

POSTGRADUATE COURSE STRUCTURE

English

SEMESTER- I

Hard Core- 101: British Poetry

Hard Core- 102: British Drama

Hard Core- 103: British Fiction

Hard Core- 104: British Non-Fiction Prose

SEMESTER- II

Hard Core- 201: Literary Criticism & Theory

Hard Core- 202: Literature and Gender

Hard Core- 203: Migration Literature

Hard Core- 204: Life Writing

Core Elective- 201

A-American Literature -I

B- Indian Writing in English- I

C- Post Colonial Literature- I

Open Elective- 201: Science and Detective Fiction

SEMESTER- III

Hard Core 301: Introduction to Linguistics and ELT

Hard Core 302: Odia Novels in English Translation

Hard Core 303: Literature for Children

Core Elective-1- 301

A-American Literature -II

B- Indian Writing in English- II

C- Post Colonial Literature- II

Core Elective 2- 302

A-American Literature -III

B- Indian Writing in English- III

C- Post Colonial Literature- III

SEMESTER- IV

Hard Core- 401: Writing at Work

Hard Core-402: Dalit Literature

Hard Core- 403: Research Methodology

Core Elective 401

A-American Literature -IV

B- Indian Writing in English- IV

C- Post Colonial Literature- IV

Semester I

Hard Core 101

British Poetry

Objective:

- To introduce the students to the different aspects of a poem: rhyme, rhythm, figures of speech, imagery, tone, and meter.
- To understand British culture, languages, and historic periods through w2poetry.
- To understand and appreciate poetry as a literary art form.
- To analyse the various elements of poetry and associated literary devices

Unit	Authors and Texts	Credit
Unit I	John Milton: Paradise Lost, Books - 1 and 2	5
Unit II	John Donne: Valediction Forbidding Mourning John Keats: Ode on a Grecian Urn; S T Coleridge: Kubla Khan	5
Unit III	Wordsworth: Prelude: Book I & 2	5
Unit IV	Alfred Tennyson: Ulysses Robert Browning: My Last Duchess	5
Unit V	Siegfried Sassoon: Dreamers, Absolution Wilfred Owen: 1914, Anthem for Doomed Youth W. B. Yeats: Leda and the Swan, A Prayer for my daughter, Sailing to Byzantium	5

Suggested Reading:

- Bowra, Maurice. The Romantic Imagination. OUP
- Grierson, Herbert and J C Smith. A Critical History of English Poetry.
- David Daiches: Poetry and the Modern World: A Study of Poetry in England between 1900 and 1939.

Course Outcomes:

At the end of the course, the students would be able to

- comprehend varied techniques and forms of poetry
- appreciate the poem based on its rhythmic pattern and metrics
- apply the principles of literary appreciation/criticism
- analyse the poem based on various elements of poetry

- develop a broadened outlook and sensibility

HC 102

British Drama

Objective:

The students will:

- get acquainted with the genre of English drama.
- learn the rhetorical aspect of drama
- comprehend changing approaches to theatre and the change in dramatic works
- comprehend main ideas and details in different kinds of dramatic scripts
- explore issues and experiences through a stimulation of their imagination

Unit	Authors and Texts	Credits
Unit I	William Shakespeare: King Lear	5
Unit II	Aphra Behn: the Rover	5
Unit III	Oscar Wilde: The Importance of Being Earnest	5
Unit IV	John Osborne: Look Back in Anger	5
Unit V	Tom Stoppard: Indian Ink	5

Suggested Readings:

- Cohen, Michael. "On Reading 'Hamlet' for the First Time." College Literature, vol. 19, no. 1, 1992, pp. 48–59. JSTOR, JSTOR, www.jstor.org/stable/25111940.
- Bhatia, Nandi. "Reinventing India through a quite witty pastiche": Reading Tom Stoppard's Indian Ink." Modern Drama, vol. 52 no. 2, 2009, pp. 220-237. Project MUSE, doi:10.1353/mdr.0.0104
- Bhatia, Nandi. "Anger, Nostalgia, and the End of Empire: John Osborne's Look Back in Anger." Modern Drama, vol. 42 no. 3, 1999, pp. 391-400. Project MUSE, doi:10.1353/mdr.1999.0012
- Social Realistic Projections of Galsworthy's Strife
- https://www.researchgate.net/publication/285626997_Social_Realistic_Projections_of_Galsworthy's_Strife

Course Outcome:

At the end of the course the students would be able to:

- comprehend effectively different imageries and situations
- understand the varied attitudes, values and ideas transmitted and dramatized in oral form
- comprehend body language and facial expressions better

- acquire enhanced outlook and sensibility
- incorporate openness to new perspectives and ways of thinking

HC 103

British Fiction

Objective:

The students will:

- improve their comprehension skills
- gain knowledge and insight into English literature
- understand the artistry and utility of English language through a study of the fictions
- refine their critical faculties necessary for academic and professional life

Unit	Authors and Texts	Credits
Unit I	Jonathan Swift: Gulliver's Travels Book I & 2	5
Unit II	Charles Dickens: A Tale of Two Cities	5
Unit III	D H Lawrence: The Rainbow	5
Unit IV	Doris Lessing: The Grass is Singing	5
Unit V	Kazuko Ishiguru: Never Let Me Go	5

Suggested Readings:

- David Lodge. Language of Fiction: Essays in Criticism and Verbal Analysis of the English Novel. Routledge Publication. 2002
- E M Foster: Aspects of the Novel. Edward Arnold. 1927.
- Lentz, David B. Novel Criticism: How to Critique Novels like a Novelist. Createspace Independent Pub. 2011.

Course Outcome

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

- apply critical and theoretical approaches to the reading
- identify, interpret, describe and analyze the critical ideas and themes that appear in literary and cultural texts
- critically analyze the texts from different historical periods and geographical space
- demonstrate a broader understanding of how different ideas and values inform and impact culture and society
- study world literatures and insights into different demonstrate high-level proficiency in literary research and in the synthesis of research

Hard Core 104

British NON-FICTION / PROSE

Objective:

The students will:

- learn to use language in context and internalize the meaning in context
- be able to express their opinion
- be able to articulate their thoughts and ideas
- be able to organize their thoughts in a logical manner

Unit	Authors and Texts	Credit
Unit I	Francis Bacon - (Essays) - Of Truth, Of Death, Charles Lamb: Dream Children: A Reverie William Hazlitt: On Going on a Journey	5
Unit II	Thomas Moore : Utopia	5
Unit III	Thomas Carlyle: On Heroes, Hero-Worship and the Heroic in History(Hero as Poet)	5
Unit IV	Robert Lynd: On Forgetting, The Pleasure of Ignorance A.G. Gardiner: On Saying Please, On the Rule of the Road	5
Unit V	Mathew Arnold: Culture and Anarchy (Chapter I & 2)	5

Suggested readings:

- Eagleton, Terry. Literary Theory: An Introduction. Blackwell. 1996.
- David Daiches: Critical Approaches to Literature. Prentice-Hall. 1956.

Course Outcome:

At the end of the paper the students will be able to:

- Demonstrate advanced skills like thinking critically and synthesize ideas
- Develop skills like – narrative skills, analytical skills, expository skills and argumentative skills
- Refine skills in narration
- develop their skills in organizing and expressing ideas and perspectives with clarity and coherence
- learn to share their ideas and new learnings with reading partners

Semester 2

Hard Core 201

Literary Criticism and Literary Theory

Objective:

The students will:

- Enable students to analyse/interpret/evaluate a literary work better
- Broaden the understanding of Literary Criticism and formulate a comprehensive understanding and critical approaches to literary works.

Unit	Authors and Texts	Credit
Unit I	Jacques Derrida Deconstruction with reference to “ <i>Structure, Sign and Play</i> ” in <i>the Discourse of the Human Sciences</i>	5
Unit II	New Criticism: “ <i>The Language of Paradox</i> ”	5
Unit III	Louis Althusser <i>Marxist literary theory with reference to Ideology and the State Apparatuses</i>	5
Unit IV	Jaen-Francoise Lyotard: “Answering the Question What is Postmodernism?” from <i>The Postmodern Condition</i>	5
Unit V	bell hooks: “Black Women and Feminism” from <i>Ain’t I a Woman</i>	5

Suggested Reading:

- Eagleton, Terry. *Criticism and Ideology*. New Left Books. 1976.
- Lodge, David and Nigel Wood, Ed. *Modern Criticism and Theory: A Reader*. Routledge. 2013.

Course Outcome

At the end of the paper the students will be able to:

- acquire aesthetic sensibility, critical, and analytical skills
- evolve a theoretical critical framework to analyze literary texts
- generate theoretically informed interpretations of texts and questions for scholarly inquiry
- develop an appropriate level of expertise in literary theory
- construct cognitive skills that would be helpful to demonstrate mastery of theoretical knowledge

Hard Core 202

Literature and Gender

Objective

The students will

- be introduced to the essentialism debate
- enable the students to analyse gender issues and place them in a societal and cultural context
- understand the various categories related to gender and the socio-cultural narratives around them

Units	Authors and Texts	Credits
Unit I	Virginia Woolf: <i>Orlando</i>	5
Unit II	Kate Chopin – <i>The Awakening</i> Charlotte Perkins Gilman- <i>The Yellow Wall Paper</i>	5
Unit III	Rabindranath Tagore: <i>The Wife’s Letter</i> . Trans. Supriya Chaudhuri in <i>Rabindranath Tagore: Selected Short Stories</i> , ed Sukanta Chaudhuri Binapani Mohanty: <i>Patadei</i> Ismat Chughtai: <i>The Quilt</i> . Translated by M Asduddin	5
Unit IV	Audre Lorde: <i>The Cancer Journals</i> . [Introduction & Unit I]	5
Unit V	Elaine Showalter: <i>Towards a Feminist Poetics</i>	5

Suggested Readings:

- Sigmund Freud, “Female Sexuality” *Sexuality and the Psychology of Love*, Touchstone: 1997,184-201.
- Chandra Talpade Mohanty, “Feminist Encounters: Locating the Politics of Experience” *Feminist Theory Reader: Local and Global Perspectives*
- Hélène Cixous, “The Laugh of the Medusa” *Signs*, Vol. 1, No. 4 (Summer, 1976), pp. 875-893 Luce
- Lucy Irigary, “When Our Lips Speak Together” *Signs*, Vol. 6, No. 1, *Women: Sex and Sexuality*, Part 2 (Autumn, 1980), pp. 69-79

Course Outcome

At the end of the paper the students will be able to:

- describe how women’s lives have been shaped in various geographical settings
- demonstrate an understanding of the effect of socio-historical and contemporary power dynamics on women’s life and evaluate gender to be a social construct
- develop the concepts of class, race and gender as social constructs and interpret the thoughts of women’s lives

- comprehend the plurality of female experience in relation to gender
- determine biases in the construction of gender and patriarchal norms

HC 203

Migration Literature

Objectives:

The students will

- be able to locate and compare varied perspectives on migration
- gain insight into diverse cultures
- be able to trace the history of migration and understand issues related to displacement, cultural hybridity and diasporic issues

Units	Authors and Texts	Credits
Unit I	Amitav Ghosh: <i>The Shadow Lines</i>	5
Unit II	Chimamanda Adichie: <i>The Americanah</i>	5
Unit III	Manju Kapur: <i>The Immigrant</i>	5
Unit IV	Jhumpa Lahiri: <i>Interpreter of Maladies – Interpreter of Maladies, Mrs Sen, The Third and Final Continent</i>	5
Unit V	Romesh Gunasekera: <i>Reef</i>	5

Suggested Reading:

- Ashcroft, Bill, Gareth Griffiths, and Helen Tiffin. *Key Concepts in Post-Colonial Studies*
- Bhabha, Homi K. *The Location of Culture*.
- Bidy Martin and Chandra Talpade Mohanty. “Feminist Politics: What’s Home Got to Do with It?” *Feminist Studies/Critical Studies*. Ed. Teresa de Lauretis.
- Gisela Brinker-Gabler and Sidonie Smith, eds. *Writing New Identities: Gender, Nation, and Immigration in Contemporary Europe*.
- Salman Rushdie. “Imaginary Homelands” in *Imaginary Homelands*.

Course Outcome

At the end of the paper the students will be able to:

- put on the leitmotifs of the suggested texts to explore the conscientiousness of association between the ‘homeland’ and the ‘diaspora’.
- appreciate the contemporary relevance of migration literature

- appreciate the concept of the homeland from a diverse prism through the eyes of writers who have lived in a composite culture
- appreciate the relevance of migration literature
- locate and compare varied perspectives on migration

HC 204

Life Writing

Objective

The students will

- identify the text structure used in biographies and autobiographies and explain why it is used.
- be able to compare/contrast the use of point of view and text structure in biographies and autobiographies

Units	Authors and Texts	Credits
Unit I	Lytton Strachey: <i>Queen Victoria: A Life</i>	5
Unit II	Mahatma Gandhi, <i>Autobiography or the Story of My Experiments with Truth, Part I, Chapters 1 to 8</i>	5
Unit III	Maya Angelou: <i>I know Why the Caged Bird Sings</i>	5
Unit IV	Jean Sasson: <i>Princess</i>	5
Unit V	Revati: <i>The Truth About Me: A Hijra Life</i>	5

Suggested Reading:

- Anderson, Linda. *Autobiography*. Taylor and Francis. 2011
- Pascal, Ray. *Design and Truth in Autobiography*. Routledge. 1960.
- Smith, Sidonie and Julia Watson. *Reading Autobiography: A Guide of Interpreting Life Narratives*. Print Publication 2002. Minnesota Scholarship Online: August 2015

Course Outcome

At the end of the paper the students will be able to:

- identify the form and characteristics of biography and autobiography and other forms of life writing.
- compare the strategy used by the writers to narrate his/her life narrative

- apprise as to how successful people face multiple challenges and the process that creates identity
- appreciate the genre for its complexities and intricacies
- measure and appraise the selected texts vis-a-vis their context and socio-political and cultural background

Core Elective 201

A

American Literature -I

Objective :

The students will

- be aware of the authors and major works that create America's unique culture.
- be apprised of the different periods and movements that created the United States national identity

Units	Authors and Texts	Credits
Unit I	Crèvecoeur: 'What is an American?' in Letters from an American Farmer	5
Unit II	Thomas Paine: Common Sense	5
Unit III	The Significance of the Frontier in American History	5
Unit IV	Benjamin Franklin: Autobiography	5
Unit V	James Fenimore Cooper: The Last of the Mohicans	

Suggested Reading

To be provided by the teacher. The concerned teacher would provide a reading list at the beginning of the semester.

At the end of the paper the students will be able to:

- read, analyze, and interpret works by representative American writers
- understand the culture and history of America through major literary works.
- explore how American Literature make sense of the world through their works
- comprehend how the American dream has been an evolving mythology throughout American history
- demonstrate an increased understanding of the relevance of American literature

B

Indian Writing in English- I

Objectives

- To expose students to evolution of Bhakti movements and how it shaped literature through the ages
- To sensitize the students about the pluralistic ethos of socio cultural structure of India.
- To develop compassion, love and universal brotherhood through poetry

Units	Authors and Texts	Credits
Unit I	Bhakti Movement and History of Indian English Literature	5
Unit II	Songs of Saints of India Ravi Das: “Your name” (p 27) Kabir: “Pundit, so well read, go ask God” (p 57) Tulsidas - The Fire Of... (p 163) Guru Nanak – “By Order” (p 79) Surdas – “Radha is lost” (p 107) Mirabai – “I am colored with the color of dusk”	5
Unit III	The Travels of Dean Mahomet [Dedication; Letters: 1,2,3,8, 12, 13,14&15]	5
Unit IV	Toru Dutt – “Our Casuarina Tree” Henry Lois Derozio – Sonnets: “Fair Lady I was but a minstrel boy”; “To the Rising Moon.” R N Tagore – “Paper Boats”; “On the Nature of Love”	5
Unit V	Bankim Chandra: Rajmohan’s Wife	5

Suggested Reading

The concerned teacher would provide a reading list at the beginning of the semester.

Course Outcome

At the end of the paper the students will be able to:

- demonstrate the ability to analyze and interpret literary works
- comprehend the pluralistic aspect of Indian culture and society through a reading of the texts
- identify how various literary techniques, methods, and ideas used in Indian writing in English
- evolve a theoretical and critical framework to analyze Indian writing in English
- acquire an aesthetic sensibility to appreciate saints and poets of ancient India

C

Postcolonial Literature - I

Objectives:

- To know how Eurocentricism works through narratives of postcolonial literature
- To know how a nation's identity is determined by a critical engagement with colonial modernity
- To be able to grasp concepts of nation and nationalism

Units	Authors and Texts	Credits
Unit I	Partha Chatterjee: The Nation and its Fragments "Women and the Nation"; "The Nation and the Woman"	5
Unit II	Ashis Nandy: The Intimate Enemy: The Loss and Recovery of Self in Colonialism The Psychology of Colonialism: Age, Sex and Ideology in British India, The Post-colonial Views of India and the West	5
Unit III	Harish Trivedi: India and Post-colonial Discourse in Interrogating Post-colonialism: Theory: Text and Context. Ed. Harish Trivedi and Meenakshi Mukherjee	5
Unit IV	Nayantara Sahgal: The Schizophrenic Imagination Gayatri Spivak: "Can the Subaltern Speak?"	5
Unit V	Mahatma Gandhi: Passive Resistance and Education, in Hind Swaraj and Other Writings of Anthony J Parel, pp 88-105 B R Ambedkar: Dr Ambedkar's Speech at Mahad, in <i>Poisoned Bread</i> . Ed. Arjun Dangle	5

Suggested Reading:

- Harish Trivedi. "India and Post-colonial Discourse" in *Interrogating Post-colonialism: Theory: Text and Context*. Ed. Harish Trivedi and Meenakshi Mukherjee
- Arvind Melhotra: *History of Indian Literature in England*.
- Dennis Walden. "Indo-Anglican Fiction: Narayan and Sahgal." *Postcolonial Literatures in English: English, Language, Theory*.

Course Outcome

At the end of the paper the students will be able to:

- comprehend how colonial power operated to construct spaces of governance and subjects to govern
- acquaint with the different postcolonial thinkers and writers
- understand the colonial process of knowledge-making to contemporary situations
- familiarize oneself with the history of nations that had a history of colonialism
- attempt theory-based evaluation and analysis of literatures of postcolonial texts

Open Elective 201

Science and Detective Fiction

Objectives:

- To expose students to the dystopic vision of the society
- To acquaint the students about the genre of detective and science fiction
- To enable the learners understand the connection between science and literature
- To introduce the students to well-known detective fiction writers and science fiction authors

Units	Authors and Texts	Credits
Unit I	Mary Shelley: Frankenstein	5
Unit 2	Arthur Canon Doyle: The Hound of Baskervilles	5
Unit 3	HG Wells: The Time Machine	5
Unit 4	Wilkie Collins: The Moonstone	5
Unit 5	Margaret Atwood: The Handmaid's Tale	5

Course Outcome

At the end of the paper the students will be able to:

- associate with concepts in science and literature so as to address complex environmental issues
- understand detective fiction as a literary genre
- develop analytical and critical analysis
- become familiar with the genre of detective fiction from its origins in the nineteenth century
- conceptualize the concepts of time travel and dystopia

Semester III

Hard Core 301

Introduction to Linguistics and ELT

Objective:

- articulate the students about functions of language and the required skills
- To train the learners theories related to language and Linguistics.

Units	Authors and Texts	Credits
Unit I	Consonant and Vowel: Classification, Syllable, Word stress, Sentence stress, Rhythm and Intonation	5

Unit II	Language and society with special reference to dialectology, Language, Altitude and linguistic landscape studies, Register, Diaglossia, Code switching, Borrowing, Pidgins Creoles	5
Unit III	Language teaching methods, Syllabus, materials, Techniques of language teaching evaluation	5
Unit IV	Syntax, Semantics, Pragmatics, Discourse analysis	5
Unit V	Branches of Linguistics Studies, Descriptive & Prescriptive Linguistics, Psycholinguistics, Neurolinguistics, Sociolinguistics, Computational Linguistics	5

Course Outcome

At the end of the paper the students will be able to:

- stimulate intellectual curiosity in the theories of linguistics
- comprehend the complexity of language as a communication system
- recapitulate the concepts, theories and methodologies used by linguistics
- compose freely and independently in speech and writing
- Develop the linguistic aptitude that enables them to be conscious of the cultural and social issues

Suggested Reading:

Sarbijit Biswas. Language Analysis

RA Hudson. Sociolinguistics

H H Slern. Fundamental concept of Language teaching (O U P)

F R Palmer. Semantics

William B M C Gregor . Linguistics: An Introduction

Hard Core 302

A

Odia Novels in English Translation

Objectives:

- To be acquainted with writers of Odisha and their works
- To introduce students to Odia classics through translation
- To enable the students to understand the socio-cultural milieu of colonial Odisha

Units	Authors and Texts	Credits
Unit 1	Fakir Mohan Senapati: Six Acres and a Third	5
Unit 2	Gopinath Mohanty: The Ancestors	5
Unit 3	K.C Panigrahi: Born of the Soil	5
Unit 4	Chandrasekhar Rath: Astride the Wheel	5
Unit 5	Nine authors: Basanti	5

Suggested Reading

- Susan Bassnet and Harish Trivedi (eds). *Postcolonial translation: Theory and Practice*. Routledge.1998.
- Paul St. Pierre and Prafulla Kar. *In Translation: Reflections, Refractions, Transformations*. Pencraft International. Pencraft International. 2015.

Course Outcome

At the end of the paper the students will be able to:

- be acquainted with the best fiction of Odia in literature in translation
- generate a broad vision of life by engaging in transformative analytical thinking
- appraise writings in vernacular language for their literary value
- demonstrate a high level of proficiency in literary research and in the synthesis of research
- produce original research in the field of translation of literary texts

Hard Core - 303

A

Literature for Children

Objectives:

- To introduce the students to the genre of Children's literature
- To foreground the imaginary world of the children and contrast it with the adult world

Units	Authors and Texts	Credits
Unit I	Lewis Carrol: Alice in the Wonderland	5
Unit II	Ruskin Bond: Dust on the Mountain	5
Unit III	William Saroyan: My Name is Aram	5
Unit IV	Lucy Maud Montgomery: Anne of Green Gables	5
Unit V	Vikram Seth: Beastly Tales from Here and There (The Eagle and the Beetle; The Monkey and the Crocodile	5

Suggested Readings:

Peter Hunt. Criticism, Theory and Children's Literature. Basil Blackwell.

Course Outcome

At the end of the paper the students will be able to:

- Appreciate the value of multicultural and international children's literature in developing an understanding of and appreciation for other cultures through the literary genre
- interpret literature from a child's point of view and appreciate the psychology of a child
- recognize how to cognitively engage children with and without disabilities
- understand the cognitive, social-emotional, and aesthetic development of a child with the emergence of children's literature through ages
- differentiate values of the adult world and those of the children's world

Core Elective 301

A

American Literature -II

Objectives:

- To make student aware of the authors and major works that create the nation's unique culture.
- To learn about different periods and movements, that created the United States' national identity.

Units	Authors and Texts	Credits
Unit I	Nathaniel Hawthorne: The Scarlet Letter	5
Unit II	Ralph W, Emerson 'The American Scholar', in The Complete Essays and Other Writings of Ralph Waldo Emerson	5
Unit III	Arthur Miller: Death of a Salesman Herman Melville: Barterlby the Scrivener	5
Unit IV	Ernest Hemingway: Farewell to Arms	5
Unit V	Emily Dickinson: Selected Poems: I Measure every grief I Meet, Because I Could Not Stop for Death, My Life had stood –A Loaded Gun,Rearrange a wife's affection, I Taste	5

	a Liquor Never Brewed	
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Suggested Reading

Johnson, Paul. *A History of American People*. New Yourk: Harper Collins. 1999.

Brogan, Hugh. *The Penguin History of the USA*. London: Penguin Books, 2002.

At the end of the paper the students will be able to:

- comprehend the totality of the American experience
- understand the culture and history of America through major literary works
- discover how the works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts
- develop an understanding of the American dream to be an evolving mythology
- respect the cultural differences among nations and widen a broader perspective towards the world as a whole

B

Indian Writing in English- II

Objectives

- To expose students to evolution of Bhakti movements and how it shaped literature through the ages
- To sensitize the students about the pluralistic ethos of socio cultural structure of India.
- To develop compassion, love and universal brotherhood through poetry.

Units	Authors and Texts	Credits
Unit I	Ramchandra Guha: First two chapters from <i>Makers of Modern India</i>	5
Unit II	Kamala Das: <i>The Freaks, The Sunshine Cat</i> ; An Introduction Nissim Ezekiel: <i>Background, Casually Enterprise, Poet, Lover, Bird Watcher</i> A K Ramanujan: <i>A River Of Others, Among Other Things</i>	5
Unit III	Amrita Pritam: <i>Pinjar: The Skeleton</i> (trans. Khushwant Singh)	5
Unit IV	Girish Karnard: <i>Hayavadana</i>	5
Unit V	APJ Abdul Kalam: <i>My Journey</i>	5

Suggested Reading

The concerned teacher would provide a reading list at the beginning of the semester.

Course Outcome

At the end of the paper the students will be able to:

- demonstrate the various features of Indian Writing in English.
- defend the pluralistic aspect of Indian culture and society.
- associate Indian culture via the English Language
- quote the work of significant Indian writers of poetry and Drama
- design in order to demonstrate different Literary cultures in relation to Drama

C

Postcolonial Literature - II

Objectives:

- To know how Eurocentricism works through narratives of the Orient
- To know how a nation's identity is determined by a critical engagement with colonial modernity
- To be able to grasp concepts of nation and nationalism

Units	Authors and Texts	Credits
Unit I	Jean Rhys: Wide Sargasso Sea	5
Unit II	Chinua Achebe: Things Fall Apart	5
Unit III	Derek Walcott: Dream on Monkey Mountain	5
Unit IV	Frantz Fanon: Black Skin, White Masks	5
Unit V	Ngugi wa Thiango: A Grain of Wheat	5

Suggested Reading

- The concerned teacher would provide a reading list at the beginning of the semester.

At the end of the paper the students will be able to:

- thoroughly understand how colonial power operated to construct spaces of governance and subjects to govern.
- to achieve a detailed knowledge of colonialism

- share the analysis of colonial process of knowledge-making to contemporary situations.
- critically analyse the text, and relate to other spaces and time periods.
- have a wide and thorough understanding of colonialism 19th and 20th century.

Core Elective 2

Core Elective

CE 302

A

American Literature - III

Units	Authors and Texts	Credits
Unit 1	MarkTwain: Adventures of Huckleberry Finn	
Unit 2	Tennessee Williams: A Street Car Named Desire	
Unit 3	Scott Fitzerld: The Great Gatsby	
Unit 4	Harper Lee: To Kill a Mocking Bird	
Unit 5	Wait Whitman: Songs of Myself [1,5,6,14,16]	

Suggested Reading

- Bradbury, Malcolm. The Modern American Novel. Oxford: University Press, 1983. Print.
- Braxton, Joanne M. Black Women Writing Autobiography. Philadelphia: Temple University Press, 1989. Print.
- Gray, Richard. After The Fall: American Literature Since 9/11. Chichester, West Sussex: Wiley Blackwell, 2011. Print.
- Mathews, John T.A Companion to the Modern American Novel 1900-1950. Malden, MA: Wiley Blackwell, 2009. Print.
- Wong, Shawn. Asian American Literature. New York: Harper Collins, 1996. Print.

Course Outcome:

- comprehend the totality of the American experience
- understand the culture and history of America through major literary works
- discover how the works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts
- develop an understanding of the American dream to be an evolving mythology
- respect the cultural differences among nations and widen a broader perspective towards the world as a whole

B

Indian Writing in English - III

Units	Authors and Texts	Credits
Unit 1	Bhisam Sahani: Tamas	
Unit 2	Khuswant Singh: Train to Pakistan	
Unit 3	Iqbal Poems: A mother's Dream, A Child's prayer Jibananda Das: I Have Seen Bengal's face Taslima Nasreen: Denial	
Unit 4	Urvashi Butalia: The Other Side Of Silence (First Three Stories)	
Unit 5	Mahesh Dattani: Dance Like a Man	

Suggested Reading

- Terry Eagleton, *Literary Theory: An Introduction* (Oxford: Blackwell, 2008).
- Peter Barry, *Beginning Theory* (Manchester: Manchester University Press, 2002).
- Mehrotra, Arvind Krishna (ed.). *A History of Indian Literature in English*. New York: Columbia University Press, 2003. Distributed in India by Doaba Books Shanti Mohan House 16, Ansari Road, New Delhi.

C

Postcolonial Literature- III

Units	Authors and Texts	Credit
Unit 1	Edward Said: Introduction to Orientalism	5
Unit 2	Frantz fanon: "On National Culture" Homi Bhaba: "The Other Question"	5
Unit 3	EM Foster: A Passage to India	5
Unit 4	JM Coetzee: Disgrace	5
Unit 5	Salman Rushdie: The Jaguar's Smile	5

Suggested Reading

- Amin, Samir. *Imperialism and Unequal Development*. New York: Monthly Review Press, 1977.
- Ashcroft, Bill, Gareth Griffin and Helen Tiffin. *The Empire Writes Back: Theory and Practice in Post-Colonial Literature*. London: Routledge, 1989.
- Bhabha, Homi K, ed. *Nation and Narration*. London: Routledge, 1990.
- Chatterjee, Partha. "Nationalism as a Problem." *Nationalist Thought and the Colonial World: A Derivative Discourse?* Tokyo and London, Zed Books for United Nations University.
- Gilbert, Sandra and Susan Gubar. *The Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination*. New Haven: Yale University, 1979.

- Guha, Ranajit. *Subaltern Studies: Writings on South Asian History and Society*. New Delhi: Oxford University Press, 1983.
- Kachru, Braj B. *The Other Tongue: English Across Cultures*. Chicago: University of Illinois Press, 1982.
- Thiong'o, Ngugi Wa. *Writers in Politics: A Re-engagement with Issues of Literature and Society*. London: Heinemann, 1981.
- Thiong'o, Ngugi Wa. "The Language of African Literature." *Decolonizing the Mind: The Politics of Language in African Literature*. London: James Curry, 1981.

Course Outcome:

The students will be able to

- thoroughly understand how colonial power operated to construct spaces of governance and subjects to govern.
- to achieve a detailed knowledge of colonialism
- analysis of colonial process of knowledge-making to contemporary situations.
- critically analyse the text, and relate to other spaces and time periods.
- have a wide and thorough understanding of colonialism 19th and 20th century.

SEMESTER - IV

Hard Core 401

A

Writing at Work

Objectives

- To train students to be able to communicate professionally
- To teach them the functional as well as aesthetic aspects of language-learning skills
- To teach them situation-specific ventures into communication

Workplace writing in networked environments for management contexts. This paper emphasizes on writing in organizational context which includes management memos, reports, letters, e-mail, resumes (print and online), oral presentations.

Units		Credits
Unit 1	Mechanics of Good Writing: Plain and Bias-free English, Formal and Informal Style; Coherence and Cohesion; Subject-Verb Agreement, Punctuation, Tense and Aspects	5
Unit 2	Writing Paragraphs, Business Letters; Business Reports; Memos Business Proposals	5
Unit 3	Applying for a Job: Writing CV and Covering Letter	5

Unit 4	Writing a book review; writing film review; Do's and Don't of Oral Presentation	5
Unit 5	Writing for the Print Media; Writing for Broadcast	5

Course Outcome:

At the end of the paper the students will be able to:

- understand the value of effective communication in organisational context
- equip them with skills of relationship and team building through the tools of communication
- reach out to potential employees through writing appropriate resumes, and business letters
- critically engage with aspects of popular media through review of films and books
- perform workplace writing in networked environments for management contexts

Suggested Reading

Leech, Geoffery, *The Meaning and the English Verb*.

Stone, Hurdle. *Hurdlestone*

Hard Core 402

Dalit Literature

Units	Authors and Texts	Credits
Unit I	Jyotirao Phule: <i>Gulamgiri</i> (English Translation <i>Slavery</i>)	5
Unit II	Gopal Guru: "Dalit Women talk Differently" Sharmila Rege "Dalit Feminist Standpoint"	5
Unit III	Bama: <i>Sangati</i>	5
Unit IV	Omprakash Valmiki: <i>Joothan</i>	5
Unit V	Baby Kamble: <i>The Prisons We Broke</i>	5

Suggested reading:

- Limbale, Sharan Kumar. *The Outcaste*. OUP. 2007
- Raj Kumar. *Dalit Personal Narratives: Reading Caste, Nation and Identity*. Orient Blackswan. 2011.

Course Outcome

At the end of the paper the students will be able to:

- reformulate the caste question, and comprehend the working of caste system contextually
- interpret the socio-political and historical context in which Dalit literature evolved
- assess Dalit literature as a voice of resistance against oppression and discrimination
- demonstrate the contemporariness and relevance of Dalit literature
- illustrate Dalit aesthetics and involve in critical engagement
- compare and contrast the challenges of Dalit literature with the mainstream literary conventions

Hard Core 403

Research Methodology

Dissertation

Objectives:

- To teach students to apply in foundation of research through research questions
- To train students to find the literature gap that exists in Literature gap that exists in any literature.

A)Research Methodology:

1.Meaning of research, objectives of research, types of research; criteria of good research, research problem: definition and importance.

2.Methods of Data Collection: Collection of primary data, observation method, interview method, survey vs. experiment.

3.Different Style Sheets: MLA; APA etc; footnotes, endnotes, citation, references, bibliography; difference between footnote and bibliography entries.

4.Research Paper Writing: Students will be required to write a 1000-word paper using necessary academic paraphernalia as studied in 4 units above. The topic for the paper will be decided in consultation with the teacher concerned

B) DISSERTATION

Each student will prepare a dissertation in about 4000 (approximately) on a topic of Literary and Critical interest, under the supervision of a teacher.

Course Outcome

At the end of the paper the students will be able to:

- defend different literary works in order to defend their dissertation
- outline their thoughts to writing

- demonstrate the convention of academic writing correctly
- illustrate data collected from different sources
- formulae research questions correctly

Core Elective 401

A

American Literature (AL)-IV

Objective

- Create an awareness of the authors and major works that create the America's as a nation's unique culture.
- To learn about different periods and movements, that created the United States' national identity.

Units	Authors and Texts	Credits
Unit 1	Langston Hughes: 'Madam's Calling Cards', 'Madam and the Census Man', 'The Negro Speaks of Rivers', 'Theme for English B', 'Harlem', in Selected Poem	5
Unit 2	Saul Bellow: The Victim	5
Unit 3	Silko: Ceremony	5
Unit 4	Amy Tan: Where the past Begins: A Writer's Memoir	5
Unit 5	Toni Morrison: The Bluest Eye	5

Course Outcome

At the end of the paper the students will be able to:

- understand the culture and history of America through major literary works.
- discover how American Literature make sense of the world through theirworks.
- comprehend the multicultural aspect of America
- develop an understanding of the American ethnicity
- respect the cultural differences among nations and widen a broader perspective towards the world as a whole,

Suggested Reading

Duvall, John N. The Cambridge Companion to American Fiction After 1945. Cambridge: Cambridge University Press, 2012. Print.

MacGowan, Christopher J. *The Twentieth-Century American Fiction Handbook*. Chichester, West Sussex: Wiley-Blackwell, 2011. Print.

Zilboorg, Caroline. *American Prose and Poetry in the Twentieth Century*. Cambridge: CUP, 2000. Print.

B

Indian Writing in English - IV

Objective

- To expose students to different genres of Indian writing in English
- To sensitize the students about the pluralistic ethos of socio cultural structure of India

Units	Authors and Texts	Credits
Unit 1	H. L. V. Derozio: "Freedom to the Slave" "The Orphan Girl" Jayanta Mahapatra: "The Abandoned British Cemetery at Balasore" "The Captive Air at Chandipur-on-Sea"	5
Unit 2	Kiran Desai: <i>Inheritance of Loss</i>	5
Unit 3	Mahasweta Devi: <i>Breast Stories</i> (3 stories)	5
Unit 4	Chitra Banerjee Divakurani: <i>Palace of Illusions</i>	5
Unit 5	Vijay Tendulkar: <i>Silence! The Court is in session</i>	5

Suggested Reading

- Raja Rao. "Foreword to *Kanthapura*." New Delhi: OUP, 1989. V-vi.
- Salman Rushdie. "Commonwealth Literature Does Not Exist." In *Imaginary Homelands*. 61-70.
- Meenakshi Mukherjee. "Divided by Common Language." In *The Perishable Empire*. 187-203.
- Bruce King. "Introduction." In *Modern Indian Poetry in English*. 1-10.
- Pankaj Mishra. "R K Narayan". *History of Indian Literature in English*. 193-208

Course Outcome

At the end of the paper the students will be able to:

- demonstrate the various features of Indian Writing in English.
- defend the pluralistic aspect of Indian culture and society.
- associate Indian culture via the English Language
- quote the work of significant Indian writers of poetry and Drama
- design in order to demonstrate different Literary cultures in relation to Drama

C

Postcolonial Literatures in English (PoCoL)- IV

Objectives:

- To know how Eurocentricism works through narratives of the Orient
- To know how a nation's identity is determined by a critical engagement with colonial modernity
- To be able to grasp concepts of nation and nationalism
-

Units	Authors and Texts	Credits
Unit 1	Oswald M Mtshali: Sounds of a Cow hide Drum: poems Selected poems: Sounds of the Cow Hide Drum, Portrait of a Loaf of Bread, The Shepherd and his Flock, Men in Chains, Boy on a Swing, Always a Suspect, Men in a Mielfield	5
Unit 2	Chimamanda Ngozi Adichie: Two select stories from A Thing Around My Neck: "A Thing Around Your Neck", "Cell"	5
Unit 3	Joseph Conrad: Heart of Darkness	5
Unit 4	Nadine Gordimer: July's People	5
Unit 5	Michael Ondaatje: The English Patient	5

- The concerned teacher would provide a reading list at the beginning of the semester.

Suggested Reading:

- Diana Brydon and Helen Tiffin. *Decolonising Fictions*.
- Gilroy, Paul. *The Black Atlantic: Modernity and Double Consciousness*.
- Barbara Bush, *Imperialism and Postcolonialism (History: Concepts, Theories and Practice)*, Longmans, 2006,
- E. J. Hobsbawm, *On Empire: America, War, and Global Supremacy*, Pantheon Books, 2008,
- Edward Said, *Culture and Imperialism*, Vintage Books, 1998,

Course Outcome

At the end of the paper the students will be able to:

- understand how colonial power operated to construct spaces of governance and subjects to govern
- acquire a more detailed knowledge of colonialism
- share the analysis of colonial process of knowledge-making to contemporary situations
- critically analyse the text and relate it to other spaces and time periods
- gain a wide and thorough understanding of colonialism 19th and 20centuries.