledge, 2015.
- Moylan, Tom. *Scraps of the Untainted Sky: Science Fiction, Utopia, Dystopia*. Westview Press, 2000.
- Nodelman, Perry. *The Hidden Adult: Defining Children's Literature*. Hopkins UP, 2008.
- Pandurang, Mala. *Vikram Seth: Multiple Locations, Multiple Affiliations*. Rawat Publications, 2001.
- Rollyson, Carl E. (ed). *Critical Survey of Mystery and Detective Fiction*. Volume 1. California: Salem Press INC, 2008.
- Singh, V.P. *Mountain Travelogues on the Himalaya and Tibet*. Pilgrims Publishing, 20.

## **Research Project/ Research Dissertation (Credit: 10)**

### **ENG-CO11(A)**

#### **Course Outcomes:**

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

- Develop an understanding of research methodology and its basic concepts.
- Identify the trends in contemporary research to successfully formulate relevant research questions.
- Comprehend the different mechanics of writing and effectively use them in their research.
- Understand and apply the virtual technologies in diverse areas of research.
- Apply the MLA guidelines to research documentation.

**Mid-term evaluation shall be done at the end of III<sup>rd</sup> semester.**

#### **Suggested Readings:**

- Bell, Judith. *How to Complete your Research Project Successfully*. UBS Publishers and Distributors, 1993.
- Gilbert, Nigel. *Researching Social life*. Sage Publication, 1993.
- Gregory, Ian. *Ethics in Research*. Continuum.
- Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. Affiliated East West Press, 2000 (seventh edition).
- Krishnaswami, O. R. *Research Methodology in Social Sciences*, Himalaya Publications, 2000.
- Kumar, Renjith. *Research Methodology: A Step by Step Guide for Research*, Pearson Education, 2009.

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## **PROGRAMME SPECIFIC OUTCOMES (PSOs)**

### **M.A. Semester - IV**

After the semester, students will be able to:

- Comprehend the nature and scope of translation
- Acquaint themselves with the important theories of translation.
- Trace the significance of translation on a global level in the multicultural world we live in.
- Comprehend the issues in translation like equivalence, and loss and gain in translation.
- Practice translation of different genres.
- Study Films as a literary artifact.
- Develop an understanding of the basic concepts in filmmaking and its nuances.
- Study different film theories and theorists and apply the critical approach to understand cinema.

Develop an understanding of the concept of South Asian nations.

- Traverse through the nuances of the national ties among the South Asian nations.
- Derive a cohesive idea of the cultural ties shared by the South Asian nations by reading their literature with a comparative approach.
- Gain a strong grasp of key theories and concepts in cultural studies, such as ideology, hegemony, discourse, power, identity, and representation.
- Promote an understanding of cultural diversity and the importance of inclusion, exploring how different cultures interact and the benefits of a multicultural society.

## **Semester – IV**

### **Core Paper 1 – Translation Studies (Credit: 5)**

#### **ENG-CO12**

#### **Course Outcomes:**

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

- Comprehend the various theories of translation.
- Develop an understanding of issues like equivalence, and loss and gain in translation.
- Trace the history of translation.
- Comprehend the significance of translation on a global level.
- Translate texts with certain professionalism.

#### **Unit 1 – Nature and Scope**

Meaning and Definitions of Translation, Types of Translation, Process of Translation, Scope of Translation, Concept of Translation in the West and in the Indian Context, Brief History of Translation

#### **Unit 2 – Pre-Linguistic Theories**

Eugene Nida - Principles of Correspondence

Roman Jakobson – On Linguistic Aspects of Translation

J.C. Catford - “Translation Shifts”

#### **Unit 3 - Linguistic Theories**

Andre Lefevere - “Translation: Ideology. On the Construction of Different Anne Franks” from *Translation Rewriting and the Manipulation of Literary Fame*

Susan Bassnett and Harish Trivedi - *Postcolonial Translation: Theory and Practice*

#### **Unit 4 – Issues in Translation**

Equivalence in Translation: Concept of ‘Equivalence’, Socio-cultural Dimensions of Translation, Transliteration, Transcreation, Machine Translation-Merits and Demerits,

#### **Unit 5 – Translation Practice – Poetry**

Practical Translation of Stanzas from Hindi to English and vice-versa

#### **Unit 6 – Translation Practice – Prose**

Practical Translation of Passages from Hindi to English and vice-versa

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### **Suggested Readings:**

- Catford, J. C. *A Linguistic Theory of Translation*. Oxford UP, 1965.
- Munday, Jeremy. *Introducing Translation Studies: Theories and Applications*. Routledge, 2001.
- New Mark, Peter. *Approaches to Translation*. Pergamon Press, 1981.
- New Mark, Peter. *A Text Book of Translation*. Prentice Hall, 1988.
- Nida, Eugene and C. Taber. *The Theory and Practice of Translation*. F. J. Brill, 1974.
- Lefevere, Andre. *Translation, Rewriting and the Manipulation of Literary Fame*. Routledge, 1992.
- Das, B.K. *A Handbook of Translation Studies*. Atlantic Publishers and Distributors, 2005.
- Bassnett, McGuire. *Translation Studies*. Routledge, 1991.

## Core Paper 2 – Cultural Studies (Credit: 5)

### ENG-CO13

#### Course Outcomes:

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

- Compare and contrast western and eastern literary aesthetics.
- Comprehend the nature and scope of cultural studies and its relation to English literature.
- Apply the contemporary literary theories as methodologies for their research.
- Trace a common history, reinforcing cultural values and getting acquainted with important traditions of different regions in India.
- Understand people's values, faith, and their ways of life with the aid of its themes.

#### Unit 1 – Introduction to Cultural Studies

Chris Barker - *Making Sense of Cultural Studies: Central Problems and Critical Debates* (Sage Publications)

#### Unit 2 - Critical Theories 1

Chandra Talpade Mohanty - "Under Western Eyes: Feminist Scholarship and Colonial Discourses"

T.S. Eliot - "The Three Senses of Culture" from *Notes Towards the Definition of Culture*

#### Unit 3 – Critical Theories 2

Vinay Lal and Ashish Nandy - "Popular Cinema and the Culture of Indian Politics"

Louis Althusser - "From 'Ideology and Ideological State Apparatus'"

#### Unit 4 – Folk Art – Background and Definition

#### Unit 5 – Folk Literature

Devika Rangachari – "How Floods Were Banished From Kashmir" (*Stories from Rajatarangini: Tales of Kashmir*)

Yogendra Pathak Viyogi – "The Cycle of Life" (*Folktales of Mithila*)

#### Unit 6 – Tribal Literature

Historical evolution, Forms and Techniques

Karma Song – "Well is Shaded by Trees"

Dadariya Song – "To Go to the Forest to Cut Karela"

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The Kolam Tribe – “Conversation between Man and Woman”

**Suggested Readings:**

- Gupta, Ramnika (ed.). *Adivasi Swar aur Nai Shatabdi*. Vani Prakashan, first edition, 2002.
- ---. *Indigenous Writers of India*. Vol. 1, Ramnika Foundation & Concept Publishing Co, 2006.
- Ashliman, D. L. *Folk and Fairy Tales: A Handbook*. Greenwood Press, 2004.
- *New Approaches to Teaching Folk and Fairy*. State UP, 2016.
- Cox, Marian Roalfe. *An Introduction to Folklore*. LLC, 2014.
- Jones, Christa, et al. *New Approaches to Teaching Folk and Fairy Tales*. LLC, 2014.

## **Research Project/ Research Dissertation (Credit: 10\*+10)**

### **ENG-CO11(B)**

#### **Course Outcomes:**

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

- Develop an understanding of research methodology and its basic concepts.
- Identify the trends in contemporary research to successfully formulate relevant research questions.
- Comprehend the different mechanics of writing and effectively use them in their research.
- Understand and apply the virtual technologies in diverse areas of research.
- Apply the MLA guidelines to research documentation.

**To be evaluated in IV<sup>th</sup> semester.**

#### **Suggested Readings:**

- Bell, Judith. *How to Complete your Research Project Successfully*. UBS Publishers and Distributors, 1993.
- Gilbert, Nigel. *Researching Social life*. Sage Publication, 1993.
- Gregory, Ian. *Ethics in Research*. Continuum.
- Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. Affiliated East West Press, 2000 (seventh edition).
- Krishnaswami, O. R. *Research Methodology in Social Sciences*, Himalaya Publications, 2000.
- Kumar, Renjith. *Research Methodology: A Step by Step Guide for Research*, Pearson Education, 2009.



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**OR**

**Course Work Mode**

## **PROGRAMME SPECIFIC OUTCOMES (PSOs)**

### **M.A. Semester - III**

After this semester, the students will be able to:

- Comprehend the idea of criticism and critical thought and trace its growth over the millennia.
- Acquaint themselves with varying concepts like Classicism, Classical Works, Modernism and Post-modernism.
- Develop their critical insight.
- Develop an understanding of critical terms like Structuralism, Post-structuralism, Feminism, Gynocriticism and Post-colonial theory.
- Develop an understanding of the term New Literatures.
- Trace the historical, cultural and social background of the nations whose writings comprise the New Literatures genre.
- Develop an understanding of colonization as an over-arching theme in New Literatures and its effects on the nation and its people.
- Comprehend the basic difference between New Literatures and Commonwealth Literature.
- Gain the ability to perform cross-cultural analyses, identifying and interpreting themes, narratives, and literary techniques across diverse literary traditions.
- Develop an interdisciplinary understanding of literature by comparing texts from different cultural, linguistic, and historical backgrounds.
- Explore the cultural impact of popular literature, recognizing its role in shaping societal values, norms, and beliefs, and its reflection of contemporary issues and trends.
- Make interdisciplinary connections by examining how popular literature intersects with other media and art forms, including film, television, video games, and social media.

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## Semester – III

### Core Paper 1 – Literary Theory and Criticism (Credit: 5)

#### ENG-CO9

#### Course Outcomes:

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

- Understand the concept of criticism and its scope.
- Develop an understanding of Classicism, Classical Works, Modernism and Post-modernism.
- Develop an understanding of the qualifications of an ideal critic.
- Trace the evolution of criticism over the ages.
- Comprehend the concepts of Structuralism, Post-structuralism, Feminism, Gynocriticism and Post-colonial theory.
- Enhance the critical insights of students.

#### Unit 1 – Aristotle - *Poetics*

Longinus - *On the Sublime*

#### Unit 2 – John Dryden - *An Essay of Dramatic Poesy*

Samuel Johnson - *Preface to Shakespeare*

#### Unit 3 – William Wordsworth - Preface to *The Lyrical Ballads*

S.T. Coleridge – *Biographia Literaria*

#### Unit 4 – Ferdinand de Saussure – “Nature of the Linguistic Sign”

T.S. Eliot – “Tradition & Individual Talent”, “The Function of Criticism”

#### Unit 5 – Edward Said – “Crisis” (in *Orientalism*)

Elaine Showalter – “Feminist Criticism in the Wilderness”

#### Unit 6 - Bharata: Concept of Rasa (*Natyashastra*)

Bhamah: Concept of Alamkara (*Kavyalamkara*)

#### Suggested Readings:

- Seturaman, V.S.(ed). *Contemporary Criticism, An Anthology*. Macmillan India Ltd., 1989.
- Selden, Raman (ed). *The Theory of Criticism from Plato to the Present, A Reader*. Longman, 1988.
- Blamires, Harry. *A History of Literary Criticism*. Macmillan India Ltd., 2000.

- Arnold, Matthew. *Essays Literary and Critical*, ed. G.K. Chesterton. Everyman's Library, 1906.
- Coleridge, S.T. *Biographia Literaria*. Everyman's Library, 1975.
- Dryden, John. *Dramatic Poesy and Other Essays*, intro. W.H. Hudson. Everyman's Library, 1912.
- Lewis, C.S. *An Experiment in Criticism*. Cambridge UP, 1961.
- Enright, D.J. and E.D. Chickera. *English Critical Texts*. Oxford UP, 1971.
- Halliwell, Stephen. *Aristotle's Poetics*. Gerald Duckworth & Co. Ltd., 1986.
- Lodge, David (ed.). *Twentieth Century Literary Criticism, A Reader*. Longman, 1972.
- Bertens, Hans. *Literary Theory: The Basics*. Routledge, 2001.
- Selden, Raman. *Practising Theory and Reading Literature : An Introduction*. Harvester, 1989.
- Eagleton, Mary (ed.). *Feminist Literary Criticism*. Longman, 1991.
- Showalter, Elaine (ed.). *Speaking of Gender*. Routledge, 1989.
- Moi, Toril. *Sexual/Textual Politics: Feminist Literary Theory*. Methuen, 1985.
- Barry, Peter. *Beginning Theory, An Introduction to Literary and Cultural Theory*. Manchester UP, 1995.
- Norris, Christopher. *Deconstruction: Theory and Practice*. Methuen, 1982.
- Gandhi, Leela. *Post Colonial Theory. A Critical Introduction*. Oxford UP, 1999.
- Enright D.J. and E.D. Chickera. *English Critical Texts*. Oxford UP, 1971.

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## Core Paper 2 – Popular Literature (Credit: 5)

### ENG-CO10

#### Course Outcomes:

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

- Develop an understanding of the term ‘Popular Literature’
- Recognise the plausible dystopic vision of the science fiction writers if science is not handled with care
- Discover the art of enhancing their travel experiences
- Assess the manoeuvrings of child’s psyche
- Develop inquisitive thinking and become more observant as detective fiction readers

#### Unit 1 – Humorous Literature

Oscar Wilde – *The Importance of being Earnest*

Jerome K. Jerome - *Three Men in a Boat*

#### Unit 2 - Science Fiction

Mary Shelley – *Frankenstein*

H.G. Wells – *The Time Machine*

#### Unit 3 – Detective/ Spy Fiction

Arthur Conan Doyle – *A Study in Scarlet*

Ian Fleming – *Casino Royale*

#### Unit 4 – Travel Literature

William Dalrymple – *City of Djinns*

Vikram Seth – *From Heaven Lake*

#### Unit 5 – Children/ Young Adult Fiction

Ruskin Bond – *A Room on the Roof*

Harper Lee - *To Kill a Mockingbird*

#### Unit 6 – Green Literature

Henry David Thoreau - *Walden or Life in the Woods*

Rachel Carson - *Silent Spring*

### Suggested Readings:

- Aries, Philippe. *Centuries of Childhood: A Social History of Family Life*. Trans. By Robert Baldick. Alfred A. Knopf. 1962.
- Ashley, Mike. *The Time Machines: The Story of the Science-Fiction Pulp Magazines from the Beginning to 1950*. Liverpool University Press, 2000.
- Booker, M. Keith. *Dystopian Literature: A Theory and Research Guide*. Greenwood Press, 1994.
- Bradford, Clare, Kerry Mallan, John Stephens and Robyn. *New World Orders in Contemporary Children's Literature: Utopian Transformations*. Palgrave Macmillan, 2008.
- Charles Rzepka and Lee Horsley (eds). *A Companion to Crime Fiction*. Willy Blackwell Publication, 2010.
- Dechêne, Antoine. *Detective Fiction and the Problem of Knowledge*. Palgrave MacMillan, 2018.
- Hunt, Peter, ed. *Understanding Children's Literature*. (1999). 2<sup>nd</sup> ed. Routledge, 2009.
- O ---. *Criticism, Theory, and Children's Literature*. Blackwell, 1991.
- ---. *Children's Literature: The Development of Criticism*. Routledge, 1990.
- ---. *Children's Literature: Blackwell Guides to Literature*. Blackwell Publishers Ltd, 2001.
- ---. *An Introduction to Children's Literature*. Oxford UP, 2009.
- James, Allison, and Alan Prout (eds). *Constructing and Reconstructing Childhood: Contemporary Issues in the Sociological Study of Childhood*. Routledge, 2010.
- James, Edward, and Farah Mendlesohn. *The Cambridge Companion to Science Fiction*. Cambridge UP, 2003.
- Lem, Stanisław, and Franz Rottensteiner. *Microworlds: Writings on Science Fiction and Fantasy*. Edited by Mariner Books, 1986.
- Lindsay, Claire. "Travel Writing and Postcolonial Studies." *The Routledge Companion to Travel Writing*. Routledge, 2015.
- Moylan, Tom. *Scraps of the Untainted Sky: Science Fiction, Utopia, Dystopia*. Westview Press, 2000.
- Nodelman, Perry. *The Hidden Adult: Defining Children's Literature*. Hopkins UP, 2008.
- Pandurang, Mala. *Vikram Seth: Multiple Locations, Multiple Affiliations*. Rawat Publications, 2001.
- Rollyson, Carl E. (ed). *Critical Survey of Mystery and Detective Fiction*. Volume 1. California: Salem Press INC, 2008.
- Singh, V.P. *Mountain Travelogues on the Himalaya and Tibet*. Pilgrims Publishing, 2012.

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## Core Paper 3 - New Literatures in English (Credit: 5)

### ENG-CO14

#### Course Outcomes:

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

- Comprehend the various connotations of the term New Literatures.
- Comprehend the basic difference between New Literatures and Commonwealth Literature.
- Develop an understanding of the historical, social and cultural background of the nations writing New Literatures.
- Analyse the differences and similarities between the New Literatures of different nations.
- Comprehend the concept of colonization, its impact and after-effects on the people and a nation.

#### Unit 1 – Theory and History

#### Unit 2 – African Literature

Chinua Achebe - *Things Fall Apart*

Ngũgĩ wa Thiong'o – *Decolonising the Mind*

#### Unit 3 – Caribbean Literature

V.S. Naipaul - *A House for Mr. Biswas*

Jean Rhys - *Wide Sargasso Sea*

#### Unit 4 – Australian Literature

A.D. Hope - “Australia”, “The Death of the Bird”

Judith Wright - “The Company of Lovers”, “Woman to Man”

#### Unit 5 – Russian Literature in Translation

Leo Tolstoy - *Resurrection*

Maxim Gorky - *Mother*

#### Unit 6 – Canadian Literature

Margaret Atwood - “Siren Song”

Allison McWood - *Shakespeare's Brain*

### Suggested Readings:

- Trivedi, Harish and Meenakshi Mukherjee (eds.). *Interrogating Post Colonialism: Theory, Text and Context*. Indian Institute of Advanced Study.
- Rajan, R.S. *The Lie of the Land: English Literary Studies in India*. Oxford UP.
- Ashcroft, Griffiths and Tiffin (ed.). *Post Colonial Studies. A Reader*. Routledge.
- Bhabha, H.K. *The Location of Culture*. Routledge.
- Gandhi, Leela. *Post Colonial Theory: A Critical Introduction*. Edinburgh UP.
- Baydon, Diana (ed.). *Post Colonial: Critical Concepts*. Routledge.
- Jain, Jasbir. *Problems of Post Colonial Literature and Other Essays*. Printwell Publications.
- New, W. H. *A History of Canadian Literature*. Macmillan, 1989.
- Williams, David. *Confessional Fictions: A Portrait of the Artist in the Canadian Novel*. University of Toronto Press, 1991.
- Stouk, David. *Major Canadian Authors: A Critical Introduction to Canadian Literature in English*. University of Nebraska Press, 1988.
- Monkman, Leslie. *A Native Heritage*. Toronto University Press, 1981.
- Hamilton . K. G. (ed.). *Studies in Recent Australian Novel*. University of Queensland Press, 1978.
- Kramer, Leonie. *Oxford Anthology of Australian Literature*. Adrian Mitchel (eds.), Oxford UP, 1985.
- Lock, Fred. *Australian Literature: A Reference Guide*. Oxford UP, 1977.
- Walsh .W. *Commonwealth Literature*. Oxford UP, 1974.
- Wright, Judith. *Preoccupations in Australian Poetry*. Oxford UP, 1965.



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## Core Paper 4 – Gender Studies (Credit: 5)

### ENG-CO15

#### Course Outcomes:

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

- Identify the difference between sex and gender.
- Recognise the basic ideas of gender studies and types of feminism.
- Appraise the foundational ideas of the feminist philosophy.
- Develop an understanding of the various challenges faced by women in different settings.
- Develop more sensitivity to the gender discrimination around them.

#### Unit 1 – Theory

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

Simone de Beauvoir - Introduction to *The Second Sex*

#### Unit 2 – Poetry

Carol Ann Duffy - “Little Red Cap”

Sujata Bhatt - “A Story for Pearse”

#### Unit 3 – Fiction

Mahasweta Devi - “Draupadi”

Begum Rokaya – *Sultana's Dream*

#### Unit 4 – Novel

Nemat Sadat - *The Carpet Weaver*

Alice Walker - *The Color Purple*

Virginia Woolf - *Orlando*

#### Unit 5 – Drama

Rashid Jahan - *Behind the Veil*

Tony Kushner - *Angels in America*

#### Unit 6 – Autobiography/ Memoir

Kamala Das - *My Story*

Paul Monette - *Borrowed Time: An AIDS Memoir*

**Suggested Readings:**

- Frederick Engels. *The Origin of the Family, Private Property and the State*. Penguin, 1985.
- Gabriele Griffin. *A Dictionary of Gender Studies*. Oxford UP, 2017.
- Kate Millet. *Sexual Politics*. University of Illinois Press, 2000.
- Mahasweta Devi. *Breast Stories*. Seagull Books, 1997
- Margaret Walters. *Feminism: A Very Short Introduction*. Oxford UP, 2006.
- Tanika Sarkar. *Hindu Wife, Hindu Nation: Community, Religion and Cultural Nationalism*. Orient Blackswan Private Limited, 2003.
- Toril Moi. *Textual/ Sexual Politics: Feminist Literary Theory*. Methuen, 1985.
- Vandana Shiva. *Staying Alive: Women, Ecology and Survival in India*. Kali for Women, 1988.
- Nandi Bhatia. *Performing Women/ Performing Womenhood: Theatre, Politics and Dissent in North India*. Oxford UP, 2010.
- Antoinette Burton. *Dwelling in the Archive: Women Writing House, Home and History in the Late Colonial India*, Oxford UP, 2003.
- Eunice de Souza. *Purdah An Anthology*, 2004, Oxford UP.
- Tharu S and K Lalita. *Women Writing in India: 600 B.C. to the Present Vol.1*, Oxford UP.

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## **PROGRAMME SPECIFIC OUTCOMES (PSOs)**

### **M.A. Semester - IV**

After the semester, students will be able to:

- Comprehend the nature and scope of translation
- Acquaint themselves with the important theories of translation.
- Trace the significance of translation on a global level in the multicultural world we live in.
- Comprehend the issues in translation like equivalence, and loss and gain in translation.
- Practice translation of different genres.
- Study Films as a literary artifact.
- Develop an understanding of the basic concepts in filmmaking and its nuances.
- Study different film theories and theorists and apply the critical approach to understand cinema.

Develop an understanding of the concept of South Asian nations.

- Traverse through the nuances of the national ties among the South Asian nations.
- Derive a cohesive idea of the cultural ties shared by the South Asian nations by reading their literature with a comparative approach.
- Gain a strong grasp of key theories and concepts in cultural studies, such as ideology, hegemony, discourse, power, identity, and representation.
- Promote an understanding of cultural diversity and the importance of inclusion, exploring how different cultures interact and the benefits of a multicultural society.

## **Semester – IV**

### **Core Paper 1 – Translation Studies (Credit: 5)**

#### **ENG-CO12**

#### **Course Outcomes:**

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

- Comprehend the various theories of translation.
- Develop an understanding of issues like equivalence, and loss and gain in translation.
- Trace the history of translation.
- Comprehend the significance of translation on a global level.
- Translate texts with certain professionalism.

#### **Unit 1 – Nature and Scope**

Meaning and Definitions of Translation, Types of Translation, Process of Translation, Scope of Translation, Concept of Translation in the West and in the Indian Context, Brief History of Translation

#### **Unit 2 – Pre-Linguistic Theories**

Eugene Nida - Principles of Correspondence

Roman Jakobson – On Linguistic Aspects of Translation

J.C. Catford - “Translation Shifts”

#### **Unit 3 - Linguistic Theories**

Andre Lefevere - “Translation: Ideology. On the Construction of Different Anne Franks” from *Translation Rewriting and the Manipulation of Literary Fame*

Susan Bassnett and Harish Trivedi - *Postcolonial Translation: Theory and Practice*

#### **Unit 4 – Issues in Translation**

Equivalence in Translation: Concept of ‘Equivalence’, Socio-cultural Dimensions of Translation, Transliteration, Transcreation, Machine Translation-Merits and Demerits,

#### **Unit 5 – Translation Practice – Poetry**

Practical Translation of Stanzas from Hindi to English and vice-versa

#### **Unit 6 – Translation Practice – Prose**

Practical Translation of Passages from Hindi to English and vice-versa

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### **Suggested Readings:**

- Catford, J. C. *A Linguistic Theory of Translation*. Oxford UP, 1965.
- Munday, Jeremy. *Introducing Translation Studies: Theories and Applications*. Routledge, 2001.
- New Mark, Peter. *Approaches to Translation*. Pergamon Press, 1981.
- New Mark, Peter. *A Text Book of Translation*. Prentice Hall, 1988.
- Nida, Eugene and C. Taber. *The Theory and Practice of Translation*. F. J. Brill, 1974.
- Lefevere, Andre. *Translation, Rewriting and the Manipulation of Literary Fame*. Routledge, 1992.
- Das, B.K. *A Handbook of Translation Studies*. Atlantic Publishers and Distributors, 2005.
- Bassnett, McGuire. *Translation Studies*. Routledge, 1991.

## Core Paper 2 – Cultural Studies (Credit: 5)

### ENG-CO13

#### Course Outcomes:

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

- Compare and contrast western and eastern literary aesthetics.
- Comprehend the nature and scope of cultural studies and its relation to English literature.
- Apply the contemporary literary theories as methodologies for their research.
- Trace a common history, reinforcing cultural values and getting acquainted with important traditions of different regions in India.
- Understand people's values, faith, and their ways of life with the aid of its themes.

#### Unit 1 – Introduction to Cultural Studies

Chris Barker - *Making Sense of Cultural Studies: Central Problems and Critical Debates* (Sage Publications)

#### Unit 2 - Critical Theories 1

Chandra Talpade Mohanty - "Under Western Eyes: Feminist Scholarship and Colonial Discourses"

T.S. Eliot - "The Three Senses of Culture" from *Notes Towards the Definition of Culture*

#### Unit 3 – Critical Theories 2

Vinay Lal and Ashish Nandy - "Popular Cinema and the Culture of Indian Politics"

Louis Althusser - "From 'Ideology and Ideological State Apparatus'"

#### Unit 4 – Folk Art – Background and Definition

#### Unit 5 – Folk Literature

Devika Rangachari – "How Floods Were Banished From Kashmir" (*Stories from Rajatarangini: Tales of Kashmir*)

Yogendra Pathak Viyogi – "The Cycle of Life" (*Folktales of Mithila*)

#### Unit 6 – Tribal Literature

Historical evolution, Forms and Techniques

Karma Song – "Well is Shaded by Trees"

Dadariya Song – "To Go to the Forest to Cut Karela"

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The Kolam Tribe – “Conversation between Man and Woman”

**Suggested Readings:**

- Gupta, Ramnika (ed.). *Adivasi Swar aur Nai Shatabdi*. Vani Prakashan, first edition, 2002.
- ---. *Indigenous Writers of India*. Vol. 1, Ramnika Foundation & Concept Publishing Co, 2006.
- Ashliman, D. L. *Folk and Fairy Tales: A Handbook*. Greenwood Press, 2004.
- *New Approaches to Teaching Folk and Fairy*. State UP, 2016.
- Cox, Marian Roalfe. *An Introduction to Folklore*. LLC, 2014.
- Jones, Christa, et al. *New Approaches to Teaching Folk and Fairy Tales*. LLC, 2014.

## **Core Paper 3 – South Asian Literature (Credit: 5)**

### **ENG-CO16**

#### **Course Outcomes**

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

- Interpret the international ties between South Asian nations.
- Develop an appreciation of the different countries without prejudices.
- Develop an understanding of the intrinsic struggles of each nation.
- Use this knowledge to extend scope for research ideas.

#### **Unit 1 – Background**

The cultural milieu of India, Sri Lanka, Nepal, Bhutan and other South Asian nations

#### **Unit 2 – India**

Nayantara Sahgal – *The Fate of Butterflies*

Poile Sengupta – *Mangalam*

Jayanta Mahapatra - “Hunger”

#### **Unit 3 – Pakistan**

Saadat Hasan Manto – “Toba Tek Singh”

Kishwar Naheed – “I Am Not That Woman”

Bapsi Sidhwa – *Ice Candy Man*

#### **Unit 4 – Bangladesh and Afghanistan**

Monica Ali - *Brick Lane*

Khaled Hosseini – *A Thousand Splendid Suns*

Nadia Anjuman - “Divine Beauty”

#### **Unit 5 – Bhutan and Nepal**

Kunzang Choden - *The Circle of Karma*

Manjushree Thapa – “The Buddha in the Earth-Touching Posture” from *Tilled Earth: Stories*

#### **Unit 6 – Sri Lanka**

Anne Ranasinghe - “July 1983” and “Plead Mercy”

Michael Ondaatje – *The English Patient*



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**Suggested Readings:**

- Hogan, Patrick Colm and Lalita Pandit (ed.). *Literary India : Comparative Studies in Aesthetics, Colonialism, and Culture*.
- Gilbert, Helen, Joanne Tompkins. *Post-Colonial Drama: Theory, Practice, Politics*.
- Balme, Christopher B. *Decolonizing the Stage: Theatrical Syncretism and Post-Colonial Drama*.
- Crow, Brian, et al. *An Introduction to Post-Colonial Theatre*.
- *Projection of Paradise: Ideals Elsewhere in Post-colonial Migrant Literature*, 2011.
- Gillian, Carol. *In a Different Voice: Psychological Theory and Women's Development*.
- Khan, Nilofar H. *Treatment of a Wife's Body in the Fiction of Indian Sub-Continental Muslim Women Writers*.

## **Core Paper 4 – Literature and Films (Credit: 5)**

### **ENG-CO17**

#### **Course Outcomes:**

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

- Develop an understanding of the technical terminology associated with film studies.
- Interpret films as text and evaluate them critically.
- Appraise the process of adaption of texts into films.
- Recognise the nuances of cinematography.
- Assess various film genres and their characteristics.

#### **Unit 1 – Basic Terminology in Films**

Film Language, Structure and Meaning

Time in Cinema: Physical Time- Time variation within a shot, Accelerated motion, Slow motion, Montage, Flash back.

Mise en scène, Characteristics: Performance and Movement, Décor, Costume, Makeup, Props etc.

Cinematography: Lighting, Dramatic Use of Colour and Special Effects

#### **Unit 2 – History and Genre Studies**

Genre: Chick flick, war, Gangster/Crime, Comedy, Biopics, Drama/Suspense/Thriller, Romance, Sci-Fi, Disaster, Epic/Historical, Guy films, Musicals, Horror, Action, Adventure etc.

History of Films and Uses of Films

#### **Unit 3 – Film Theorists**

Hugo Munsterberg, Christian Metz, Laura Mulvey, Linda Hutcheon, James Monaco

#### **Unit 4 – Film Theory**

The Auteur Theory, Psychoanalytic Film Theory, Feminist Film Theory

#### **Unit 5 – Adaptations**

Framework of Adaptation Theory

Analysis of Novel, Short Fiction and Drama/ Theatre in Adaptation with reference to select works

*Forrest Gump* (1994) (based on Winston Groom's *Forrest Gump*, directed by Robert Zemeckis)

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*Haider* (2014) (based on William Shakespeare's *Hamlet*, directed by Vishal Bhardwaj)

*Little Women* (2019) (based on Louisa May Alcott's *Little Women*, directed by Greta Gerwig)

## **Unit 6 – Literature, Art and Films**

Film as Literature

Practical Criticism: Analysis of select films

*The Lunchbox* (2013) directed by Ritesh Batra

*Babylon* (2022) directed by Damien Chazelle

*Pather Panchali* (1955) directed by Satyajit Ray

### **Suggested Readings:**

- Asaduddin, M. and Anuradha Ghosh (ed.). *Filming Fiction: Tagore, Premchand, and Ray*.
- Bluestone, George. *Novels in Film*.
- Boyum, Joy Gould. *Double Exposure: Fiction into Film*.
- Cartmell, Deborah and Imelda Whelehan (ed.). *Adaptations: From Text to Screen, Screen to Text*.

### Structure of 1-Year PG Programme (Coursework + Research) Mode

[illegible]



## **Department of English & Other Foreign Languages**

### **Dr. Shakuntala Misra National Rehabilitation University, Lucknow**

#### **Post Graduation - English**

#### **NEP - Syllabus**

**2024-25**

#### **Committee:**

Prof. V.K. Singh (Convenor)

Prof. Nishi Pandey

Prof. Prakash Joshi

Dr. Vipin Kumar Pandey

Dr. Pragya Srivastava

## **I-Year PG Programme**

### **PROGRAMME SPECIFIC OUTCOMES (PSOs)**

#### **M.A. Semester - I**

After this semester, the students will be able to:

- Comprehend the idea of criticism and critical thought and trace its growth over the millennia.
- Acquaint themselves with varying concepts like Classicism, Classical Works, Modernism and Post-modernism.
- Develop their critical insight.
- Develop an understanding of critical terms like Structuralism, Post-structuralism, Feminism, Gynocriticism and Post-colonial theory.
- Develop an understanding of the term New Literatures.
- Trace the historical, cultural and social background of the nations whose writings comprise the New Literatures genre.
- Develop an understanding of colonization as an over-arching theme in New Literatures and its effects on the nation and its people.
- Comprehend the basic difference between New Literatures and Commonwealth Literature.
- Gain the ability to perform cross-cultural analyses, identifying and interpreting themes, narratives, and literary techniques across diverse literary traditions.
- Develop an interdisciplinary understanding of literature by comparing texts from different cultural, linguistic, and historical backgrounds.
- Explore the cultural impact of popular literature, recognizing its role in shaping societal values, norms, and beliefs, and its reflection of contemporary issues and trends.
- Make interdisciplinary connections by examining how popular literature intersects with other media and art forms, including film, television, video games, and social media.

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## Semester – I

### Core Paper 1 – Literary Theory and Criticism (Credit: 5)

#### ENG-CO9

#### Course Outcomes:

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

- Understand the concept of criticism and its scope.
- Develop an understanding of Classicism, Classical Works, Modernism and Post-modernism.
- Develop an understanding of the qualifications of an ideal critic.
- Trace the evolution of criticism over the ages.
- Comprehend the concepts of Structuralism, Post-structuralism, Feminism, Gynocriticism and Post-colonial theory.
- Enhance the critical insights of students.

#### Unit 1 – Aristotle - *Poetics*

Longinus - *On the Sublime*

#### Unit 2 – John Dryden - *An Essay of Dramatic Poesy*

Samuel Johnson - *Preface to Shakespeare*

#### Unit 3 – William Wordsworth - Preface to *The Lyrical Ballads*

S.T. Coleridge – *Biographia Literaria*

#### Unit 4 – Ferdinand de Saussure - Nature of the Linguistic Sign

T.S. Eliot - Tradition & Individual Talent, The Function of Criticism

#### Unit 5 – Edward Said - Crisis (in *Orientalism*)

Elaine Showalter - Feminist Criticism in the Wilderness

#### Unit 6 - Bharata: Concept of Rasa (*Natyashastra*)

Bhamah: Concept of Alamkara (*Kavyalamkara*)

### Suggested Readings:

- Seturaman, V.S.(ed). *Contemporary Criticism, An Anthology*. Macmillan India Ltd., 1989.
- Selden, Raman (ed). *The Theory of Criticism from Plato to the Present, A Reader*. Longman, 1988.
- Blamires, Harry. *A History of Literary Criticism*. Macmillan India Ltd., 2000.
- Arnold, Matthew. *Essays Literary and Critical*, ed. G.K. Chesterton. Everyman's Library, 1906.
- Coleridge, S.T. *Biographia Literaria*. Everyman's Library, 1975.
- Dryden, John. *Dramatic Poesy and Other Essays*, intro. W.H. Hudson. Everyman's Library, 1912.
- Lewis, C.S. *An Experiment in Criticism*. Cambridge UP, 1961.
- Enright, D.J. and E.D. Chickera. *English Critical Texts*. Oxford UP, 1971.
- Halliwell, Stephen. *Aristotle's Poetics*. Gerald Duckworth & Co. Ltd., 1986.
- Lodge, David (ed.). *Twentieth Century Literary Criticism, A Reader*. Longman, 1972.
- Bertens, Hans. *Literary Theory: The Basics*. Routledge, 2001.
- Selden, Raman. *Practising Theory and Reading Literature : An Introduction*. Harvester, 1989.
- Eagleton, Mary (ed.). *Feminist Literary Criticism*. Longman, 1991.
- Showalter, Elaine (ed.). *Speaking of Gender*. Routledge, 1989.
- Moi, Toril. *Sexual/Textual Politics: Feminist Literary Theory*. Methuen, 1985.
- Barry, Peter. *Beginning Theory, An Introduction to Literary and Cultural Theory*. Manchester UP, 1995.
- Norris, Christopher. *Deconstruction: Theory and Practice*. Methuen, 1982.
- Gandhi, Leela. *Post Colonial Theory. A Critical Introduction*. Oxford UP, 1999.
- Enright D.J. and E.D. Chickera. *English Critical Texts*. Oxford UP, 1971.



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## Core Paper 2 – Popular Literature (Credit: 5)

### ENG-CO10

#### Course Outcomes:

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

- Develop an understanding of the term ‘Popular Literature’
- Recognise the plausible dystopic vision of the science fiction writers if science is not handled with care
- Discover the art of enhancing their travel experiences
- Assess the manoeuvrings of child’s psyche
- Develop inquisitive thinking and become more observant as detective fiction readers

#### Unit 1 – Humorous Literature

Oscar Wilde – *The Importance of being Earnest*

Jerome K. Jerome - *Three Men in a Boat*

#### Unit 2 - Science Fiction

Mary Shelley – *Frankenstein*

H.G. Wells – *The Time Machine*

#### Unit 3 – Detective/ Spy Fiction

Arthur Conan Doyle – *A Study in Scarlet*

Ian Fleming – *Casino Royale*

#### Unit 4 – Travel Literature

William Dalrymple – *City of Djinns*

Vikram Seth – *From Heaven Lake*

#### Unit 5 – Children/ Young Adult Fiction

Ruskin Bond – *A Room on the Roof*

Harper Lee - *To Kill a Mockingbird*

#### Unit 6 – Green Literature

Henry David Thoreau - *Walden or Life in the Woods*

Rachel Carson - *Silent Spring*

**Suggested Readings:**

- Aries, Philippe. *Centuries of Childhood: A Social History of Family Life*. Trans. By Robert Baldick. Alfred A. Knopf. 1962.
- Ashley, Mike. *The Time Machines: The Story of the Science-Fiction Pulp Magazines from the Beginning to 1950*. Liverpool University Press, 2000.
- Booker, M. Keith. *Dystopian Literature: A Theory and Research Guide*. Greenwood Press, 1994.
- Bradford, Clare, Kerry Mallan, John Stephens and Robyn. *New World Orders in □ Contemporary Children's Literature: Utopian Transformations*. Palgrave Macmillan, 2008.
- Charles Rzepka and Lee Horsley (eds). *A Companion to Crime Fiction*. Willy Blackwell Publication, 2010.
- Dechêne, Antoine. *Detective Fiction and the Problem of Knowledge*. Palgrave MacMillan, 2018.
- Hunt, Peter, ed. *Understanding Children's Literature*. (1999). 2<sup>nd</sup> ed. Routledge, 2009. O ---. *Criticism, Theory, and Children's Literature*. Blackwell, 1991.
- ---. *Children's Literature: The Development of Criticism*. Routledge, 1990.
- ---. *Children's Literature: Blackwell Guides to Literature*. Blackwell Publishers Ltd, 2001.
- ---. *An Introduction to Children's Literature*. Oxford UP, 2009.
- James, Allison, and Alan Prout (eds). *Constructing and Reconstructing Childhood: Contemporary Issues in the Sociological Study of Childhood*. Routledge, 2010.
- James, Edward, and Farah Mendlesohn. *The Cambridge Companion to Science Fiction*. Cambridge UP, 2003.
- Lem, Stanisław, and Franz Rottensteiner. *Microworlds: Writings on Science Fiction and Fantasy*. Edited by Mariner Books, 1986.
- Lindsay, Claire. "Travel Writing and Postcolonial Studies." *The Routledge Companion too Travel Writing*. Routledge, 2015.
- Moylan, Tom. *Scraps of the Untainted Sky: Science Fiction, Utopia, Dystopia*. Westview Press, 2000.
- Nodelman, Perry. *The Hidden Adult: Defining Children's Literature*. Hopkins UP, 2008.
- Pandurang, Mala. *Vikram Seth: Multiple Locations, Multiple Affiliations*. Rawat Publications, 2001.
- Rollyson, Carl E. (ed). *Critical Survey of Mystery and Detective Fiction*. Volume 1. California: Salem Press INC, 2008.
- Singh, V.P. *Mountain Travelogues on the Himalaya and Tibet*. Pilgrims Publishing, 2012.

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## **Research Project/ Research Dissertation (Credit: 10)**

### **ENG-CO11(A)**

#### **Course Outcomes:**

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

- Develop an understanding of research methodology and its basic concepts.
- Identify the trends in contemporary research to successfully formulate relevant research questions.
- Comprehend the different mechanics of writing and effectively use them in their research.
- Understand and apply the virtual technologies in diverse areas of research.
- Apply the MLA guidelines to research documentation.

**Mid Term Evaluation shall be done at the end of I<sup>st</sup> semester.**

#### **Suggested Readings:**

- Bell, Judith. *How to Complete your Research Project Successfully*. UBS Publishers and Distributors, 1993.
- Gilbert, Nigel. *Researching Social life*. Sage Publication, 1993.
- Gregory, Ian. *Ethics in Research*. Continuum.
- Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. Affiliated EastWest Press, 2000 (seventh edition).
- Krishnaswami, O. R. *Research Methodology in Social Sciences*, Himalaya Publications, 2000.
- Kumar, Renjith. *Research Methodology: A Step by Step Guide for Research*, Pearson Education, 2009.

## **PROGRAMME SPECIFIC OUTCOMES (PSOs)**

### **M.A. Semester - II**

After the semester, students will be able to:

- Comprehend the nature and scope of translation
- Acquaint themselves with the important theories of translation.
- Trace the significance of translation on a global level in the multicultural world we live in.
- Comprehend the issues in translation like equivalence, and loss and gain in translation.
- Practice translation of different genres.
- Study Films as a literary artifact.
- Develop an understanding of the basic concepts in filmmaking and its nuances.
- Study different film theories and theorists and apply the critical approach to understand cinema.

Develop an understanding of the concept of South Asian nations.

- Traverse through the nuances of the national ties among the South Asian nations.
- Derive a cohesive idea of the cultural ties shared by the South Asian nations by reading their literature with a comparative approach.
- Gain a strong grasp of key theories and concepts in cultural studies, such as ideology, hegemony, discourse, power, identity, and representation.
- Promote an understanding of cultural diversity and the importance of inclusion, exploring how different cultures interact and the benefits of a multicultural society.

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## Semester – II

### Core Paper 1 – Translation Studies (Credit: 5)

#### ENG-CO12

#### Course Outcomes:

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

- Comprehend the various theories of translation.
- Develop an understanding of issues like equivalence, and loss and gain in translation.
- Trace the history of translation.
- Comprehend the significance of translation on a global level.
- Translate texts with certain professionalism.

#### Unit 1 – Nature and Scope

Meaning and Definitions of Translation, Types of Translation, Process of Translation, Scope of Translation, Concept of Translation in the West and in the Indian Context, Brief History of Translation

#### Unit 2 – Pre-Linguistic Theories

Eugene Nida - Principles of Correspondence

Roman Jakobson – On Linguistic Aspects of Translation

J.C. Catford - “Translation Shifts”

#### Unit 3 - Linguistic Theories

Andre Lefevere - “Translation: Ideology. On the Construction of Different Anne Franks”  
from *Translation Rewriting and the Manipulation of Literary Fame*

Susan Bassnett and Harish Trivedi - *Postcolonial Translation: Theory and Practice*

#### Unit 4 – Issues in Translation

Equivalence in Translation: Concept of ‘Equivalence’, Socio-cultural Dimensions of Translation, Transliteration, Transcreation, Machine Translation-Merits and Demerits,

#### Unit 5 – Translation Practice – Poetry

Practical Translation of Stanzas from Hindi to English and vice-versa

## Unit 6 – Translation Practice – Prose

Practical Translation of Passages from Hindi to English and vice-versa

### Suggested Readings:

- Catford, J. C. *A Linguistic Theory of Translation*. Oxford UP, 1965.
- Munday, Jeremy. *Introducing Translation Studies: Theories and Applications*. Routledge, 2001.
- New Mark, Peter. *Approaches to Translation*. Pergamon Press, 1981.
- New Mark, Peter. *A Text Book of Translation*. Prentice Hall, 1988.
- Nida, Eugene and C. Taber. *The Theory and Practice of Translation*. F. J. Brill, 1974.
- Lefevere, Andre. *Translation, Rewriting and the Manipulation of Literary Fame*. Routledge, 1992.
- Das, B.K. *A Handbook of Translation Studies*. Atlantic Publishers and Distributors, 2005.
- Bassnett, McGuire. *Translation Studies*. Routledge, 1991.

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## Core Paper 2 – Cultural Studies (Credit: 5)

### ENG-CO13

#### Course Outcomes:

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

- Compare and contrast western and eastern literary aesthetics.
- Comprehend the nature and scope of cultural studies and its relation to English literature.
- Apply the contemporary literary theories as methodologies for their research.
- Trace a common history, reinforcing cultural values and getting acquainted with important traditions of different regions in India.
- Understand people's values, faith, and their ways of life with the aid of its themes.

#### Unit 1 – Introduction to Cultural Studies

Chris Barker - *Making Sense of Cultural Studies: Central Problems and Critical Debates* (Sage Publications)

#### Unit 2 - Critical Theories 1

Chandra Talpade Mohanty - "Under Western Eyes: Feminist Scholarship and Colonial Discourses"

T.S. Eliot - "The Three Senses of Culture" from *Notes Towards the Definition of Culture*

#### Unit 3 – Critical Theories 2

Vinay Lal and Ashish Nandy - "Popular Cinema and the Culture of Indian Politics"

Louis Althusser - "From 'Ideology and Ideological State Apparatus'"

#### Unit 4 – Folk Art – Background and Definition

#### Unit 5 – Folk Literature

Devika Rangachari – 'How Floods Were Banished From Kashmir' (*Stories from Rajatarangini: Tales of Kashmir*)

Yogendra Pathak Viyogi - 'The Cycle of Life' (*Folktales of Mithila*)

#### Unit 6 – Tribal Literature

Historical evolution, Forms and Techniques

Karma Song – ‘Well is Shaded by Trees’

Dadariya Song – ‘To Go to the Forest to Cut Karela’

The Kolam Tribe – ‘Conversation between Man and Woman’

**Suggested Readings:**

- Gupta, Ramnika (ed.). *Adivasi Swar aur Nai Shatabdi*. Vani Prakashan, first edition, 2002.
- ---. *Indigenous Writers of India*. Vol. 1, Ramnika Foundation & Concept Publishing Co, 2006.
- Ashliman, D. L. *Folk and Fairy Tales: A Handbook*. Greenwood Press, 2004.
- *New Approaches to Teaching Folk and Fairy*. State UP, 2016.
- Cox, Marian Roalfe. *An Introduction to Folklore*. LLC, 2014.
- Jones, Christa, et al. *New Approaches to Teaching Folk and Fairy Tales*. LLC, 2014.



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## **Research Project/ Research Dissertation (Credit: 10)**

### **ENG-CO11(B)**

#### **Course Outcomes:**

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

- Develop an understanding of research methodology and its basic concepts.
- Identify the trends in contemporary research to successfully formulate relevant research questions.
- Comprehend the different mechanics of writing and effectively use them in their research.
- Understand and apply the virtual technologies in diverse areas of research.
- Apply the MLA guidelines to research documentation.

**To be evaluated in II<sup>nd</sup> semester.**

#### **Suggested Readings:**

- Bell, Judith. *How to Complete your Research Project Successfully*. UBS Publishers and Distributors, 1993.
- Gilbert, Nigel. *Researching Social life*. Sage Publication, 1993.
- Gregory, Ian. *Ethics in Research*. Continuum.
- Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. Affiliated East West Press, 2000 (seventh edition).
- Krishnaswami, O. R. *Research Methodology in Social Sciences*, Himalaya Publications, 2000.
- Kumar, Renjith. *Research Methodology: A Step by Step Guide for Research*, Pearson Education, 2009.

**OR**  
**COURSE WORK MODE**

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## **PROGRAMME SPECIFIC OUTCOMES (PSOs)**

### **M.A. Semester - I**

After this semester, the students will be able to:

- Comprehend the idea of criticism and critical thought and trace its growth over the millennia.
- Acquaint themselves with varying concepts like Classicism, Classical Works, Modernism and Post-modernism.
- Develop their critical insight.
- Develop an understanding of critical terms like Structuralism, Post-structuralism, Feminism, Gynocriticism and Post-colonial theory.
- Develop an understanding of the term New Literatures.
- Trace the historical, cultural and social background of the nations whose writings comprise the New Literatures genre.
- Develop an understanding of colonization as an over-arching theme in New Literatures and its effects on the nation and its people.
- Comprehend the basic difference between New Literatures and Commonwealth Literature.
- Gain the ability to perform cross-cultural analyses, identifying and interpreting themes, narratives, and literary techniques across diverse literary traditions.
- Develop an interdisciplinary understanding of literature by comparing texts from different cultural, linguistic, and historical backgrounds.
- Explore the cultural impact of popular literature, recognizing its role in shaping societal values, norms, and beliefs, and its reflection of contemporary issues and trends.
- Make interdisciplinary connections by examining how popular literature intersects with other media and art forms, including film, television, video games, and social media.

## Semester – I

### Core Paper 1 – Literary Theory and Criticism (Credit: 5)

#### ENG-CO9

#### Course Outcomes:

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

- Understand the concept of criticism and its scope.
- Develop an understanding of Classicism, Classical Works, Modernism and Post-modernism.
- Develop an understanding of the qualifications of an ideal critic.
- Trace the evolution of criticism over the ages.
- Comprehend the concepts of Structuralism, Post-structuralism, Feminism, Gynocriticism and Post-colonial theory.
- Enhance the critical insights of students.

#### Unit 1 – Aristotle - *Poetics*

Longinus - *On the Sublime*

#### Unit 2 – John Dryden - *An Essay of Dramatic Poesy*

Samuel Johnson - *Preface to Shakespeare*

#### Unit 3 – William Wordsworth - Preface to *The Lyrical Ballads*

S.T. Coleridge – *Biographia Literaria*

#### Unit 4 – Ferdinand de Saussure - Nature of the Linguistic Sign

T.S. Eliot - Tradition & Individual Talent, The Function of Criticism

#### Unit 5 – Edward Said - Crisis (in *Orientalism*)

Elaine Showalter - Feminist Criticism in the Wilderness

#### Unit 6 - Bharata: Concept of Rasa (*Natyashastra*)

Bhamah: Concept of Alamkara (*Kavyalamkara*)

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### Suggested Readings:

- Seturaman, V.S.(ed). *Contemporary Criticism, An Anthology*.Macmillan India Ltd., 1989.
- Selden, Raman (ed).*The Theory of Criticism from Plato to the Present, A Reader*. Longman, 1988.
- Blamires, Harry. *A History of Literary Criticism*.Macmillan India Ltd., 2000.
- Arnold, Matthew. *Essays Literary and Critical*, ed. G.K. Chesterton. Everyman's Library, 1906.
- Coleridge, S.T. *Biographia Literaria*.Everyman's Library, 1975.
- Dryden, John.*Dramatic Poesy and Other Essays*, intro. W.H. Hudson. Everyman's Library, 1912.
- Lewis, C.S. *An Experiment in Criticism*. Cambridge UP, 1961.
- Enright, D.J. and E.D. Chickera. *English Critical Texts*. Oxford UP, 1971.
- Halliwell, Stephen.*Aristotle's Poetics*. Gerald Duckworth & Co. Ltd., 1986.
- Lodge, David (ed.).*Twentieth Century Literary Criticism, A Reader*.Longman, 1972.
- Bertens, Hans.*Literary Theory: The Basics*. Routledge, 2001.
- Selden, Raman.*Practising Theory and Reading Literature : An Introduction*. Harvester, 1989.
- Eagleton, Mary (ed.).*Feminist Literary Criticism*. Longman, 1991.
- Showalter, Elaine (ed.).*Speaking of Gender*. Routledge, 1989.
- Moi, Toril.*Sexual/Textual Politics: Feminist Literary Theory*. Methuen, 1985.
- Barry, Peter.*Beginning Theory, An Introduction to Literary and Cultural Theory*.Manchester UP, 1995.
- Norris, Christopher.*Deconstruction: Theory and Practice*.Methuen, 1982.
- Gandhi, Leela.*Post Colonial Theory. A Critical Introduction*. Oxford UP, 1999.
- Enright D.J. and E.D. Chickera.*English Critical Texts*. Oxford UP, 1971.

## Core Paper 2 – Popular Literature (Credit: 5)

### ENG-CO10

#### Course Outcomes:

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

- Develop an understanding of the term ‘Popular Literature’
- Recognise the plausible dystopic vision of the science fiction writers if science is not handled with care
- Discover the art of enhancing their travel experiences
- Assess the manoeuvrings of child’s psyche
- Develop inquisitive thinking and become more observant as detective fiction readers

#### Unit 1 – Humorous Literature

Oscar Wilde – *The Importance of being Earnest*

Jerome K. Jerome - *Three Men in a Boat*

#### Unit 2 - Science Fiction

Mary Shelley – *Frankenstein*

H.G. Wells – *The Time Machine*

#### Unit 3 – Detective/ Spy Fiction

Arthur Conan Doyle – *A Study in Scarlet*

Ian Fleming – *Casino Royale*

#### Unit 4 – Travel Literature

William Dalrymple – *City of Djinns*

Vikram Seth – *From Heaven Lake*

#### Unit 5 – Children/ Young Adult Fiction

Ruskin Bond – *A Room on the Roof*

Harper Lee - *To Kill a Mockingbird*

#### Unit 6 – Green Literature

Henry David Thoreau - *Walden or Life in the Woods*

**Suggested Readings:**

- Aries, Philippe. *Centuries of Childhood: A Social History of Family Life*. Trans. By Robert Baldick. Alfred A. Knopf. 1962.
- Ashley, Mike. *The Time Machines: The Story of the Science-Fiction Pulp Magazines from the Beginning to 1950*. Liverpool University Press, 2000.
- Booker, M. Keith. *Dystopian Literature: A Theory and Research Guide*. Greenwood Press, 1994.
- Bradford, Clare, Kerry Mallan, John Stephens and Robyn. *New World Orders in Contemporary Children's Literature: Utopian Transformations*. Palgrave Macmillan, 2008.
- Charles Rzepka and Lee Horsley (eds). *A Companion to Crime Fiction*. Willy Blackwell Publication, 2010.
- Dechêne, Antoine. *Detective Fiction and the Problem of Knowledge*. Palgrave MacMillan, 2018.
- Hunt, Peter, ed. *Understanding Children's Literature*. (1999). 2<sup>nd</sup> ed. Routledge, 2009. O ---. *Criticism, Theory, and Children's Literature*. Blackwell, 1991.
- ---. *Children's Literature: The Development of Criticism*. Routledge, 1990.
- ---. *Children's Literature: Blackwell Guides to Literature*. Blackwell Publishers Ltd, 2001.
- ---. *An Introduction to Children's Literature*. Oxford UP, 2009.
- James, Allison, and Alan Prout (eds). *Constructing and Reconstructing Childhood: Contemporary Issues in the Sociological Study of Childhood*. Routledge, 2010.
- James, Edward, and Farah Mendlesohn. *The Cambridge Companion to Science Fiction*. Cambridge UP, 2003.
- Lem, Stanisław, and Franz Rottensteiner. *Microworlds: Writings on Science Fiction and Fantasy*. Edited by Mariner Books, 1986.
- Lindsay, Claire. "Travel Writing and Postcolonial Studies." *The Routledge Companion to Travel Writing*. Routledge, 2015.
- Moylan, Tom. *Scraps of the Untainted Sky: Science Fiction, Utopia, Dystopia*. Westview Press, 2000.
- Nodelman, Perry. *The Hidden Adult: Defining Children's Literature*. Hopkins UP, 2008.
- Pandurang, Mala. *Vikram Seth: Multiple Locations, Multiple Affiliations*. Rawat Publications, 2001.
- Rollyson, Carl E. (ed). *Critical Survey of Mystery and Detective Fiction*. Volume 1. California: Salem Press INC, 2008.
- Singh, V.P. *Mountain Travelogues on the Himalaya and Tibet*. Pilgrims Publishing, 2012.

## **Core Paper 3 - New Literatures in English (Credit: 5)**

### **ENG-CO14**

#### **Course Outcomes:**

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

- Comprehend the various connotations of the term New Literatures.
- Comprehend the basic difference between New Literatures and Commonwealth Literature.
- Develop an understanding of the historical, social and cultural background of the nations writing New Literatures.
- Analyse the differences and similarities between the New Literatures of different nations.
- Comprehend the concept of colonization, its impact and after-effects on the people and a nation.

#### **Unit 1 – Theory and History**

#### **Unit 2 – African Literature**

Chinua Achebe - *Things Fall Apart*

Ngũgĩ wa Thiong'o – *Decolonising the Mind*

#### **Unit 3 – Caribbean Literature**

V.S. Naipaul - *A House for Mr. Biswas*

Jean Rhys - *Wide Sargasso Sea*

#### **Unit 4 – Australian Literature**

A.D. Hope - “Australia”, “The Death of the Bird”

Judith Wright - “The Company of Lovers”, “Woman to Man”

#### **Unit 5 – Russian Literature in Translation**

Leo Tolstoy - *Resurrection*

Maxim Gorky - *Mother*

#### **Unit 6 – Canadian Literature**

Margaret Atwood - “Siren Song”

Allison McWood - *Shakespeare's Brain*



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### Suggested Readings:

- Trivedi, Harish and Meenakshi Mukherjee (eds.). *Interrogating Post Colonialism: Theory, Text and Context*. Indian Institute of Advanced Study.
- Rajan, R.S. *The Lie of the Land: English Literary Studies in India*. Oxford UP.
- Ashcroft, Griffiths and Tiffin (ed.). *Post Colonial Studies. A Reader*. Routledge.
- Bhabha, H.K. *The Location of Culture*. Routledge.
- Gandhi, Leela. *Post Colonial Theory: A Critical Introduction*. Edinburgh UP.
- Baydon, Diana (ed.). *Post Colonial: Critical Concepts*. Routledge.
- Jain, Jasbir. *Problems of Post Colonial Literature and Other Essays*. Printwell Publications.
- New, W. H. *A History of Canadian Literature*. Macmillan, 1989.
- Williams, David. *Confessional Fictions: A Portrait of the Artist in the Canadian Novel*. University of Toronto Press, 1991.
- Stouk, David. *Major Canadian Authors: A Critical Introduction to Canadian Literature in English*. University of Nebraska Press, 1988.
- Monkman, Leslie. *A Native Heritage*. Toronto University Press, 1981.
- Hamilton . K. G. (ed.). *Studies in Recent Australian Novel*. University of Queensland Press, 1978.
- Kramer, Leonie. *Oxford Anthology of Australian Literature*. Adrian Mitchel (eds.), Oxford UP, 1985.
- Lock, Fred. *Australian Literature: A Reference Guide*. Oxford UP, 1977.
- Walsh .W. *Commonwealth Literature*. Oxford UP, 1974.
- Wright, Judith. *Preoccupations in Australian Poetry*. Oxford UP, 1965.

## **Core Paper 4 – Gender Studies (Credit: 5)**

### **ENG-CO15**

#### **Course Outcomes:**

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

- Identify the difference between sex and gender.
- Recognise the basic ideas of gender studies and types of feminism.
- Appraise the foundational ideas of the feminist philosophy.
- Develop an understanding of the various challenges faced by women in different settings.
- Develop more sensitivity to the gender discrimination around them.

#### **Unit 1 – Theory**

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

Simone de Beauvoir - Introduction to *The Second Sex*

#### **Unit 2 – Poetry**

Carol Ann Duffy - “Little Red Cap”

Sujata Bhatt - “A Story for Pearse”

#### **Unit 3 – Fiction**

Mahasweta Devi - “Draupadi”

Begum Rokaya – *Sultana's Dream*

#### **Unit 4 – Novel**

Nemat Sadat - *The Carpet Weaver*

Alice Walker - *The Color Purple*

Virginia Woolf - *Orlando*

#### **Unit 5 – Drama**

Rashid Jahan - *Behind the Veil*

Tony Kushner - *Angels in America*

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## Unit 6 – Autobiography/ Memoir

Kamala Das - *My Story*

Paul Monette - *Borrowed Time: An AIDS Memoir*

### Suggested Readings:

- Frederick Engels. *The Origin of the Family, Private Property and the State*. Penguin, 1985.
- Gabriele Griffin. *A Dictionary of Gender Studies*. Oxford UP, 2017.
- Kate Millet. *Sexual Politics*. University of Illinois Press, 2000.
- Mahasweta Devi. *Breast Stories*. Seagull Books, 1997
- Margaret Walters. *Feminism: A Very Short Introduction*. Oxford UP, 2006.
- Tanika Sarkar. *Hindu Wife, Hindu Nation: Community, Religion and Cultural Nationalism*. Orient Blackswan Private Limited, 2003.
- Toril Moi. *Textual/ Sexual Politics: Feminist Literary Theory*. Methuen, 1985.
- Vandana Shiva. *Staying Alive: Women, Ecology and Survival in India*. Kali for Women, 1988.
- Nandi Bhatia. *Performing Women/ Performing Womenhood: Theatre, Politics and Dissent in North India*. Oxford UP, 2010.
- Antoinette Burton. *Dwelling in the Archive: Women Writing House, Home and History in the Late Colonial India*, Oxford UP, 2003.
- Eunice de Souza. *Purdah An Anthology*, 2004, Oxford UP.
- Tharu S and K Lalita. *Women Writing in India: 600 B.C. to the Present Vol.1*, Oxford UP.

## **PROGRAMME SPECIFIC OUTCOMES (PSOs)**

### **M.A. Semester - II**

After the semester, students will be able to:

- Comprehend the nature and scope of translation
- Acquaint themselves with the important theories of translation.
- Trace the significance of translation on a global level in the multicultural world we live in.
- Comprehend the issues in translation like equivalence, and loss and gain in translation.
- Practice translation of different genres.
- Study Films as a literary artifact.
- Develop an understanding of the basic concepts in filmmaking and its nuances.
- Study different film theories and theorists and apply the critical approach to understand cinema.

Develop an understanding of the concept of South Asian nations.

- Traverse through the nuances of the national ties among the South Asian nations.
- Derive a cohesive idea of the cultural ties shared by the South Asian nations by reading their literature with a comparative approach.
- Gain a strong grasp of key theories and concepts in cultural studies, such as ideology, hegemony, discourse, power, identity, and representation.
- Promote an understanding of cultural diversity and the importance of inclusion, exploring how different cultures interact and the benefits of a multicultural society.

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## Semester – II

### Core Paper 1 – Translation Studies (Credit: 5)

#### ENG-CO12

#### Course Outcomes:

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

- Comprehend the various theories of translation.
- Develop an understanding of issues like equivalence, and loss and gain in translation.
- Trace the history of translation.
- Comprehend the significance of translation on a global level.
- Translate texts with certain professionalism.

#### Unit 1 – Nature and Scope

Meaning and Definitions of Translation, Types of Translation, Process of Translation, Scope of Translation, Concept of Translation in the West and in the Indian Context, Brief History of Translation

#### Unit 2 – Pre-Linguistic Theories

Eugene Nida - Principles of Correspondence

Roman Jakobson – On Linguistic Aspects of Translation

J.C. Catford - “Translation Shifts”

#### Unit 3 - Linguistic Theories

Andre Lefevere - “Translation: Ideology. On the Construction of Different Anne Franks”  
from *Translation Rewriting and the Manipulation of Literary Fame*

Susan Bassnett and Harish Trivedi - *Postcolonial Translation: Theory and Practice*

#### Unit 4 – Issues in Translation

Equivalence in Translation: Concept of ‘Equivalence’, Socio-cultural Dimensions of Translation, Transliteration, Transcreation, Machine Translation-Merits and Demerits,

#### Unit 5 – Translation Practice – Poetry

Practical Translation of Stanzas from Hindi to English and vice-versa

## Unit 6 – Translation Practice – Prose

Practical Translation of Passages from Hindi to English and vice-versa

### Suggested Readings:

- Catford, J. C. *A Linguistic Theory of Translation*. Oxford UP, 1965.
- Munday, Jeremy. *Introducing Translation Studies: Theories and Applications*. Routledge, 2001.
- New Mark, Peter. *Approaches to Translation*. Pergamon Press, 1981.
- New Mark, Peter. *A Text Book of Translation*. Prentice Hall, 1988.
- Nida, Eugene and C. Taber. *The Theory and Practice of Translation*. F. J. Brill, 1974.
- Lefevere, Andre. *Translation, Rewriting and the Manipulation of Literary Fame*. Routledge, 1992.
- Das, B.K. *A Handbook of Translation Studies*. Atlantic Publishers and Distributors, 2005.
- Bassnett, McGuire. *Translation Studies*. Routledge, 1991.

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## Core Paper 2 – Cultural Studies (Credit: 5)

### ENG-CO13

#### Course Outcomes:

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

- Compare and contrast western and eastern literary aesthetics.
- Comprehend the nature and scope of cultural studies and its relation to English literature.
- Apply the contemporary literary theories as methodologies for their research.
- Trace a common history, reinforcing cultural values and getting acquainted with important traditions of different regions in India.
- Understand people's values, faith, and their ways of life with the aid of its themes.

#### Unit 1 – Introduction to Cultural Studies

Chris Barker - *Making Sense of Cultural Studies: Central Problems and Critical Debates* (Sage Publications)

#### Unit 2 - Critical Theories 1

Chandra Talpade Mohanty - "Under Western Eyes: Feminist Scholarship and Colonial Discourses"

T.S. Eliot - "The Three Senses of Culture" from *Notes Towards the Definition of Culture*

#### Unit 3 – Critical Theories 2

Vinay Lal and Ashish Nandy - "Popular Cinema and the Culture of Indian Politics"

Louis Althusser - "From 'Ideology and Ideological State Apparatus'"

#### Unit 4 – Folk Art – Background and Definition

#### Unit 5 – Folk Literature

Devika Rangachari – 'How Floods Were Banished From Kashmir' (*Stories from Rajatarangini: Tales of Kashmir*)

Yogendra Pathak Viyogi - 'The Cycle of Life' (*Folktales of Mithila*)

#### Unit 6 – Tribal Literature

Historical evolution, Forms and Techniques

Karma Song – ‘Well is Shaded by Trees’

Dadariya Song – ‘To Go to the Forest to Cut Karela’

The Kolam Tribe – ‘Conversation between Man and Woman’

**Suggested Readings:**

- Gupta, Ramnika (ed.). *Adivasi Swar aur Nai Shatabdi*. Vani Prakashan, first edition, 2002.
- ---. *Indigenous Writers of India*. Vol. 1, Ramnika Foundation & Concept Publishing Co, 2006.
- Ashliman, D. L. *Folk and Fairy Tales: A Handbook*. Greenwood Press, 2004.
- *New Approaches to Teaching Folk and Fairy*. State UP, 2016.
- Cox, Marian Roalfe. *An Introduction to Folklore*. LLC, 2014.
- Jones, Christa, et al. *New Approaches to Teaching Folk and Fairy Tales*. LLC, 2014.



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## Core Paper 3 – South Asian Literature (Credit: 5)

### ENG-CO16

#### Course Outcomes

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

- Interpret the international ties between South Asian nations.
- Develop an appreciation of the different countries without prejudices.
- Develop an understanding of the intrinsic struggles of each nation.
- Use this knowledge to extend scope for research ideas.

#### Unit 1 – Background

The cultural milieu of India, Sri Lanka, Nepal and other South Asian nations

#### Unit 2 – India

Nayantara Sahgal – *The Fate of Butterflies*

Poile Sengupta – *Mangalam*

Jayanta Mahapatra - “Hunger”

#### Unit 3 – Pakistan

Saadat Hasan Manto – “Toba Tek Singh”

Kishwar Naheed – “I Am Not That Woman”

Bapsi Sidhwa – *Ice Candy Man*

#### Unit 4 – Bangladesh and Afghanistan

Monica Ali - *Brick Lane*

Khaled Hosseini – *A Thousand Splendid Suns*

Nadia Anjuman - “Divine Beauty”

#### Unit 5 – Bhutan and Nepal

Kunzang Choden - *The Circle of Karma*

Manjushree Thapa – “The Buddha in the Earth-Touching Posture” from *Tilled Earth: Stories*

#### Unit 6 – Sri Lanka

Anne Ranasinghe - “July 1983” and “Plead Mercy”

Michael Ondaatje – *The English Patient*

**Suggested Readings:**

- Hogan, Patrick Colm and Lalita Pandit (ed.). *Literary India : Comparative Studies in Aesthetics, Colonialism, and Culture*.
- Gilbert, Helen, Joanne Tompkins. *Post-Colonial Drama: Theory, Practice, Politics*.
- Balme, Christopher B. *Decolonizing the Stage: Theatrical Syncretism and Post-Colonial Drama*.
- Crow, Brian, et al. *An Introduction to Post-Colonial Theatre*.
- *Projection of Paradise: Ideals Elsewhere in Post-colonial Migrant Literature*, 2011.
- Gillian, Carol. *In a Different Voice: Psychological Theory and Women's Development*.
- Khan, Nilofar H. *Treatment of a Wife's Body in the Fiction of Indian Sub-Continental Muslim Women Writers*.

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## **Core Paper 4 – Literature and Films (Credit: 5)**

### **ENG-CO17**

#### **Course Outcomes:**

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

- Develop an understanding of the technical terminology associated with film studies.
- Interpret films as text and evaluate them critically.
- Appraise the process of adaption of texts into films.
- Recognise the nuances of cinematography.
- Assess various film genres and their characteristics.

#### **Unit 1 – Basic Terminology in Films**

Film Language, Structure and Meaning

Time in Cinema: Physical Time- Time variation within a shot, Accelerated motion, Slow motion, Montage, Flash back.

Mise en scène, Characteristics: Performance and Movement, Décor, Costume, Makeup, Props etc.

Cinematography: Lighting, Dramatic Use of Colour and Special Effects

The Fifth Dimension: Sound (Analytical Categories of Film Sound)

Film Editing and Styles

#### **Unit 2 – History and Genre Studies**

Genre: Chick flick, war, Gangster/Crime, Comedy, Biopics, Drama/Suspense/Thriller, Romance, Sci-Fi, Disaster, Epic/Historical, Guy films, Musicals, Horror, Action, Adventure etc.

History of Films and Uses of Films

#### **Unit 3 – Film Theorists**

Hugo Munsterberg, Christian Metz, Laura Mulvey, Linda Hutcheon, James Monaco

#### **Unit 4 – Film Theory**

The Auteur Theory, Psychoanalytic Film Theory, Feminist Film Theory

#### **Unit 5 – Adaptations**

Framework of Adaptation Theory

Analysis of Novel, Short Fiction and Drama/ Theatre in Adaptation with reference to select works

*Forrest Gump* (1994) (based on Winston Groom's *Forrest Gump*, directed by Robert Zemeckis)

*Haider* (2014) (based on William Shakespeare's *Hamlet*, directed by Vishal Bhardwaj)

*Little Women* (2019) (based on Louisa May Alcott's *Little Women*, directed by Greta Gerwig)

## **Unit 6 – Literature, Art and Films**

Film as Literature

Practical Criticism: Analysis of select films

*The Lunchbox* (2013) directed by Ritesh Batra

*Babylon* (2022) directed by Damien Chazelle

*Pather Panchali* (1955) directed by Satyajit Ray

### **Suggested Readings:**

- Asaduddin, M. and Anuradha Ghosh (ed.). *Filming Fiction: Tagore, Premchand, and Ray*.
- Bluestone, George. *Novels in Film*.
- Boyum, Joy Gould. *Double Exposure: Fiction into Film*.
- Cartmell, Deborah and Imelda Whelehan (ed.). *Adaptations: From Text to Screen, Screen to Text*.