

PROGRAMME PROJECT REPORT FOR M.A PROGRAMME IN ENGLISH

CENTRE FOR OPEN AND DISTANCE LEARNING

TEZPUR UNIVERSITY

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|-----------------------|---|--|
| Name of the Programme | : | M.A. in English |
| Academic Unit | : | Department of English & Foreign Languages, Tezpur University |
| Mode of teaching | : | Open and Distance Mode |
| Prospective Group | : | Graduate students |
| Effective Session | : | July, 2018 |
| Programme Code | : | MEG |
| Programme Credit | : | 64 Credit |
| Duration | : | Min 4 semester, Max 8 semester |

OVERVIEW

Education is capable to bring tremendous transformation when teachers and learners exchange information across subjects and experience varied perspectives, and incorporate critically weighed inquiries. Educators are able to construct such possibilities by fostering critical learning spaces, in which learners are encouraged to increase their capacities of analysis, imagination, critical synthesis, creative expression, self-awareness, and intentionality.

The study of English Literature is a perfect example of the synthesis mentioned above that can be facilitated by only few other subjects. Today studying English literature is not simply contemplating on the great classics of the world, appropriate for the lovers of classics only, without having multifarious utility for the learners of English as a subject. English literature as a genre has experienced a sea change over the decades when the subject encompassed all areas of human life from Social Science to Science, politics to religion, art to architecture, film studies, cultural studies and the study of information and communication. Consequently, the scope of literary studies has been broadened to cater the requirements of different stakeholders interested in English and English literature Studies. During the study of varied areas under an English literature degree, students will scrutinize and debate a variety of texts and contexts, movements, periods and critical approaches, theory and study of language that are pretty central to modern knowledge and communication system. Given that an English degree holder is a necessity in more or less every industry, filling a variety of roles – from editor to academic and legal advisor to manager, a course offered through open and distance mood will open up opportunities to many.

MISSION AND OBJECTIVE OF THE PROGRAMME

MISSION

To foster critical and analytical ability among the learners through study of language and literature, hone their professional skill and make the learners self-sufficient for employability.

OBJECTIVE

The proposed programme not only looks deep into English literature, but also provides ample opportunity to learn the aspects of English Language and English language teaching, emerging areas of socio-cultural-political genre such as women studies, gender studies, Dalit literature etc. through a single window system. In this context, the objectives of the course are as follows

- The main objective of the proposed programme will be to expose the interested group of learners to a facility that is equivalent to the regular programme offered by the concerned department of the university/universities.
- To provide the learners with a foundation for appropriate career goals, social missions and placement in sectors such as teaching, media, industry, government service public service and other private sectors.
- To create skilled self-employed group of learners at the completion of the programme.

TARGET GROUPS

- The target group of learners will be those who had to discontinue their higher studies due to the constraint of time and economic restrains. The proposed M.A programme will benefit two types of learners, those disadvantaged by being at a distance and those disadvantaged due to their time schedules and other commitments or both. This programme will be particularly beneficial to the stakeholders already in job and desiring promotion, enables to give solutions to the problems associated with distance and time, as well as using technology to enhance any learning environment.

PROGRAMME OUTCOME

- This programme will enable to develop comprehensive written and spoken communication skills, becoming adept to critical and analytical writing, framing a narrative and analyzing various levels of meaning, making the learners skilled and employable.
- Comprehensive skill of English language and writing is an essential requirement in almost all fields of professions. The degree holders will be eligible to choose career opportunity in areas such as teaching and academics, media and publishing, journalism, law firms, advertising and marketing, library management, archiving, bookselling, information and research, tourism, events management, social work, youth work, retail management and sales, freelance writing, lexicography, interpretation/translation etc.

- This learner friendly programme will be particularly helpful for people less exposed to opportunities, specially women and weaker sections of the society, who fail to continue higher studies and avail multiple choices available in the job market. This course will open up prestigious opportunities like editing, writing online blogs, article in newspaper and magazine, translation etc. effectively from home without affecting the familial responsibility. Women, majority of whom are found in the teaching profession, can best avail the opportunity of English language and literature leaning for career advancement. Thus, this course will provide wide range of self-employment opportunity to the stakeholders.

INSTRUCTIONAL DESIGN:

Curriculum Design

The programme is designed to be offered as a two year programme. The total period is divided into 4 semesters where the learners have to earn 16 credits in each semester with a total of 64 credits in two years. For the benefit of the learners maximum period of 8 semesters (4 years) is given to complete the programme. The programme is based on the concept of blended learning where both online and face-to-face teaching-learning methods in the form of interactive sessions have been implemented. Twelve (12) hours' face-to-face counselling will be provided to the learners in this programme. The learners may have online interactive sessions with instructors as and when required. The learners may be exposed to audio-visual aids, such as films and dramatized versions of classics and other technological advantages for better understanding of the topic discussed.

Module of the programme

With the help of a group of experts a learner friendly module has been prepared to introduce the learners to the variegated field of English literature. Each course is divided into 14-16 units with an introduction of the course and clearly stating the objective of that particular area on offer. The objective such a module is to bring better clarity on each topic discussed in a particular unit.

ADMISSION, CURRICULUM TRANSACTION, EVALUATION ETC.

Eligibility

Minimum eligibility criterion for enrolment in the programme is graduation in any discipline. Admission will be conducted twice in an academic year, i.e. January and June. Online admission procedure has been put in place.

Fee structure

The fee structure of the programme is stated below. The fees and other charges etc. to be paid by the candidates shall be decided by the Academic Council from time to time and the same will be incorporated in the Prospectus

| SI No | Head | Amount (INR) |
|--------------|----------------------------|------------------|
| 01 | Admission | 500.00 |
| 02 | Study material | 5500.00 |
| 03 | I Card | 100.00 |
| 04 | Transcript | 150.00 |
| 05 | Provisional Certificate | 150.00 |
| 06 | Library | 800.00 |
| 07 | Counselling/Tuition | 3300.00 |
| 08 | Infrastructure & Amenities | 500.00 |
| 09 | Development fund | 1000.00 |
| Total | | 12,000.00 |

However, the fees for semester end examination will be separate for CODL. Examinees will have to apply for the end term examination in application form with a fee of Rs 100/-. Successful learners have to submit an amount of Rs 500/- as Convocation fee. Fees may change from time to time as per standard procedure.

Evaluation System

The evaluation of the programme will be as per the university evaluation system. Learners will be assessed and evaluated through varied assessment tools including multiple choice questions, projects, reports, case-studies, presentations, and term-end examinations, to suit the different learning outcomes expected of the course elements.

Evaluation shall have two components (i) Semester end examination will be conducted on 70% of the total weightage. (ii) 30% of the total weightage will be of written assignments. Learners shall submit assignment(s) for each of the courses of a programme within the stipulated time.

The syllabus is modified time to time on the basis of student and expert feedback.

LIBRARY RESOURCES

The Central Library of Tezpur University is well equipped with all modern facilities to provide best educational aid to the learners. At present, the library holds about 77,286+ books and 7848 back volumes of journals. Apart from the online journals and database provided by e-ShodhSindhu consortium and DeLCON consortium, the library also holds more than 2315 CDs scattering to different thought contents. Library users can access book database, theses database, journal database, e-journals and other e-resources from any terminal within the University campus. The library has also plagiarism software of its own to assist learners to develop piracy free works. The publications of the faculty are a great resource archived and updated by the library.

The learners can also avail the facilities of E-Pathsala and MOOCs courses connected to the University.

The university has a modern state-of-the-art Computer Center and video-conferencing facility to facilitate the learners as and when required.

PROGRAMME DEVELOPMENT, DELIVERY AND MAINTENANCE COST

An approx. amount of **27,00,000 (Twenty Seven Lakh only)** is estimated for programme development, delivery and maintenance.

| Particulars | Amount (INR) |
|---|------------------|
| Non-recurring* | |
| Cost of development of SLM | 20,00,000 |
| Recurring (yearly) | |
| Cost of maintenance of LSCs | 2,00,000 |
| Cost of programme delivery | 2,00,000 |
| Cost of evaluation and examination | 2,00,000 |
| Cost of audio visual content development/ online support system e/technical and administrative costs | 1,00,000 |
| Grand total | 27,00,000 |

*Establishment costs are not included. The costs are upto a strength of 1000 learners per programme

QUALITY ASSURANCE MECHANISM

The University has its own quality monitoring system to assess and maintain the quality of the courses offered and degree conferred. All academic programmes have to be placed to the Academic Council for due approval before offering. The syllabus is modified, if needed, on the basis of student and expert feedback time to time. The University has set up a Center for Internal Quality Assessment (CIQA) as per the UGC (Open and Distance) Regulation, 2017. The Center has a full time Director and a committee constituted of faculty and officials to monitor the standard of SLM, evaluation and assessment.

CURRICULUM AND DETAILED SYLLABI

Detail syllabi is attached as **Annexure I**

ACADEMIC ACTIVITIES

The time and date of various academic activities to be carried out by the Center is follows

| Academic Activity | Autumn Session | Spring Session |
|--|---------------------------------|------------------------------------|
| Admission announcements | April, 2018 | October, 2018 |
| Admission opens | Without late fee: April-June | Without late fee: October-December |
| | With late fee: July | With late fee: January |
| Distribution of SLM (with assignments) | By 15 August | By 15 February |
| Counselling sessions | 2 st Week of October | 2 st Week of April |
| Submission of assignment | By November | By May |
| Filling up of Examination form | October-November | April-May |
| Announcement of Examination schedule | October last week | April last week. |
| Conduct of Examination | December | June |
| Declaration of Results | March | September |

PROGRAMME STRUCTURE:

| Course Code | Course Name | Credit | Contact Hours | Study input |
|---------------------|---|-----------|---------------|-------------|
| SEMESTER I | | | | |
| MEG 101 | British Social History | 4 | 12 | 120 |
| MEG 102 | British Poetry I: Chaucer to Restoration | 4 | 12 | 120 |
| MEG 103 | British Drama I: Beginnings to Restoration | 4 | 12 | 120 |
| MEG 104 | Aspects of Language | 4 | 12 | 120 |
| SEMESTER II | | | | |
| MEG 201 | British Poetry II: Neo-Classical To Victorian | 4 | 12 | 120 |
| MEG 202 | British Fiction I: Beginnings to Victorian | 4 | 12 | 120 |
| MEG 203 | Literary Criticism & Theory I | 4 | 12 | 120 |
| MEG 204 | English Language Teaching | 4 | 12 | 120 |
| SEMESTER III | | | | |
| MEG 301 | British Poetry III: Modern & Contemporary | 4 | 12 | 120 |
| MEG 302 | British Drama II: Modern & Contemporary | 4 | 12 | 120 |
| MEG 303 | American Literature I | 4 | 12 | 120 |
| MEG 304 | Indian Writing in English | 4 | 12 | 120 |
| SEMESTER IV | | | | |
| MEG 401 | British Fiction II: Modern & Contemporary | 4 | 12 | 120 |
| MEG 402 | Literary Criticism and Theory II | 4 | 12 | 120 |
| MEG 403 | Women's Writing in English | 4 | 12 | 120 |
| MEG 404 | American Literature II (optional) | 4 | 12 | 120 |
| MEG 405 | Indian Literature in English II (optional) | 4 | 12 | 120 |
| Total Credit | | 64 | | |

DETAIL SYLLABI

| Course | Semester | Mode | Title of the Course | Credits |
|-------------|----------|------------|------------------------|---------|
| Code | | | | |
| MEG 101 | First | Compulsory | British Social History | 4 |

The objective of this course is to introduce learners to the social and cultural history of Britain from medieval age to the contemporary. This course would consist of five units each of which would highlight the major political events and the resultant socio-cultural changes in a particular epoch to help the learner appreciate the historical, cultural and critical contexts of the prescribed literary texts.

MODULE I: Medieval Age

Unit 1: War with France, Conflict with the Irish and Scots

Unit 2: Feudalism- Manor, Peasant Revolt

Unit 3: Church- Wycliffe and Lollards, etc

MODULE II: Renaissance & Reformation

Unit 3: Idea of Renaissance

Unit 4: Exploration and conquest of new lands, Conflict with Spain and Continental powers, Conflict between Catholics and Protestants, Conquest of Ireland,

Unit 5: Reformation

MODULE III: Age of Enlightenment

Unit 6: Idea of Enlightenment

Unit 7: Whigs and Tories, Coffee houses and Pamphlet wars

Unit 8: Colonialism

MODULE IV: Age of Revolution

Unit 9: The French Revolution

Unit 10: Imperialism- Debates about slavery

Unit 11: Industrial Revolution- Working class movements, Chartism, science etc.

MODULE V: Modern & Contemporary

Unit 12: The World Wars, Anti-imperialist movements

Unit 13: Feminism

Unit 14: Globalization, Mass consumerism, Popular culture, Technology Digital world etc.

Further Readings:

Briggs, Asa. *A Social History of England*. 3rd Edition, Harmondsworth: Penguin, 1999.
 Cannon, John. *The Oxford Companion to British History*. 2nd Edition. Oxford University Press, 2002

Horrox, Rosemary & W. Mark Ormrod. (Eds) *A Social History of England, 1200-1500*. Cambridge University Press, 2006.

Trevelyan, G. M. *English Social History - A Survey of Six Centuries - Chaucer to Queen Victoria*. Read Books, 2007.

Widdowson, Peter. *The Palgrave Guide to English Literature and Its Contexts: 1500-2000*. Palgrave Macmillan, 2004.

| Course Code | Semester | Mode | Title of the Course | Credits |
|-------------|----------|------------|--|---------|
| MEG 102 | First | Compulsory | British Poetry I: Chaucer to Restoration | 4 |

This is the first of the three courses (MEG 201 in Second Semester and MEG 301 in Third Semester) designed to introduce learners to British poetic tradition. This course deals with the representative poets and their major works from Chaucerian to the Restoration period. The learners are expected to engage with the various movements in British poetry and also familiarize themselves with the different forms of poetry that emerged during this time.

MODULE I: Chaucer: *The Nun's Priest Tale*

- Unit 1: Reading the age of Chaucer
- Unit 2: *The Nun's Priest Tale*: The text
- Unit 3: Critical reading of *NPT*

MODULE II: Elizabethans Poetry

- Unit 3: Spenser: "Epithalamion"
 Sidney: "Loving in truth, and fain in verse my love to show", "When Nature made her chief work", "Stella's eyes, Stella, think not that I by verse seek fame"
- Unit 4: Elizabethan Sonnet and sonneteers
- Unit 5: **Shakespeare**: "When in disgrace with fortune and men's eyes", "Since brass, nor stone, nor earth, nor boundless sea", "Let me not to the marriage of true minds", "My mistress' eyes are nothing like the sun"

MODULE III: Metaphysical Poets

- Unit 6: Metaphysical Poetry and poets
- Unit 7: Andrew Marvell: "To His Coy Mistress", "The Garden"
 John Donne: "The Sunne Rising", "Valediction Forbidding Mourning", "Batter my Heart"
 George Herbert: "The Collar", "The Pulley"

Unit 8: Style and structure of Metaphysical Poetry

MODULE IV: Cavalier Poets

Unit 9: Cavalier Poetry and Poets

Unit 10: Ben Jonson: “To Celia”, “To Penshurst”

John Suckling: “Ballad upon a Wedding”

Unit 11: Richard Lovelace: “To Lucasta, Going to Warres”, “To Althea, From Prison”

MODULE V: John Milton

Unit 12: Reading the age of Milton

Unit 13: *Paradise Lost* Book I (Selections)

Unit 14: *Paradise Lost* Book IX (Selections)

Textbooks:

Gardner, [Helen](#). *The Metaphysical Poets*. Penguin, 1960.

Mack, Peter, Andy Hawkins & Victor Lee. (Eds) *Oxford Student Texts: Geoffrey Chaucer: The Nun's Priest's Tale* OUP 2006.

[Maclean](#), Hugh. (Ed.) *Ben Jonson & the Cavalier Poets* (Norton Critical Editions) Norton, 1975.

Milton, John. *Paradise Lost* (Norton Critical Editions) Ed. Gordon Teskey. Norton, 3rd Revised Edition, 2005.

Thomson, Katherine Duncan-Jones. (Ed) *Sonnets* (Arden Shakespeare) 3rd Edition, 1997.

Further Readings

Boitani, [Piero](#) and [Jill Mann](#) (Eds) *The Cambridge Companion to Chaucer*. Cambridge University Press, 2004.

Bloom, Harold. (Ed) *John Donne and the Metaphysical Poets* (Bloom's Modern Critical Views) Chelsea House, 2010.

Cheney, Patrick. *The Cambridge Companion to Shakespeare's Poetry*. Cambridge University Press, 2007.

Cousins, [A. D.](#) and [Peter Howarth](#). (Eds) *The Cambridge Companion to the Sonnet*. Cambridge University Press, 2011.

Schwartz, Louis. *The Cambridge Companion to Paradise Lost*. Cambridge University Press, 2014.

| Course | Semester | Mode | Title of the Course | Credits |
|-------------|----------|------------|--|---------|
| Code | | | | |
| MEG 103 | First | Compulsory | British Drama I: Beginnings to Restoration | 4 |

This is the first of the two courses (MEG 302 in Third Semester) designed to introduce the learners to British drama. Using seminal works by representative playwrights from the beginning to the Restoration period, this course would grapple with the thematic and dramatic conventions of the time and the way they relate to their wider socio-cultural context.

MODULE I: *Everyman*

Unit 1: Socio-cultural and literary condition of Medieval period

Unit 2: Rise of English Drama

Unit 3: Reading *Everyman*

MODULE II: Christopher Marlowe: *Dr. Faustus*

Unit 3: Elizabethan Drama

Unit 4: Reading *Dr. Faustus*

Unit 5: Critical analysis of the text

MODULE III: Shakespeare: *Midsummer's Night Dream*

Unit 6: Elizabethan Comedy

Unit 7: Reading *Midsummer's Night Dream*

Unit 8: Critical analysis of the text

MODULE IV: Shakespeare: *Hamlet*

Unit 9: Elizabethan Tragedy

Unit 10: Reading *Hamlet*

Unit 11: Critical analysis of the text

MODULE V: John Webster: *The Duchess of Malfi*

Unit 12: Reading *The Duchess of Malfi*

Unit 13: Critical analysis of the text

MODULE VI: William Congreve: *The Way of the World*

Unit 14: Restoration Comedy and *The Way of the World*

Textbooks:

Congreve, William. *The Way of the World and Other Plays* (Penguin Classics) Ed. [Eric S. Rump](#) 1999.

[Kastan](#), David Scott. (Ed) *Doctor Faustus* (Norton Critical Editions) Norton, 2005.

[Lester](#), G A. *Three Late Medieval Morality Plays: Everyman/Mankind/Mundus et Infans: A New Mermaids Anthology*, Methuen, 2002.

Miola, Robert S. (Ed) *Hamlet* (Norton Critical Editions) Norton, 3rd Revised Edition, 2010.

Paster, Gail Kern and [Skiles Howard](#). (Eds) *A Midsummer Night's Dream: Texts and Contexts* (Bedford Shakespeare) Bedford/St Martins, 1999.

Webster, John. *The Duchess of Malfi* (Norton Critical Editions) Ed. Micheal [Neill](#). Norton, 2014.

Further Readings:

[Dillon](#), Janette. *The Cambridge Introduction to Shakespeare's Tragedies* (Cambridge Introductions to Literature) Cambridge University Press; 1st Edition, 2007.

Aebischer, Pascale. *Jacobean Drama* (Readers' Guides to Essential Criticism) Palgrave Macmillan, 1st Edition, 2010.

Nicol, Allardyce. *British Drama*. General Books, 2010

[Womersley](#), David. (Ed) *Restoration Comedy* (Blackwell Essential Literature) Introduction by [Duncan Wu](#). Wiley-Blackwell, 2002.

| Course | Semester | Mode | Title of the Course | Credits |
|-------------|----------|------------|---------------------|---------|
| Code | | | | |
| MEG 104 | First | Compulsory | Aspects of Language | 4 |

This course is designed with the aim of giving learners some fundamental ideas about language as the unique human instrument of communication, rational thought and imagination. It also aims to give them some basic ideas of the structural properties of language in general and modern English in particular.

MODULE I: Language as a Vehicle of Rational Thought

Unit 1: Human and Animal Communication – Design Features of Language – Language as a Symbolic Representation of the World

Unit 2: Language as a Site of Conflict between Representations of the Same World - Language as a Vehicle of Rational Thought and Imagination rather than a Means of Communication.

MODULE II: The Making of Language

Unit 3: Language as a Natural Object and Contemporary Debates: Chomsky’s Theory of Universal Grammar – The Metaphor-Based Approach to Language.

MODULE III: Introductory Phonetics, Phonology, and Morphology

Unit 4: Introductory Phonetics and Phonology: Speech Sounds of World Languages – Suprasegmental Features – The Value of Sounds: Phonemes and Allophones.

Unit 5: Phonological Rules – Phonotactic Constraints and Foreign Accents – Implicational Laws – Practice.

Unit 6: Introductory Morphology: Words and Words Formation: The Nature of Lexicon – Morphological Process – Morphological Types of Languages – The Hierarchical Structure of Derived Words – Morphological Analysis – Practice.

MODULE IV: Introductory Syntax and Semantics

Unit 7: Introductory Syntax: Basic Ideas of Syntax – How Sentences Express Ideas – Lexical Categories – Phrase Structure – Tests for Structure Constituency – Word Order Typology – Practice.

Unit 8: Introductory Semantics: Lexical Semantics - Compositional Semantics – Practice.

MODULE V: Pragmatics and Language and Thought

Unit 9: Context and Meaning: The Speech Act Theory – The Cooperative Principle – Politeness.

Unit 10: Language and Thought: The Sapir-Whorf Hypothesis.

MODULE VI: Historical Periods of English

Unit 11: Historical Periods of English: Old English - Middle English – Early Modern English – Moder English. English across the globe: World Englishes.

MODULE VII: Structure of Modern English

Unit 12: Structure of Modern English: The Basic Sentence Structure (Subject and Predicate).

Unit 13: The Noun phrase (Nouns, Reference, Quantifiers, Modifiers)

Unit 14: The Verb Phrase (Verbs, Tense, Aspect, Modality, Mood and Modality, Clause Structure, Complements, and Adjuncts)

Books recommended

Akmjian, A., et al. 2012 (6th edition). *Linguistics: An Introduction to Language and Communication*. Cambridge: The MIT Press. (Indian edition sold by UBSPD).

Hall, Christopher J. 2008. *An Introduction to Language and Linguistics*. New York: Continuum. (Indian edition sold by Viva).

Chomsky, Noam. 2002. *On Language*. New Delhi: Penguin Books.

Huddleston, R., et al. 2006. *A Student's Introduction to English Grammar*. Cambridge: Cambridge University Press. (Indian edition sold by UBSPD).

Hurford, James. 1994. *Grammar: a student's guide*. Cambridge: Cambridge University Press. Crystal, David. 2012. *The Story of English in 100 Words*. London: Profile Books Ltd.

Lakoff, G., and M Johnson. 2003. *Metaphors We Live By*. Chicago: Cambridge University Press.

| Course | Semester | Mode | Title of the Course | Credits |
|----------------|---------------|-------------------|--|----------|
| Code | | | | |
| MEG 201 | Second | Compulsory | British Poetry II: Neo-Classical To Victorian | 4 |

This is the second of the three courses designed to introduce the learners to British poetic tradition. This course deals with the representative British poets and their major works from eighteenth and nineteenth centuries to see how they revise and transform their predecessors in order to present their own ways of seeing.

MODULE I: Augustan Age

Unit 1: Trends of Augustan Poetry

Unit 2: **John Dryden:** *MacFlecknoe*

Unit 3: **Alexander Pope:** *Rape of the Lock* (Selections)

MODULE II: Romantics I

Unit 4: Romantic Poetry and its trend

Unit 5: William Blake: “The Lamb”, “The Tyger”, “Holy Thursday” (*Songs of Innocence and Experience*)

Unit 6: William Wordsworth: “Tintern Abbey”

S. T. Coleridge: "Kubla Khan", "Ode to Dejection"

MODULE III : Romantics II

Unit 7: P. B. Shelley: "Ode to the West Wind", "To a Skylark"

Unit 8: John Keats: "Ode on a Grecian Urn", "The Eve of St. Agnes" (Selections)

Unit 9: Lord Byron: "She Walks in Beauty", "Prometheus"

MODULE IV: Early Victorians

Unit 10: Alfred Tennyson: "The Lady of Shallot", "Ulysses"

Unit 11: Robert Browning: "Fra Lippo Lippi", "Two in the Campagna"

MODULE V: Late Victorians

Unit 12: Matthew Arnold; "Dover Beach", "The Scholar Gypsy"

Unit 13: Thomas Hardy: "Channel Firing", "Afterwards", "The Oxen"

Unit 14: Gerald Manley Hopkins: "Pied Beauty", "The Windhover", "Inversnaid"

Textbooks:

Cunningham, Valentine and Duncan Wu. (Eds) *Victorian Poetry* (Blackwell Essential Literature) Wiley-Blackwell, 2002.

Grant, John E., Mary Lynn Johnson. (Eds) *Blake's Poetry and Design* (Norton Critical Editions) Norton, 2nd Revised Edition, 2008.

O'Neill, Michael and Charles Mahoney. (Eds) *Romantic Poetry: An Annotated Anthology* (Blackwell Annotated Anthologies) Wiley-Blackwell (31 August 2007)

Further Readings:

Bloom, Harold. *Romantic Poets* (Bloom's Modern Critical Views) Chelsea House, 2003.

Bloom, Harold. *Victorian Poets* (Bloom's Modern Critical Views) Chelsea House, 2002.

Brown, Daniel. *Gerald Manley Hopkins* (Writers & Their Work) Northcote House, 2004.

Zwicker, Steven N. (Ed) *The Cambridge Companion to John Dryden* (Cambridge Companions to Literature) Cambridge University Press, 2004.

Wilson, Keith. *A Companion to Thomas Hardy* (Blackwell Companions to Literature and Culture) Wiley-Blackwell, 2009)

| Course | Semester | Mode | Title of the Course | Credits |
|-------------|----------|------------|--|---------|
| Code | | | | |
| MEG 202 | Second | Compulsory | British Fiction I: Beginnings to Victorian | 4 |

This is the first of the two courses (MEG 401 in Fourth Semester) designed to introduce the learners to British fiction. This course deals with the seminal texts of representative novelists from the beginnings to Victorian age. The learners are expected to examine the themes and form of the texts as it constructs psychological and political landscapes as well.

MODULE I : Daniel Defoe

- Unit 1: Rise of the English novel
- Unit 2: Reading *Robinson Crusoe*
- Unit 3: Critical Analysis of the text

MODULE II : Henry Fielding

- Unit 4: Reading *Tom Jones*
- Unit 5: Critical Analysis of the text

MODULE III: Jane Austen

- Unit 6: Reading *Pride and Prejudice*
- Unit 7: Critical Analysis of the text

MODULE IV : Charles Dickens

- Unit 8: Trends of Victorian Novel
- Unit 9: Reading *David Copperfield*
- Unit 10: Critical Analysis of the text

MODULE V: Emily Bronte

- Unit 11: Reading *Wuthering Heights*
- Unit 12: Critical Analysis of the text

MODULE VI : Thomas Hardy

- Unit 13: *The Return of the Native*
- Unit 14: Critical Analysis of the text

Textbooks:

- Austen, Jane. *Pride and Prejudice* (Norton Critical Editions) Ed. Donald J. Gray. Norton, 3rd Revised Edition, 2000.
- Bronte, Emily. *Wuthering Heights* (Norton Critical Editions) Ed. Richard J. Dunn. Norton, 2003.
- Defoe, Daniel. *Robinson Crusoe* (Norton Critical Editions) Ed. Michael Shinagel. Norton, 2nd Revised Edition, 1994.
- Dickens, Charles. (Ed) *David Copperfield* (Norton Critical Editions) Ed. Jerome H. Buckley. Norton, 1990.
- Fielding, Henry. *Tom Jones* (Norton Critical Editions) Ed. Sheridan Baker. Norton, 1994.
- Hardy, Thomas, *Return of the Native* (Norton Critical Editions) Ed. Phillip Mallett. Norton, 2nd Revised Edition 2006.

Further Readings:

- David, Deidre. (Ed) *The Cambridge Companion to the Victorian Novel* (Cambridge Companions to Literature) Cambridge University Press, 2nd Edition, 2012.
- Richetti, John. (Ed) *The Cambridge Companion to the Eighteenth-Century Novel* (Cambridge Companions to Literature) Cambridge University Press, 1996.
- Watt, Ian. *The Rise of the Novel: Studies in Defoe, Richardson and Fielding*. Kessinger, 2009.

| Course Semester | Mode | Title of the Course | Credits |
|-----------------|-------------------------|--|----------|
| MEG 203 | SecondCompulsory | Literary Criticism & Theory I | 4 |

The aim of this course is to introduce to the students major texts and movements in Literary Criticism and Theory from Plato to the twentieth century. Students are expected to understand how criticism and theory help the reader to interpret literary texts, explain literature and connect art forms to life and society. Students are expected to see how different critical texts and schools offer different tools and methods of reading and interpretation.

MODULE I: Plato: *The Republic* (Selections)

Unit 1: The Philosopher King

Unit 2: Plato on Imitation: Eidos, Object and Image

Unit 3 : Plato's Objections to the Artist

Aristotle: Aristotle : *Poetics*

Unit 4: Aristotle on Poetry and Dramatic Imitation

Unit 5: Features of Tragedy

MODULE II : Longinus and Philip Sidney

Unit 6: *On the Sublime*

Unit 7: *An Apology for Poetry*

MODULE III: Samuel Johnson: *Preface to Shakespeare* (Selections)

Unit 8: Johnson and Neo-Classicism

Unit 9: Shakespeare and the Unities

Unit 10: John Dryden: *An Essay on Dramatic Poesie* (Selections)

MODULE IV : S T Coleridge and William Wordsworth

Unit 11: *Biographia Literaria* (Selections)

Unit 12: *Preface to Lyrical Ballads* (Selections)

MODULE V : Matthew Arnold and F. R. Leavis

Unit 13: *Study of Poetry* (Selections)

Unit 14: "Literary Criticism and Philosophy"

Texts Prescribed

Enright, D J & Ernst De Chickera, eds. *English Critical Texts: Sixteenth Century to Twentieth Century*, Oxford University Press, 2002.

Sethuraman, V S and S. Ramaswami, eds. *The English Critical Tradition: An Anthology of English Literary Criticism*, Macmillan, 2000

Further Readings

Abrams, M H and Geoffrey Galt Harpham, *A Glossary of Literary Terms*, 11th Edition, Wadsworth, 2014.

Leitch, Vincent B. *The Norton Anthology of Theory & Criticism*, 2nd Edition, Norton, 2010.

| Course | Semester | Mode | Title of the Course | Credits |
|----------------|---------------|-------------------|----------------------------------|----------|
| Code | | | | |
| MEG 204 | Second | Compulsory | English Language Teaching | 4 |

The aim of this course is to familiarize learners with the basic concepts of English Language Teaching and the current practices of Language teaching.

MODULE I: Understanding Language

- Unit 1:** Theoretical perspectives on language acquisition and language teaching
- Unit 2:** Different Approaches and Methodologies including current developments
- Unit 3:** Language systems and learners' linguistic problems

MODULE II: History of ELT in India

- Unit 4:** History of English education before independence
- Unit 5:** English Education in post-independent and present India

MODULE III: Applied Linguistics and General Phonology

- Unit 6:** Scope and Definitions of Applied Linguistics
- Unit 7:** Application of Applied Linguistics theories in ELT
- Unit 8:** General phonetics and phonology
- Unit 9:** Speech Mechanism

MODULE IV: Curriculum Development

- Unit 10:** Principles of Syllabus Design
- Unit 11:** Historical perspectives and recent developments in Course Design
- Unit 12:** Teaching and designing English language in Bilingual/Multilingual contexts

MODULE V: Approaches and Techniques of Skills Development

- Unit 13:** Oral/Speaking skills; Sociology of Communication
- Unit 14:** Reading Skills; Reflective Skills and Writing Skills Theories and Techniques

Textbooks

Howatt, A.P.R. A History of English Language Teaching. Oxford: OUP,2010.
 Stern, H.H. Fundamental Concepts of Language Teaching .Oxford: OUP, 1983 (new Edition).

Further Readings

Nunan, D. Syllabus Design .Oxford University Press, 1994.
 Richards, J.C. and T.S.Rodgers Approaches and methods in language teaching. Cambridge University Press, 2009.

Vyas, M.A. and Y.L.Patel (eds.) Teaching English as a Second Language: A New Pedagogy for a New Century. Prentice-Hall India, 2009.

| Course | Semester | Mode | Title of the Course | Credits |
|-------------|----------|------------|---|---------|
| Code | | | | |
| MEG 301 | Third | Compulsory | British Poetry III: Modern & Contemporary | 4 |

This is the last of the three courses designed to introduce the learners to British poetic tradition. This course deals with the characteristic techniques, concerns and major works of representative poets from the Modern period to the contemporary.

MODULE I: Modern English Poetry I

Unit 1: Trends in Modern English Poetry

Unit 2: Reading the Poet: **W. B. Yeats:** “The Second Coming”, “Sailing To Byzantium”, “Among Schoolchildren”

Unit 3: Reading the Poet: **T. S. Eliot:** “The Love Song of J Alfred Prufrock”, “The Hollow Men” (Selections)

MODULE II: Modern English Poetry II

Unit 4: Reading the poet: **W. H. Auden:** “Consider this and in Our Time”, “The Shield of Achilles”, “September 1, 1939”

Unit 5: Reading the poet: **Louis MacNeice:** “Birmingham”, “Bagpipe Music”

Unit 6: Reading the poet: **Stephen Spender:** “What I expected Was”, “The Pylons”, “An Elementary School Classroom in a Slum”

MODULE III: Post War English Poetry

Unit 7: Reading the poet **Philip Larkin:** “Church Going”, “Toads”, “The Whitsun Weddings”

Unit 8: Reading the poet **Dylan Thomas:** “Poem in October”, “Do Not Go Gentle into the Night” “Fern Hill”

Unit 9: Reading the poet **Ted Hughes:** “The Thought Fox”, “Hawk Roosting”, “Pike”

MODULE IV: Modern Irish Poetry

Unit 10: Trends in Modern Irish Poetry

Unit 11: Reading the poet: **Seamus Heaney:** “Digging”, “The Tollund Man”, “Punishment”, “Act of Union”

Unit 12: Reading the poet **Geoffrey Hill:** Mercian Hymns (Selections)

MODULE V: Contemporary English Poetry

Unit 13: Trends in Contemporary English Poetry

Unit 14: **John Agard:** “Listen Mr Oxford Don”, “Checking out Me History”, “Half-Caste”, “Flag”

Simon Armitage: ‘Kid’, ‘Mother’ any distance greater than a single span’, ‘November’

Carol Ann Duffy: “Anne Hathaway”, “Little Red-Cap”, “Achilles”

Textbooks:

Ferguson, Margaret., Mary Jo Salter and Jon Stallworthy. *The Norton Anthology of Poetry*. 5th Edition. Norton, 2005

Palgrave, Francis Turner. *Palgrave’s Golden Treasury: From Shakespeare to the Present*. Updated by John Press. 6th Edition. Oxford University Press, 2002.

Wain, John. (Ed) *The Oxford Anthology of English Poetry: Vol II Blake to Heaney*. Oxford University Press, 2005.

Further Readings:

Acheson, James and Romana Huk (Eds) *Contemporary British Poetry: Essays in Theory and Criticism*. State University of New York Press, 1996.

Broom, Sarah. *Contemporary British and Irish Poetry: An Introduction*. Palgrave Macmillan, 2005.

Howarth, Peter. *The Cambridge Introduction to Modernist Poetry*. Cambridge University Press, 2012.

Sinfield, Alan. *Literature, Politics, and Culture in Postwar Britain*. University of California Press, 1989.

Whitworth, Michael H. *Reading Modernist Poetry*. Wiley, 2010.

| Course | Semester | Mode | Title of the Course | Credits |
|-------------|----------|------------|---|---------|
| Code | | | | |
| MEG 302 | Third | Compulsory | British Drama II: Modern & Contemporary | 4 |

This is the concluding course of British drama and deals with the major works of representative British dramatists of the twentieth and twenty first century. It would deal with the various trends/ movements in this period to see the various historical, cultural and critical contexts of the plays taken up for study. The learners are also encouraged to examine these texts keeping in mind the developments in European theatre since these had a great impact on British dramatist.

MODULE I: G B Shaw: *Pygmalion*

Unit 1: Trends in Modern English Drama

Unit 2: Reading the text

Unit 3: Critical Analysis of the Play

MODULE II: Samuel Beckett: *Waiting for Godot*

Unit 4: Theatre of the Absurd

Unit 5: Reading the text

Unit 6: Critical Analysis of the Play

MODULE III: John Osborne: *Look Back in Anger*

Unit 7: Trends in Post-War English Drama

Unit 8: Reading the text

Unit 9: Critical Analysis of the Play

MODULE IV: Harold Pinter: *The Homecoming*

Unit 10: Reading the text

Unit 11: Critical Analysis of the Play

MODULE V: Caryl Churchill: *A Number*

Unit 12: Trends in Contemporary English Drama

Unit 13: Reading the text

Unit 14: Critical Analysis of the Play

Textbooks:

Beckett, Samuel. *Waiting for Godot: A Tragicomedy in Two Acts*. Faber. 2010

Pinter, Harold. *The Homecoming*. Avalon, 1994.

Shaw, George Bernard. *Pygmalion*. Ed. Dan H. Laurence and Introduction by Nicholas Grene. Penguin, Revised edition, 2003.

Further Readings:

Aston, Elaine and Elin Diamond. (Eds) *The Cambridge Companion to Caryl Churchill* (Cambridge Companions to Literature) 2009.

Bloom, Harold. (Ed) *George Bernard Shaw's "Pygmalion"* (Modern Critical Interpretations) Chelsea 1991.

Longman, Walter Levy. *Modern Drama: Selected Plays from 1879 to the Present*; 1st Edition, 1998.

Esslin, Martin. *The Theatre of the Absurd*. Bloomsbury, 2001.

Innes, Christopher. *Modern British Drama: The Twentieth Century*, Cambridge University Press; 2nd Edition, 2002.

| Course Code | Semester | Mode | Title of the Course | Credits |
|-------------|----------|------------|-----------------------|---------|
| MEG 303 | Third | Compulsory | American Literature I | 4 |

The aim of this course is to acquaint students with the Americanness of American Literature, by bringing out its goals and anxieties. For this reason, a study of its background – including the early American experience, the settlement of people from Europe, the struggle between European culture and the American environment, and the subsequent search for an American cultural identity – is necessary. Major issues and influences in the shaping of American Literature will be addressed. For this purpose, seminal texts will be examined in depth to set American literary culture in a context.

MODULE I: History of American literature

Unit 1: American myths of origin; the Colonial experience; the frontier Puritanism, Unitarianism, Transcendentalism

MODULE II: Ralph Waldo Emerson and Walt Whitman

Unit 2: “The American Scholar”

Reliance on Nature and the individual self; The American Genius; Declaration of American cultural independence

Unit 3: Excerpts from the Preface to *Leaves of Grass*

Excerpts from the Preface to *Leaves of Grass* : The role of the American poet ; An American voice in poetry

MODULE III: Hawthorne: *The Scarlet Letter*

Unit 4: Reading the nineteenth century American novel: *The Scarlet Letter* as American Romance

Unit 5: *The Scarlet Letter* as a Critique of American Puritanism

Unit 6: Hester Prynne as rebel; study in evil, guilt and redemption

MODULE IV: Faulkner: *The Sound and the Fury*

Unit 7: *The Sound and the Fury* : The Title and the Four sections,

Unit 8: The American South and *The Sound and the Fury*

Unit 9: The stream of consciousness technique in *The Sound and the Fury*

Unit 10: *The Sound and the Fury*: The Story of the Compson Brothers,

MODULE V : Leading American Poets

Walt Whitman: "Song of Myself" (1-7)

Unit 11: Whitman's song of America ; Catalogues; Poetics for democracy

Emily Dickinson: "I taste a liquor never brewed," "Because I could not stop for Death," "I dwell in possibility," "After great pain a formal feeling comes," "I heard a fly buzz"

Unit 12 : Dickinson as poet ; Study of Themes; A female voice in nineteenth century American poetry

Robert Frost: "Out, out," "Once by the Pacific," "The Gift Outright," "Birches", "Home Burial"

Unit 13: Frost as a modern poet; Frost and New England; Study of Themes.

Langston Hughes: "Theme for English B", "I too", "Ballad of the Landlord", "The Negro sings of Rivers", Poetry of the Harlem Renaissance ; Hughes and the African American imagination; Textual analysis

MODULE VI: Arthur Miller: *Death of a Salesman*

Unit 14: Myth in American Drama: Critique of the myth of success 2. Father-son relationship in *Death of a Salesman* 3. *Death of a Salesman* as an American tragedy

Textbooks

Ellmann, Richard ed. *The NewOxford Book of American Verse* (Oxford University Press, New York, 1976)

Emerson, *Essays* Ed. ELH Turpin. New York: Merril, 2005

Faulkner, William. *The Sound and the Fury* Ed. David Minter, Norton Edition. New York: Norton, 1993

Hawthorne, Nathaniel. *The Scarlet Letter*. Ed. Leland S. Person, Norton Edition. New York: Norton, 2004

Horton, RW and Herbert W. Edwards, *Backgrounds of American Thought*. Englewood-Cliffs, New Jersey: Prentice-Hall, 1974

Miller, Arthur. *Death of a Salesman* London: Penguin, 1976.

Whitman, Walt. *Leaves of Grass*. New York: OUP, 2005

Further Reading

Van Spankeren, Kathryn. *An Outline of American Literature*. USIS Publication

McQuade, Donald et al. *The Harper American Literature Compact Edition*. New York: Harper and Row, 1987.

Ford, Boris ed. *The Pelican Guide to Literature*, Vol. 9. Harmondsworth: Penguin, 2007

| Course | Semester | Mode | Title of the Course | Credits |
|---------|----------|------------|---------------------------|---------|
| MEG 304 | Third | Compulsory | Indian Writing in English | 4 |

The objective of this course is to introduce learners to the history and contexts of Indian Writing in English (IWE). No prior knowledge is assumed. In addition, the course seeks to acquaint the learner with some landmark authors and texts of IWE. It is hoped that the course will help the learner

MODULE I: History and Background

Unit 1: English in India before Macaulay

Unit 2: The Charter Act of 1813 and the Anglicist and Orientalist debate

Unit 3: Macaulay's minutes, The English Education Act of 1835

MODULE II: Modern Indian English Poetry

Nissim Ezekiel, "Poet, Lover, Birdwatcher", "Background, Casually", "Case Study", "Goodbye Party for Miss Puspa T S"

AK Ramanujan, "A River", "Obituary", "Breaded Fish", "Looking for a Cousin on a Swing", "Self Portrait"

Jayanta Mahapatra, "Hunger", "Indian Summer", "A Missing Person

Kamala Das, "An Introduction", "The Dance of the Eunuchs", "Looking Glass"

Unit 3: Poetry before Independence in brief: Henry Derozio, Toru Dutt, and Sarojini Naidu

Unit 4: Poetics of Modern Indian English Poetry (Its urban, personal nature; alienation, imagist and modernist influences, affinity to Anglo-Saxon poetry)

Unit 5: Kamala Das and confessional writing

MODULE III: The Indian English Novel I

Mulk Raj Anand, *Untouchable*

Raja Rao, *Kanthapura*

Unit 6: The beginnings of the Anglophone novel in India (Bankim Chandra and Lal Behari Day)

Unit 7: Nation and the novel

Unit 8: Social concerns of the Indian English novel

MODULE IV: The Indian English Novel II

Unit 9: RK Narayan, *The Guide* and Anita Desai, *Clear Light of Day*: Reading of the texts

Unit 10: Women in Narayan and Desai's novels

Unit 11: Societal changes in the Indian English novel

MODULE V: Autobiography as genre in Indian English writing

Nirad Chaudhuri, *An Autobiography of an Unknown Indian* (selections)

Jawaharlal Nehru, *Autobiography* (selections)

Unit 12: Features of western autobiography in brief

Unit 13: Appropriation of western autobiography by Indian English writers

MODULE VI: Mahesh Dattani: *On a Muggy Night in Mumbai*

Unit 14: Socio-psychological identity crisis in Dattani

Textbooks:

Anand, Mulk Raj. *Untouchable*. Penguin India, New Edition, 2001.

Chaudhuri, Nirad. *An Autobiography of an Unknown Indian*. Jaico 2008.

Dattani, Mahesh. *Collected Plays*. Penguin India, 2000.

Desai, Anita. *Clear Light of the Day* RHI, 2012.

Narayan, R K. *The Guide: A Novel* (Penguin Classics) Introduction by Michael Gorra, Penguin, Revised Edition, 2006.

Rao, Raja. *Kanthapura*. Oxford University Press, 2001.

Further Readings:

Gopal, Priyamvada. *The Indian English Novel: Nation, History, and Narration* (Oxford Studies in Postcolonial Literatures) Oxford University Press. 2009

Iyengar, K. R. Srinivasa *Indian Writing in English*. Sterling, Revised and updated edition, 2012.

Mehrotra, Arvind Krishna. (Ed.) *Illustrated History of Indian Literature in English* Permanent Black (2005)

Naik, M K. *Indian English Poetry: From the Beginnings upto 2000*. Pencraft, 2006.

Mukherjee, Meenakshi. *The Twice Born Fiction*. Pencraft, 2001.

Multani, Angelie. *Mahesh Dattani's Plays: Critical Perspectives*. Pencraft International, 2007.

Thieme, John. *R. K. Narayan* (Contemporary World Writers) Manchester University Press, 2007.

| Course | Semester | Mode | Title of the Course | Credits |
|-------------|----------|------------|---|---------|
| Code | | | | |
| MEG 401 | Fourth | Compulsory | British Fiction II: Modern & Contemporary | 4 |

This is the concluding part of the two courses designed to introduce the learners to British fiction. This course deals with the seminal texts of representative novelists from the Modern Age to Contemporary. The

learner is expected to articulate the major literary themes and concepts that appear in the prescribed texts as these relate to their wider social and cultural contexts.

MODULE I: Joseph Conrad: *Heart of Darkness*

Unit 1: Modern Fiction

Unit 2: Reading *Heart of Darkness*

Unit 3: Critical analysis of the various aspects of text

MODULE II: James Joyce: *Portrait of the Artist as a Young Man*

Unit 4: Reading *Portrait of the Artist as a Young Man*

Unit 5: Critical analysis of the various aspects of the text

MODULE III: D H Lawrence: *Sons and Lovers*

Unit 6: Reading *Sons and Lovers*

Unit 7: Critical analysis of the various aspects of the text

MODULE IV: Kingsley Amis: *Lucky Jim*

Unit 8: Post war British fiction

Unit 9: Reading *Lucky Jim*

Unit 10: Critical analysis of the various aspects of the text

MODULE V: John Fowles: *The French Lieutenant's Woman*

Unit 11: Reading *The French Lieutenant's Woman*

Unit 12: Critical analysis of the various aspects of the text

MODULE VI: Julian Barnes: *England, England*

Unit 13: Contemporary British Fiction

Unit 14: Critical reading of *England, England*

Textbooks:

Amis, Kingsley. *Lucky Jim*. Penguin, 2004.

Barnes, Julian *England, England*. Vintage, 2008.

Fowles, John. *The French Lieutenant's Woman*. Vintage, 2006.

Further Readings:

Berberich, Christine., Richard Bradford and Peter Childs. *Julian Barnes: Contemporary Critical Perspectives*. Continuum, 2011.

English, James F. *A Concise Companion to Contemporary British Fiction*. Blackwell, 2006.

Shaffer, Brian W. *Reading the Novel in English 1950–2000*. Blackwell, 2006.

| Course Semester | Mode | Title of the Course | Credits |
|-----------------|--------------------------|---|----------|
| Code | | | |
| MEG 402 | Fourth Compulsory | Literary Criticism and Theory II | 4 |

The aim of this course is to introduce to the students major texts and movements in Literary Criticism and Theory from New Criticism and Theory to the present. Students are expected to understand how criticism and theory help the reader to interpret literary texts, explain literature and connect art forms to life and society. Students are expected to see how different critical texts and schools offer different tools and methods of reading and interpretation.

MODULE I: New Criticism & Russian Formalism

- Unit 1:** The Roots of New Criticism and Russian Formalism
- Unit 2:** Assumptions, Key Terms Key Figures, Ideas and Applications, Limitations
- Unit 3:** The Text and the Legacy New Criticism

MODULE II: Psychoanalytic Criticism

- Unit 4:** Freud and Psychoanalysis (Assumptions, Methodology, Key Terms)
- Unit 5:** Sexuality and Social Suppression
- Unit 6:** Psychoanalysis and Literary Criticism

MODULE III: Structuralism & Post-structuralism

- Unit 7:** Structuralism and Semiotics (Key Figures, Ideas and Applications)
- Unit 8:** Structuralist Linguistics (Saussure), Anthropology (Levi-Strauss) and Narratology (Propp, Barthes, Genette)
- Unit 9:** Post-Structuralism and Deconstruction (Derrida, Foucault, Paul de Man, Harold Bloom: Key Ideas and Applications)
- Unit 10:** New Historicism and Cultural materialism

MODULE IV: Socio-cultural Theory and Criticism

- Unit 11:** Society and Literature and Sociology of Literature
- Unit 12:** Marxist Theory and the Centrality of Ideology

MODULE V: Postcolonial Theory and Criticism

- Unit 13:** Unit 14: Postcolonial Theory and Criticism: Contexts, Key Terms and Figures
- Unit 14:** Edward Said: Frames for Re-Reading the Canon

Texts Prescribed

David H. Richter, *The Critical Tradition: Classic Texts And Contemporary Trends*. Bedford/St Martin's, 2007

Lodge, David and Nigel Wood. *Modern Criticism and Theory*. 3rd Edition, Routledge, 2008.
 Waugh, Patricia. *Literary Theory and Criticism*. Oxford University Press,

Further Readings

Guerin, Wilfred et al *A Handbook of Critical Approaches to Literature*. Oxford University Press; 6 Edition, 2010.

| Course | Semester | Mode | Title of the Course | Credits |
|----------------|---------------|-------------------|-----------------------------------|----------|
| Code | | | | |
| MEG 403 | Fourth | Compulsory | Women's Writing in English | 4 |

The aim of this course is to acquaint learners with basic concepts in women and gender studies in literature and to enable them to interrogate, analyse and formulate ideas drawing on feminist theory and methodology.

MODULE I : Rise of Feminism

Unit 1: Feminist Theory: An Introduction

Unit 2: Simone de Beauvoir: *The Second Sex* (Selections)

Elaine Showalter: "The Female Tradition" from *A Literature of Their Own*

Unit 3: Sandra M. Gilbert and Susan Gubar: "Infection in the Sentence: the Woman Writer and the anxiety of Authorship" from *The Madwoman in the Attic*

Toril Moi: "Feminist, Female, Feminine"

Gayatri Chakravorty Spivak: "Three Women's Texts and a Critique of Imperialism"

MODULE II : Women novelists

Unit 4: Elizabeth B. Browning: *Aurora Leigh* (Selections)

Christina Rossetti: "Goblin Market"

Unit 5: Amy Lowell: "A Japanese Wood-Carving", "A Ballad of Footmen", "A Winter Ride"

Adrienne Rich: "Aunt Jennifer's Tigers", "Dreamwood", "Planetarium"

MODULE III : Women Short story writers

Unit 6: Charlotte Perkins Gilman: "The Yellow Wallpaper"

Unit 7: Katherine Mansfield: "The Doll's House"

Ama Ata Aidoo: "Something to Talk about on the Way to the Funeral"

MODULE IV : Mary Shelly

Unit 8 : Introduction to Mary Shelly

Unit 9: Reading the Text and Critical Analysis: *Frankenstein* (1818 Text)

MODULE V: Virginia Woolf

- Unit 10:** Introduction to Virginia Woolf
- Unit 11:** Reading the Text: *To the Lighthouse*
- Unit 12:** Critical Analysis of *To the Lighthouse*

MODULE VI : Lorraine Hansberry

- Unit 13:** Introduction to Lorraine Hansberry
- Unit 14:** Reading the Text and Critical Analysis: *A Raisin in the Sun*

Textbooks:

Blain, Virginia. Ed. *Victorian Women Poets: An Annotated Anthology*. Longman Annotated Texts. 2009.
[Bradshaw](#), Melissa and [Adrienne Munich](#). (Eds) *Selected Poems of Amy Lowell*. Rutgers UP, 2002.
 Hansberry, [Lorraine](#). *A Raisin in the Sun*. Vintage, 2004.
 de Beauvoir, Simone. *The Second Sex*. 1949. Trans. and Ed. H. M. Parshley, Vintage, 1997.
 Moi, Toril. *Sexual/Textual Politics: Feminist Literary Theory (New Accents)* Routledge, 2002.
 Shelly, Mary. *Frankenstein*. Ed. Anjana Sarma. Oxford UP, New Delhi. 2001.
 Warhol, [Robyn R.](#) and [Diane Price Herndl](#). (Eds) *Feminisms: An Anthology of Literary Theory and Criticism*. 1997
 Woolf, Virginia. *To The Lighthouse*. UBS 2004.

Further Readings

Bloom, Harold. *A Raisin in the Sun* (Bloom's Guides) Chelsea House, 1st Edition, 2009.
 Bloom, Harold. *Frankenstein": Mary Wollstonecraft Shelley*. Chelsea House, Revised Edition, 2006.
 Bloom, Harold. *Virginia Woolf's "To the Lighthouse"* (Modern Critical Interpretations) Chelsea House, 1991.
[Bristow](#), Joseph(Ed) *Victorian Women Poets: Emily Bronte, Elizabeth Barrett Browning, Christina Rossetti* (New Casebooks) 1995.
 Homans, [Margaret](#). *Virginia Woolf: A Collection of Critical Essays* (New Century Views) Prentice-Hall; 1992.
[Zilboorg](#), Caroline. *Women's Writing: Past and Present* (Cambridge Contexts in Literature) Cambridge University Press, 2004.

| Course | Semester | Mode | Title of the Course | Credits |
|-------------|----------|-----------|------------------------|---------|
| Code | | | | |
| MEG 404 | Fourth | *Optional | American Literature II | 4 |

This course is a follow-up of the core course in American Literature. The aim of the course is to (a) introduce to the students major texts of contemporary American literature and (b) to highlight the multiethnic nature of American culture. In addition to the generally prescribed texts of fiction and poetry, this course includes African American, Asian American and Chicana texts to highlight the migrant spaces in American culture and society.

MODULE I: Hemingway: *A Farewell to Arms*

Unit 1: The Hero in Hemingway

Unit 2: Love and death in *A Farewell to Arms*

Unit 3: *A Farewell to Arms* as a Critique of war

Toni Morrison: *The Bluest Eye*

Unit 4: Colour consciousness/ Whiteness in *The Bluest Eye*

Unit 5: The Girl Child in African American fiction

Unit 6: Trauma and Recovery in *The Bluest Eye*

MODULE II: Modern American Poetry

Ezra Pound: "A Poet," "The River Merchant's Wife" "The Return"

Unit 7: Reading Modern American Poetry

Marianne Moore: "Poetry"

Unit 8: Poetry and craftsmanship

Wallace Stevens: "Peter Quince at the Clavier"

Unit 9: Poetry as the Supreme Fiction

MODULE III : Contemporary African American Women's Poetry

Unit 10: Reading Contemporary African American Women's Poetry: Race, Gender and Resistance

Sonia Sanchez: "I Have Walked a Long Time," "Poem at Thirty," "An Anthem"

Nikki Giovanni: "Choices," "All I Gotta Do,"

June Jordan: "Poem about My Rights," "Poem for South African Women," "A Song for Soweto"

MODULE IV: Contemporary American Drama

August Wilson: *Fences*

Unit 11: Different kinds of fences ; Racism and Black manhood ; Blacks and the American Dream

Suzan Lori-Parks: *Topdog/Underdog*

Unit 12: Violence in African-American lives; Critique of everyday life; Personal and family history, black masculinity against the background of American Capitalism and Patriarchy

MODULE V : American Diasporic/Migrant Fiction

Sandra Cisneros: *The House on Mango Street*

Unit 13: Theme of Alienation, Assimilation and Otherness in American Diasporic/Migrant Fiction; with reference to *The House on Mango Street*

Amy Tan: *The Kitchen God's Wife*

Unit 14: Problems of identity and assimilation and Family relationships in *The Kitchen God's Wife*

Textbooks

Cisneros, Sandra. *The House on Mango Street* New York: Vintage, 2009

Hemingway, Ernest. *A Farewell to Arms*. New York: Simon and Schuster, 1997

<http://www.poetryfoundation.org/>

Lori-Parks, Suzan. *Topdog/Underdog*. New York: Theatre Communications Group, 2002.
 Morrison, Toni. *The Bluest Eye*. New York: Vintage, 1999
 Tan, Amy *The Kitchen God's Wife*, New York: Vintage, 2006
 Wilson, August. *Fences*. New York: Penguin, 1986

Further Readings

Gerber, David A. *American Immigration: A Very Short Introduction*. Oxford UP, 2011.
 Mance, Ajuan Maria. *Inventing Black Women: African American Women Poets and Self Representation*. U of Tennessee P, 2007
 Mitchell, Angelyn and Danille K Taylor. *The Cambridge Companion to African American Women's Literature*. Cambridge UP, 2009.
 Rangno, V R. *Contemporary American Literature (1945-Present)* DWJ Books, 2006.
 Sherman, Charlotte Watson ed. *Sisterfire: Black Womanist Fiction and Poetry*. New York: Harper Collins, 1994.

| Course Code | Semester | Mode | Title of the Course | Credits |
|-------------|----------|-----------|---------------------------------|---------|
| MEG 405 | Fourth | *Optional | Indian Literature in English II | 4 |

This paper attempts to carry forward the objectives of the earlier paper, MEG 304: Indian Literature in English I. It introduces the student to more authors and genres attempting thereby to give him/her an appreciation and sense of the achievement and range of Indian writing in English.

MODULE 1: Indian English Writing from North East India

- Arup Kumar Dutta: *Kaziranga Trail*
- Robin Ngangom: "A Poem for Mother", "Native Land"
- Kynpham Sing Nongkynrih: "When the Prime Minister visits Shillong the Bamboos watch in Silence"
- Desmond Kharmawphlang: "The Conquest", "Letter to a Dear Friend"
- Unit 1:** Children's fiction as a genre
- Unit 2:** Politics and poetry

MODULE II: Poetry after Ezekiel

- Eunice de Souza: "Catholic Mother", "de Souza Prabhu", "Eunice", "Feeing the Poor at Christmas"
- Arun Kolatkar: *Jejuri*
- Aga Shahid Ali: "Postcard from Kashmir", "Snowmen", "Cracked Portraits"
- Unit 3:** Local life and contexts in the poetry of Eunice de Souza, Arun Kolatkar, and Aga Shahid Ali
- Unit 4:** Place of women in de Souza's poems
- Unit 5:** Experimentalism in Kolatkar
- Unit 6:** Exile and identity in Aga Shahid Ali

MODULE III: The Postcolonial Indian English Novel

Salman Rushdie: *Midnight's Children*
Arundhati Roy: *The God of Small Things*

- Unit 7:** Postcolonialism in Rushdie and Roy
- Unit 8:** Representation of history
- Unit 9:** National allegory in *Midnight's Children*
- Unit 10:** Society and class in *The God of Small Things*

MODULE IV: Travel Writing

R K Narayan: *My Dateless Diary*
Amitav Ghosh: "The Imam and the Indian"

- Unit 11:** America in *My Dateless Diary*
- Unit 12:** Travelling in the Orient in Ghosh's "The Imam and the Indian"

MODULE V: Diasporic Fiction

Jhumpa Lahiri: *The Interpreter of Maladies*
Rohinton Mistry: *Such a Long Journey*

- Unit 13:** Themes of displacement in Jhumpa Lahiri's short fiction
- Unit 14:** Alienation in *Such a Long Journey*

Textbooks:

Ghosh, Amitav. *The Imam and the Indian*. Penguin India, 2010.
Lahiri, Jhumpa. *Interpreter of Maladies*. Harpercollins, (Reissue) Edition, 2005.
Mistry, Rohinton. *Such a Long Journey*. Faber, New Ed, 2006.
Narayan, R K. *My Dateless Diary: An American Journey* Penguin, 2000.
Roy, Arundhati. *The God of Small Things* 1997 Penguin India, 2002.
Rushdie, Salman. *Midnight's Children*

Further Readings

Afzal-Khan, Fawzia. *Cultural Imperialism and the Indo-English Novel: Genre and Ideology in R.K. Narayan, Anita Desai, Kamala Markandaya, and Salman Rushdie*. Pennsylvania State University Press, 2007.
Hawley, John C. *Amitav Ghosh: Contemporary Indian Writers in English*. Foundation, 2005.
Mishra, Vijay. *The Literature of the Indian Diaspora: Theorizing the Diasporic Imaginary* (Routledge Research in Postcolonial Literatures) Routledge, 2014.
Morey, Peter. *Rohinton Mistry* (Contemporary World Writers) Manchester University Press, 2004.
Teverson, Andrew. *Salman Rushdie* (Contemporary World Writers) Manchester University Press, 2007.
Tickell, Alex. *Arundhati Roy's The God of Small Things: A Routledge Study Guide* (Routledge Guides to Literature) Routledge, 2007.
