

# VEER NARMAD SOUTH GUJARAT UNIVERSITY

SYLLABUS FOR CORE COURSE IN ENGLISH

FOR T.Y.B.A. (REGULAR) SEMESTER V & VI

FOR THE ACADEMIC YEARS 2022-23,2023-24 & 2024-25

## Syllabus: At a Glance

### **B.A. Sem. – V SYLLABUS AT A GLANCE**

PAPER-11 The Postmodern Period (1950 Onwards)

PAPER-12 Women Writings

PAPER-13 Indian Writing in English

PAPER-14 The World Literature

PAPER-15 (A ) Inspirational Literatures

PAPER- 15 (B) Gender Studies

PAPER-16 Literary Theory and Criticism –II

### **B.A. Sem.-VI SYLLABUS AT A GLANCE**

Paper 17 Studying Shakespeare ( Intertextual)

Paper 18 Classical Indian Literature

Paper 19 Nationalism and Literature ( Indian Context)

Paper 20 American Literature

Paper 21 (A) Translation: Theory & Practice

Paper 21 (B) History , Culture and Margins (Literary Context)

Paper 22 Literary Theory & Criticism III (Poststructuralism and Beyond)



Dr. G.K. Nanda

## PAPER-11 The Postmodern Period (1950 Onwards)

Course Code																									
Course Title	<b>PAPER-11 The Postmodern Period (1950 Onwards)</b>																								
Credit	03																								
Teaching per Week	3hrs																								
Minimum weeks per Semester	14 Weeks (including assignment work, examinations, holidays etc.)																								
Effective From	June 2022																								
Purpose of Course	To acquaint the students with the literature of the Postmodern Period, particularly after the 1950s.																								
Course Objective	To familiarize the students with the experimental nature of Postmodernism by the help of some key texts. To make them aware of the radical changes that have taken place in various forms of literature and how they are different from the preceding age.																								
Course Outcomes	On Completion of the course the students will be able to : CO1.understand how Postmodernism affects views and lifestyles in the whole social systems  CO2.understand how Postmodernism poses complex challenges of making interpreting and displaying art and literature in the 21 century  CO3. recognise and evaluate Postmodern strategies developed by writers ,artists and critics																								
Mapping between COs with PSOs	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th>PSO1</th> <th>PSO2</th> <th>PSO3</th> <th>PSO4</th> <th>PSO5</th> </tr> </thead> <tbody> <tr> <th>CO1</th> <td></td> <td></td> <td></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> </tr> <tr> <th>CO2</th> <td></td> <td></td> <td></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> </tr> <tr> <th>CO3</th> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> </tr> </tbody> </table>		PSO1	PSO2	PSO3	PSO4	PSO5	CO1						CO2						CO3					
	PSO1	PSO2	PSO3	PSO4	PSO5																				
CO1																									
CO2																									
CO3																									
Pre-requisite	Acquaintance with the history of English literature.																								
Course Content	<p><b>Unit –1 Topics for Self -Study / Assignments / Library Work</b></p> <p style="padding-left: 40px;">Topics for Self- Study / Assignments / Library Work</p> <p style="padding-left: 40px;">A) Salient Features of Post- Modernism</p> <p style="padding-left: 40px;">B) Post- Modern Poetry :The Movement Poets</p> <p style="padding-left: 40px;">C) The Post - Modern Novel</p> <p style="padding-left: 40px;">D) Post -Modern Drama</p>																								

**Unit - 2 The Major Authors of the Period and their important works:**

1.	<b>Graham Greene</b>	<i>The Quiet American, The End of Affair</i>
2.	<b>C.P.Snow</b>	<i>Corridors of Power, The Conscience of the Rich</i>
3.	<b>Evelyn Waugh</b>	<i>Men at Arms, Sword of Honour</i>
4.	<b>L.P.Hartley</b>	<i>The Harness Room, The Betrayal</i>
5.	<b>Anthony Powell</b>	<i>A Dance to the Music of Time, The Kindly Ones</i>
6.	<b>Angus Wilson</b>	<i>The Old man at the Zoo, Setting the World on Fire</i>
7.	<b>Anthony Burgess</b>	<i>The Enemy in the Blanket, Earthly Powers</i>
8.	<b>Muriel Spark</b>	<i>The Prime of Miss Jean Brodie, The Driver's Seat</i>
9.	<b>Dame Irish Murdoch</b>	<i>The Sand Castle, The Philosopher's Pupil</i>
10.	<b>Doris Lessing</b>	<i>Landlocked, The Fifth Child</i>
11.	<b>Kingsley Amis</b>	<i>Lucky Jim, The Old Devils</i>
12.	<b>John Fowles</b>	<i>The French Lieutenant's Woman, A Maggot</i>
13.	<b>John Carre</b>	<i>A Murder of Quality, The Night Manager</i>
14.	<b>Margaret Drabble</b>	<i>The Ice Age, The Gates of Ivory</i>
15.	<b>Philip Larkin</b>	<i>High Windows, 'the Whitsun Weddings</i>
16.	<b>Donald Davie</b>	<i>A Winter Talent, The Forests of Lithuania</i>
17.	<b>Thom Gunn</b>	<i>My Sad Captain, The Passage of Joy</i>
18.	<b>Ted Hughes</b>	<i>The Hawk in the Rain, Crow</i>
19.	<b>Samuel Beckett</b>	<i>Waiting for Godot, Happy Days</i>
20.	<b>John Osborne</b>	<i>Look Back in Anger, The Entertainer</i>
21.	<b>Harold Pinter</b>	<i>The Homecoming, No Man 's Land</i>
22.	<b>Tom Stoppard</b>	<i>Rosencrantz and Guildenstern Are Dead</i>
23.	<b>Arnold Wesker</b>	<i>Chicken Soup with Barley, I'm Talking about Jerusalem</i>
24.	<b>Peter Shaffer</b>	<i>Five Finger Exercise, White Lilies</i>
25.	<b>Robert Bolt</b>	<i>Flowering Cherry</i>
26.	<b>John Arden</b>	<i>The Hero Rises Up, Left- Handed Liberty</i>
27.	<b>David Foster</b>	<i>The Pale King</i>
28.	<b>Zadie Smith</b>	<i>Swing Time</i>
29.	<b>Marlon James</b>	<i>A Brief History of Seven Killings</i>
30.	<b>Kazuo Ishiguro</b>	<i>Klara and the Sun , The Remains of the Day</i>

**Unit -3 Texts**

**Text: 1 *Never Let me Go* : Kazuo Ishiguro :(Faber & Faber)**

**Text: 2 *Indian Ink* : Tom Stoppard : (Faber & Faber)**

### Distribution of Marks for the University Examination

Q-1		10 MCQs from Unit: 2 with four options.	10 Marks
Q-2		Long Answer type Questions from Text –1 (Unit 3) (1/2)	13 Marks
Q-3		Long Answer type Questions from Text –2 (Unit 3) (1/2)	13 Marks
Q-4	(A)	Two short notes-from text 1 (1/2) 07 marks.	14 Marks
	(B)	Two short notes-from text 2 (1/2) 07 marks.	
<b>Total:</b>			50 Marks

#### Reference Books

- 1) *Kazuo Ishiguro : New Critical Visions of the Novels* :Ed. Sebastian Groes & Bary Lewies (Palgrav)
- 2) *Globalization and dislocation in the Novels of Kazuo Ishiguro* : Wai –Chew Sim (PHD Thesis University of Warwick)
- 3) *Tom Stoppard : A Faber Critical Guide* : (Faber)
- 4) *Tom Stoppard : Modern Critical Views* : Harold Bloom (Chelsea )

#### Teaching Methodology

Class work, Discussion, Self-Study, Seminars and/or Assignment

#### Evaluation Method

This course has 03 credits during the semester. The internal evaluation will be out of 20 marks, based on Unit Test marks, Library assignments and attendance marks; while the external evaluation will be out of 50 marks at the university examination.

## Paper -12 Women's Writings

Course Code																									
Course Title	<b>Paper -12 Women's Writings</b>																								
Credit	03																								
Teaching per Week	3hrs																								
Minimum weeks per Semester	14 Weeks (including assignment work, examinations, holidays etc.)																								
Effective From	June 2022																								
Purpose of Course	To make the students familiar with representative writings by Women writers of the world.																								
Course Objective	To make the students aware of how women writers have revolted against the patriarchal society through their writings.  To show them how the female texts deal with feminist issues and revolt against the gender bias.																								
Course Outcomes	On completion of the course the students will be able to : CO1. gain a greater understanding of Women's literary tradition.  CO2. examine various literary techniques that women writers use in constructing their texts.  CO3. analyse , interpret and share responses during discussion and in writing.																								
Mapping between COs with PSOs	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th>PSO1</th> <th>PSO2</th> <th>PSO3</th> <th>PSO4</th> <th>PSO5</th> </tr> </thead> <tbody> <tr> <th>CO1</th> <td></td> <td></td> <td></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> </tr> <tr> <th>CO2</th> <td></td> <td></td> <td></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> </tr> <tr> <th>CO3</th> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> </tr> </tbody> </table>		PSO1	PSO2	PSO3	PSO4	PSO5	CO1						CO2						CO3					
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Pre-requisite	Acquaintance with history of literature by women across the globe.																								
Course Content	<p><b>Unit –1 Topics for Self -Study / Assignments / Library Work</b></p> <p>*The teachers may assign their students to collect more information About the <u>Important Works by Women Writers</u> as mentioned in Unit 2</p> <p><b><u>Note to the teachers: Before assigning, the teachers are supposed to arrange a couple of brain- stormingsessions to acquaint the students with the highlights of Women's Writing In English</u></b></p>																								

**Unit - 2 The Major Authors of the Age and their important works:**

1.	<b>Julian Of Norwich</b>	<i>Sixteen Revelations Of Divine Love</i>
2.	<b>Aphra Behn</b>	<i>Orinooko</i>
3.	<b>Mary Wollstonecraft</b>	<i>A Vindication Of The Rights Of Women</i>
4.	<b>Ann Radcliffe</b>	<i>The Mysteries Of Udolpho</i>
5.	<b>Maria Edgeworth</b>	<i>Castle Rackrent</i>
6.	<b>Jane Austen</b>	<i>Pride And Prejudice</i>
7.	<b>Mary Shelley</b>	<i>Frankenstein</i>
8.	<b>Elizabeth Barrett Browning</b>	<i>The Cry Of The Children</i>
9.	<b>Emily Bronte</b>	<i>Wuthering Heights</i>
10.	<b>Elizabeth Gaskell</b>	<i>North And South</i>
11.	<b>Harriet Beecher Stowe</b>	<i>Uncle Tom's Cabin</i>
12.	<b>George Eliot</b>	<i>Middlemarch</i>
13.	<b>Virginia Woolf</b>	<i>A Room Of One 'S Own</i>
14.	<b>Simone De Beauvoir</b>	<i>The Second Sex</i>
15.	<b>Dorris Leasing</b>	<i>The Golden Notebook</i>
16.	<b>Sylvia Path</b>	<i>The Bell Jar</i>
17.	<b>Margaret Atwood</b>	<i>The Handmaid's Tale</i>
18.	<b>Jeanette Winterson</b>	<i>Oranges Are Not The Only Fruit</i>
19.	<b>Toni Morrison</b>	<i>Beloved</i>
20.	<b>Alice Walker</b>	<i>Color Purple</i>
21.	<b>Charlotte Bronte</b>	<i>Jane Eyre</i>
22.	<b>Germaine Greer</b>	<i>The Female Eunuch</i>
23.	<b>Jhumpa Lahiri</b>	<i>Interpreter Of Maladies</i>
24.	<b>Sarojini Naidu</b>	<i>The Golden Threshold</i>
25.	<b>Louise Erdrich</b>	<i>Love Medicine</i>
26.	<b>Harper Lee</b>	<i>To Kill A Mockingbird</i>
27.	<b>Hilary Mantel</b>	<i>Bring Up The Bodies</i>
28.	<b>Erica Jong</b>	<i>Fear Of Flying</i>
29.	<b>Zora Neale Hurston</b>	<i>Their Eyes Were Watching God</i>
30.	<b>Anne Frank</b>	<i>The Diary of A Young Girl</i>
31.	<b>Louisa Alcott</b>	<i>Little Women</i>
32.	<b>Jean Rays</b>	<i>Wide Sargasso Sea</i>
33.	<b>Kiran Desai</b>	<i>The Inheritance Of Loss</i>
34.	<b>Anita Desai</b>	<i>Fire On The Mountain</i>
35.	<b>Shashi Deshpande</b>	<i>That Long Silence</i>
36.	<b>Bharati Mukherjee</b>	<i>Desirable Daughters</i>
37.	<b>Taslima Nasrin</b>	<i>Lajja</i>
38.	<b>Tehmina Durrani</b>	<i>My Feudal Lord</i>
39.	<b>Gita Mehta</b>	<i>Raj</i>
40.	<b>J. K. Rowling</b>	<i>Harry Potter Series</i>

	<p><b>Unit -3 Texts</b></p> <p><b>Text: 1 <i>Oroonoko</i> : Aphra Behn (Penguin)</b></p> <p><b>Text: 2 <i>Seven Steps in Sky</i> : Kundanika Kapadia (Penguin)</b></p> <p style="text-align: center;"><b>Distribution of Marks for the University Examination</b></p> <table border="1" data-bbox="287 663 1465 1061"> <tr> <td>Q-1</td> <td></td> <td>10 MCQs from Unit: 2 with four options.</td> <td>10 Marks</td> </tr> <tr> <td>Q-2</td> <td></td> <td>Long Answer Questions from Text –1 (Unit 3) (1/2)</td> <td>13 Marks</td> </tr> <tr> <td>Q-3</td> <td></td> <td>Long Answer Questions from Text –2 (Unit 3) (1/2)</td> <td>13 Marks</td> </tr> <tr> <td>Q-4</td> <td>(A)</td> <td>Two short notes-from text 1 (1/2) 07 marks.</td> <td>14 Marks</td> </tr> <tr> <td></td> <td>(B)</td> <td>Two short notes-from text 2 (1/2) 07 marks.</td> <td></td> </tr> <tr> <td colspan="3" style="text-align: right;"><b>Total:</b></td> <td>50 Marks</td> </tr> </table>	Q-1		10 MCQs from Unit: 2 with four options.	10 Marks	Q-2		Long Answer Questions from Text –1 (Unit 3) (1/2)	13 Marks	Q-3		Long Answer Questions from Text –2 (Unit 3) (1/2)	13 Marks	Q-4	(A)	Two short notes-from text 1 (1/2) 07 marks.	14 Marks		(B)	Two short notes-from text 2 (1/2) 07 marks.		<b>Total:</b>			50 Marks
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<b>Total:</b>			50 Marks																						
Reference Books	<ol style="list-style-type: none"> <li>1.) <i>The Norton Anthology of Literature By Women: Sandra Gilbert And Susan Gubar</i> (Norton Press)</li> <li>2.) <i>Cambridge Companion to Aphra Behn: Derrek Hughes, Janet Todd</i> (Cambridge)</li> <li>3.) <i>The Critical Fortunes of Aphra Behn</i> : Janet Todd (Camden House)</li> <li>4.) <i>Reading Aphra Behn : History Theory and Criticism</i> : Heidi Hutner (University of Virginia Press)</li> <li>5) ‘A Women’s Peregrination from Subjugation to Liberation in Kundanika Kapadiya ‘s Seven Step in the Sky ’: Dr. Hitesh Rabiya and Parul Malavia (Towards Excellence : UGC- HRDC, Gujarat University)</li> </ol>																								
Teaching Methodology	Class work, Discussion, Self-Study, Seminars and/or Assignments																								
Evaluation Method	This course has 03 credits during the semester. The internal evaluation will be out of 20 marks, based on Unit Test marks, Library assignments and attendance marks; while the external evaluation will be out of 50 marks at the university examination.																								

## Paper-13 Indian Writing in English

Course Code																									
Course Title	<b>Paper -13 Indian Writing in English</b>																								
Credit	03																								
Teaching per Week	3hrs																								
Minimum weeks per Semester	14 Weeks (including assignment work, examinations, holidays etc.)																								
Effective From	June 2022																								
Purpose of Course	To introduce the eminent writers of Indian Writing in English.																								
Course Objective	To introduce learners to the various genres of Indian Writing in English. To make learners aware of prominent Indian writers.																								
Course Outcomes	On Completion of the course the students will be : CO1. familiar with the prominent writers of Indian Writing in English.  CO2 . able to evaluate the social issues represented in the literary text.  CO3 . able to critically analyze the works of Indian Writing in English.																								
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CO1																									
CO2																									
CO3																									
Pre-requisite	Acquaintance with the history of Indian Writing in English																								
Course Content	<p><b>Unit –1 Topics for Self -Study / Assignments / Library Work</b></p> <p>The teachers may assign their students to collect more information about the important works by Indian writers who write in English (List given in unit 2).</p> <p><b><u>Note to the teachers: Before assigning, the teachers are supposed to arrange a couple of brain- storming sessions to acquaint the students with the highlights of INDIAN WRITING IN ENGLISH</u></b></p>																								



**Unit - 2 The Major Authors of the Age and their important works:**

1.	<b>Toru Dutt</b>	<i>The Young Spanish Maiden</i>
2.	<b>Rabindranath Tagore</b>	<i>Gitanjali, The Gardener, My Reminiscences</i>
3.	<b>Sri Aurobindo</b>	<i>The Life Divine, Savitri</i>
4.	<b>Sarojini Naidu</b>	<i>The Bird of Time, The Golden Threshold</i>
5.	<b>A.k.Ramanujan</b>	<i>The Striders, Hymns for the Drowning</i>
6.	<b>Nissim Ezekiel</b>	<i>Hymns in Darkness, Marriage – Poem, Nalini</i>
7.	<b>Kamala Das</b>	<i>The Guest, Summer in Calcutta, My Story</i>
8.	<b>Jayant Mahapatra</b>	<i>Relationship, Waiting</i>
9.	<b>ArunKolatkari</b>	<i>Jejuri</i>
10.	<b>M.K .Gandhi</b>	<i>Hind Swaraj</i>
11.	<b>R.k.Narayan</b>	<i>Swami and Friends, The World of Nagaraj</i>
12.	<b>Mulk Raj Anand</b>	<i>Untouchable, Coolie</i>
13.	<b>Raja Rao</b>	<i>The Serpent and the Rope, Kanthapura</i>
14.	<b>Bhabani Bhattacharya</b>	<i>So Many Hungers, He Who Rides a Tiger</i>
15.	<b>Anita Desai</b>	<i>Clear light of the Day, Fire on the Mountain</i>
16.	<b>Shashi Deshpande</b>	<i>That Long Silence, Small Remedies</i>
17.	<b>Kamala Markandaya</b>	<i>Nectar in the Sieve, A Handful of Rice</i>
18.	<b>Salman Rushdie</b>	<i>Midnight's children, The Satanic Verses</i>
19.	<b>Vikram Sheth</b>	<i>The Golden Gate, A Suitable Boy</i>
20.	<b>Ruskin Bond</b>	<i>The Last Tiger</i>
21.	<b>Amitav Gosh</b>	<i>The Shadow Lines, The Glass Palace</i>
22.	<b>ChamanNahal</b>	<i>Azadi</i>
23.	<b>Asif Currimbhoy</b>	<i>Goa, The Dumb Dancer</i>
24.	<b>Girish Karnad</b>	<i>Hayavadana, Nagamandala</i>
25.	<b>Mahesh Dattani</b>	<i>Final Solutions, Tara</i>
26.	<b>Manjula Padmanabhan</b>	<i>Harvest, Lights out</i>

**Unit -3 Texts**

**Text: 1 Savitri , Book 5 Canto 3 (Satyavan & Savitri ) : Shree Aurobindo**  
( <http://savitrihpoem.com/b5c3.html> )

**Text: 2 All Roads lead to Ganga : Ruskin Bond : (Rupa & Co. )**

### Distribution of Marks for the University Examination

Q-1		10 MCQs from Unit: 2 with four options.	10 Marks
Q-2		Long Answer Questions from Text –1 (Unit 3) (1/2)	13 Marks
Q-3		Long Answer Questions from Text –2 (Unit 3) (1/2)	13 Marks
Q-4	(A)	Two short notes-from text 1 (1/2) 07 marks.	14 Marks
	(B)	Two short notes-from text 2 (1/2) 07 marks.	
<b>Total:</b>			50 Marks

#### Reference Books

- 1.) *A Concise History of Indian Writing in English*: A. Mehrotra (O.B)
- 2.) *Shri Aurobindo Savitri- An Approach and a study*
- 3.) <https://www.auro-ebooks.com/savitri/>
- 4.) <https://auroville.org/page/savitri>
- 5.) *Shri Aurobindo : The Poet of Nature and other Writings on Savitri*: Ashok K Ganguli (Shree Aurobindo Center , Pondichery)
- 6.) *Ruskin Bond : A Critical Evaluation*: M.P.Sinha *et al* (Atlantic)
- 7.) *The Creative Contours of Ruskin Bond : An Anthology of Critical Writings*: Marek S Szczepariski ( Pencraft)
- 8.) 'Bond's Bond With Nature : An Eco Critical Study of Selected Works of Ruskin Bond ': Ajmal S. Syed in *The Indian Review of World Literature in English*

#### Teaching Methodology

Class work, Discussion, Self-Study, Seminars and/or Assignment

#### Evaluation Method

This course has 03 credits during the semester. The internal evaluation will be out of 20 marks, based on Unit Test marks, Library assignments and attendance marks; while the external evaluation will be out of 50 marks at the university examination.

## Paper-14 The World Literature

Course Code																									
Course Title	<b>Paper -14 The World Literature</b>																								
Credit	03																								
Teaching per Week	3hrs																								
Minimum weeks per Semester	14 Weeks (including assignment work, examinations, holidays etc.)																								
Effective From	June 2022																								
Purpose of Course	To create a scope for the students to know about the Classics of the world translated into English.																								
Course Objective	To inculcate interest to focus on the varied literatures of the world . To ignite the minds to compare the cultures of various countries represented in literature. To create a universal , global mind set.																								
Course Outcomes	On Completion of the course the students will be to : CO1.) read , view and listen to a wide range of subjects from the representative texts from a variety of cultures and context.  CO2.) interpret , select and integrate information about world literature  CO3.) form a social awareness, global consciousness and cultural understanding through Creating inquiry and discovery.																								
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CO1																									
CO2																									
CO3																									
Pre-requisite	Acquaintance with the varied richness of World Literature																								
Course Content	<p><b>Unit –1 Topics for Self -Study / Assignments / Library Work</b></p> <p>The Teachers may assign their students to collect more information about the Classics of the WorldLiterature (list given in Unit -2)</p> <p><b><u>Note to the teachers: Before assigning, the teachers are supposed to arrange a couple of brainstorming sessions to acquaint the students with the highlights of the World Literature.</u></b></p>																								

**Unit - 2 The World Famous Writers and their Important Works:**

1.	Homer	<i>The Iliad, The Odyssey</i>
2.	Virgil	<i>The Aeneid</i>
3.	Aristophanes	<i>The Frogs</i>
4.	Aeschylus	<i>Agamemnon, Seven Against Thebes, Orestia</i>
5.	Sophocles	<i>Oedipus Tyrannus, Ajax, Electra, Philoctetes</i>
6.	Euripides	<i>Alcestis, Medea, The Trojan Women</i>
7.	Terence	<i>Hecyra</i>
8.	Seneca	<i>Phaedra</i>
9.	Dante	<i>Divine Comedy</i>
10.	Luigi Pirandello	<i>Six Characters in Search of an Author</i>
11.	Alberto Moravia	<i>Time of Indifference</i>
12.	Italo Calvino	<i>Invisible Cities</i>
13.	Umberto Eco	<i>The Name of the Rose</i>
14.	Cervantes	<i>Don Quixote</i>
15.	Lorca	<i>Blood Wedding</i>
16.	Henrik Ibsen	<i>A Doll's House</i>
17.	Voltaire	<i>Irene</i>
18.	Stendhal	<i>The Red and the Black</i>
19.	Victor Hugo	<i>The Miserable</i>
20.	Baudelaire	<i>Flowers of Evil</i>
21.	Emily Zola	<i>Nana</i>
22.	Sartre	<i>The Flies, Being and Nothingness</i>
23.	Albert Camus	<i>The Outsider, The Plague, The Fall</i>
24.	Eugene Ionesco	<i>The Chair, Rhinoceros</i>
25.	Goethe	<i>Faust</i>
26.	Rilke	<i>Sonnets to Orpheus</i>
27.	Herman Hesse	<i>Siddhartha</i>
28.	Franz Kafka	<i>The Trial, The Castle</i>
29.	Bertolt Brecht	<i>Mother Courage and her Children</i>
30.	Dostoevsky	<i>Crime and Punishment, The Brothers Karamzov, The Idiot</i>
31.	Leo Tolstoy	<i>War and Peace, Anna Karenina</i>
32.	Anton Chekhov	<i>The Cherry Orchard, The Three Sisters</i>
33.	Maxim Gorky	<i>The Mother</i>
34.	Nabokov	<i>Lolita</i>
35.	Wole Soyinka	<i>Season of Anomy</i>
36.	Chinua Achebe	<i>Things Fall Apart</i>
37.	V.S. Naipaul	<i>House for Mr. Biswas</i>
38.	Patrick White:	<i>Voss</i>
39.	Rousseau	<i>Emile</i>
40.	Thomas Mann	<i>The Magic Mountain</i>

**Unit -3 Texts**

**Text: 1 *The Metamorphosis* : Franz Kafka (Fingerprint)(Project Gutenberg)**

**Text: 2 *Life & Times of Michael K* : J. M. Coetzee (Penguin)**

**Distribution of Marks for the University Examination**

Q-1		10 MCQs from Unit: 2 with four options.	10 Marks
Q-2		Long Answer Questions from Text –1 (Unit 3) (1/2)	13 Marks
Q-3		Long Answer Questions from Text –2 (Unit 3) (1/2)	13 Marks
Q-4	(A)	Two short notes-from text 1 (1/2) 07 marks.	14 Marks
	(B)	Two short notes-from text 2 (1/2) 07 marks.	
<b>Total:</b>			<b>50 Marks</b>

**Reference Books**

1. *The Oxford Companion to World Literature* (OUP)
2. *The Cambridge Introduction to Frantz Kafka : Carolin Duttlinger* (Cambridge)
3. *Kafka : A Guide for the Perplexed* : Clayton koelv (Bloomsbury)
4. *The Cambridge Companion to Kafka* :Ed. Julian Preece (Cambridge)
5. *The Cambridge Introduction to J.M. Coetzee* : Dominic Head (Cambridge)
6. *Geographies of Pain : J.M.Coetzee's Fiction* : K Narasimha Rao (Prestige Books)
7. *Critical Perspectives on J. M. Coetzee* : Graham Huggen & Stephen Watson (Palgrave)

**Teaching Methodology**

Class work, Discussion, Self-Study, Seminars and/or Assignment

**Evaluation Method**

This course has 03 credits during the semester. The internal evaluation will be out of 20 marks, based on Unit Test marks, Library assignments and attendance marks; while the external evaluation will be out of 50 marks at the university examination.



## Paper -15 (A) Inspirational Literatures

Course Code																									
Course Title	<b>Paper-15 (A ) Inspirational Literatures</b>																								
Credit	03																								
Teaching per Week	3hrs																								
Minimum weeks per Semester	14 Weeks (including assignment work, examinations, holidays etc.)																								
Effective From	June 2022																								
Purpose of Course	To create optimism and positivity in the lives of students.																								
Course Objective	To boost confidence and enable the students to develop a positive outlook. To make them realize how powerful they can prove to be. To bring the best out of them by motivating them through the best literature.																								
Course Outcomes	On Completion of the course the students will be to : CO1. get the fuel of motivation that will help them to achieve their goals  CO2. create a positive and optimistic impact on their lives through the motivational books or life writings. CO3. realize how powerful they can be in their real life																								
Mapping between COs with PSOs	<table border="1" style="margin-left: 20px;"> <thead> <tr> <th></th> <th>PSO1</th> <th>PSO2</th> <th>PSO3</th> <th>PSO4</th> <th>PSO5</th> </tr> </thead> <tbody> <tr> <th>CO1</th> <td></td> <td></td> <td></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> </tr> <tr> <th>CO2</th> <td></td> <td></td> <td></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> </tr> <tr> <th>CO3</th> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> </tr> </tbody> </table>		PSO1	PSO2	PSO3	PSO4	PSO5	CO1						CO2						CO3					
	PSO1	PSO2	PSO3	PSO4	PSO5																				
CO1																									
CO2																									
CO3																									
Pre-requisite	Acquaintance with the best motivational and inspirational literatures.																								
	<p><b>Unit –1 Topics for Self -Study / Assignments / Library Work</b></p> <p>The Teachers may assign their students to collect more information about the motivational and inspirational literatures of the world. (list given in Unit -2)</p> <p><b><u>Note to the teachers: Before assigning, the teachers are supposed to arrange a couple of brainstorming sessions to acquaint the students with the relevance of Inspirational Literatures.</u></b></p>																								

**Unit – 2****The World Famous Inspirational Works (Fiction& non Fiction)**

1.	<b>Cherry Strayed</b>	<i>Wild</i>
2.	<b>Lao Tzu</b>	<i>Tao Te Ching</i>
3.	<b>Dalai Lama</b>	<i>The Art of Happiness</i>
4.	<b>Gabrielle Bernstein</b>	<i>The Universe has your Back</i>
5.	<b>Uzoma Uponi</b>	<i>Colourblind</i>
6.	<b>Khaled Hosseini</b>	<i>A Thousand Splendid Suns, The Kite Runner</i>
7.	<b>Mitch Albom</b>	<i>The Five People You Meet In Heaven</i>
8.	<b>Richard Paul Evans</b>	<i>The Walk</i>
9.	<b>Christy Lefteri</b>	<i>The Beekeeper of Aleppo</i>
10.	<b>Boris Paternak</b>	<i>Dr. Zhivago</i>
11.	<b>Octavia Butler</b>	<i>Kindred</i>
12.	<b>Hannah Shah</b>	<i>The Imam's Daughter</i>
13.	<b>Stieg Larsson</b>	<i>The Girl With the Dragon Tattoo</i>
14.	<b>Vanessa Hua</b>	<i>A River of Stars</i>
15.	<b>Ingrid Rojas Contreras</b>	<i>Fruit of the Drunken Tree</i>
16.	<b>Cheewa James</b>	<i>Catch the Whisper of the Winds</i>
17.	<b>Eleanor Roosevelt</b>	<i>You Learn by Living</i>
18.	<b>Yuval Noah Harari</b>	<i>Sapiens</i>
19.	<b>David George Haskell</b>	<i>The Forest Unseen</i>
20.	<b>Eddie Jaku</b>	<i>The Happiest Man on Earth</i>
21.	<b>Enjeela Miller</b>	<i>The Broken Circle</i>
22.	<b>Darrin Donnely</b>	<i>Think Like a Warrior</i>
23.	<b>Gifford Thomas</b>	<i>The Inspirational Leaders</i>
24.	<b>Dion Leonard</b>	<i>Finding Gobi</i>
25.	<b>Amitav Ghosh</b>	<i>The Hungry Tide</i>
26.	<b>Kara Cooney</b>	<i>When Women Ruled the World</i>
27.	<b>Wangari Maathai</b>	<i>Unbound</i>
28.	<b>Elif Shafak</b>	<i>The Forty Rules of Love</i>
29.	<b>Oprah Winfrey</b>	<i>What I Know for Sure</i>
30.	<b>David Grinspoon</b>	<i>Earth in Human Hands</i>
31.	<b>Yaa Gyasi</b>	<i>Homegoing</i>
32.	<b>Madeleine Thien</b>	<i>Do Not Say We Have Nothing</i>
33.	<b>Eckhart Tolle</b>	<i>The Power of Now</i>
34.	<b>Max Lucado</b>	<i>You are Special</i>
35.	<b>Rebeca Lemon</b>	<i>The World as Laboratory</i>
36.	<b>Rebeca Solnit</b>	<i>A Paradise Built in Hell</i>
37.	<b>Nelson Mandela</b>	<i>Long Walk to Freedom</i>
38.	<b>Tom Rachman</b>	<i>The Italian Teacher</i>
39.	<b>A.P. Abdul Kalam</b>	<i>Wings of Fire, Ignited Minds, You Are Born to Blossom</i>
40.	<b>Shiv Khara</b>	<i>You Can Win</i>

41.	<b>Robin Sharma</b>	<i>Who Will Cry When You Die ?, The Monk Who Sold His Ferrari</i>
42.	<b>Saranya Umakanthan</b>	<i>One Day, Life Will Change</i>
43.	<b>Gaur Gopal Das</b>	<i>Life's Amazing Secrets</i>
44.	<b>Acharya Prashant</b>	<i>Karma</i>
45.	<b>Mukesh Bansal</b>	<i>No Limits</i>
46.	<b>Arvind Adiga</b>	<i>The White Tiger</i>
47.	<b>Ruskin Bond</b>	<i>The Blue Umbrella</i>
48.	<b>Chitra Banerjee Divakaruna</b>	<i>The Palace of Illusions</i>
49.	<b>Cyrus Mistry</b>	<i>Chronicles of a Corpse Bearer</i>
50.	<b>Preeti Shenoy</b>	<i>Life is What You Make It</i>

### Unit -3 Texts

**Text: 1** *The Alchemist* : Paulo Coelho (HarperCollins)

**Text: 2** Poetry (Selected Inspirational Poems)  
(Freely available in the web)

1. *The Road not Taken* : Robert Frost
2. *The Song of the Free* : Swami Vivekanand
3. *Where the Mind is Without Fear* – Rabindranath Tagore
4. *Good and Evil* : Kahlil Gibran
5. *Rock Walls* : Abdul Kalam
6. *Still I Rise* : Maya Angelou

**Text : 3** (A) *Three Days to See* : Hellen Keller  
(<https://www.theatlantic.com/past/docs/issues/33jan/keller.htm>)

(B) *My Greatest Olympic Prize* : Jesse Owens  
(<https://fliphtml5.com/uopqv/ixuz/basic/>)



**Distribution of Marks for the University Examination**

Q-1		10 MCQs from Unit: 2 with four options.	10 Marks
Q-2		Long Answer Questions from Text –1 (Unit 3) (1/2)	13 Marks
Q-3		Long Answer Questions from Text –2 (Unit 3) (1/2)	13 Marks
Q-4		Long Answer Questions from Text –3 (Unit 3) (1/2)	14 Marks
<b>Total:</b>			50 Marks

Reference Books	<ol style="list-style-type: none"> <li>1. <i>A Critical Study of Paulo Coelho 's Novels</i> : Dr. Mrinalini. P. Thakar (Paradise Pub.)</li> <li>2. <i>The Alchemist</i> : A Critical Reader (Bloomsbury)</li> <li>3. <i>Critical Analysis of The Alchemist</i> : MegaEssays.com</li> <li>4. <i>Hidden Messages in Three Days to See</i> – GradesFixer</li> <li>5. <i>A Critic of Three Days to See</i> (Kibin)</li> <li>6. <i>Three Days to See Analysis</i> : Brainly.in</li> </ol>
Teaching Methodology	Class work, Discussion, Self-Study, Seminars and/or Assignment
Evaluation Method	This course has 03 credits during the semester. The internal evaluation will be out of 20 marks, based on Unit Test marks, Library assignments and attendance marks; while the external evaluation will be out of 50 marks at the university examination.

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## Paper- 15 (B )Gender Studies

Course Code																									
Course Title	<b>Paper - 15 (B )Gender Studies</b>																								
Credit	03																								
Teaching per Week	3hrs																								
Minimum weeks per Semester	14 Weeks (including assignment work, examinations, holidays etc.)																								
Effective From	June 2022																								
Purpose of Course	To examine and challenge social norms around what it means to be a man and woman in society, and to pursue justice and equality for all																								
Course Objective	It aims to expose students to a substantial body of knowledge about the social construction of gender in various cultural contexts from a variety of disciplinary perspectives.  It also provides students with the analytic tools for understanding the lives and experiences of women in various cultural contexts.																								
Course Outcomes	On Completion of the course the students will be able to :  CO1. define and evaluate gender as a social construct  CO2. identify the ways gender , power, privilege , and oppression play out across a range of cultures and human experiences  CO3. demonstrate an understanding of gender as it intersects with sexuality , race , religion, class and other critical variables.																								
Mapping between COs with PSOs	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>PSO1</th> <th>PSO2</th> <th>PSO3</th> <th>PSO4</th> <th>PSO5</th> </tr> </thead> <tbody> <tr> <th>CO1</th> <td></td> <td></td> <td></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> </tr> <tr> <th>CO2</th> <td></td> <td></td> <td></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> </tr> <tr> <th>CO3</th> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> </tr> </tbody> </table>		PSO1	PSO2	PSO3	PSO4	PSO5	CO1						CO2						CO3					
	PSO1	PSO2	PSO3	PSO4	PSO5																				
CO1																									
CO2																									
CO3																									
Pre-requisite	Acquaintance with the need of Gender equality in a developed society.																								
Course Content	<p><b>Unit –1 Topics for Self -Study / Assignments / Library Work</b></p> <p>The Teachers may assign their students to collect more information about the Classics of Literature based on Gender studies.(list given in Unit -2)</p> <p><b><u>Note to the teachers: Before assigning, the teachers are supposed to arrange a couple of brainstorming sessions to acquaint the students with the highlights of the Gender Studies.</u></b></p>																								

**Unit - 2 The World Famous Books on Gender Studies :**

1.	<b>Bell Hooks</b>	<i>Ain't I a Woman?, The Will to Change</i>
2.	<b>Judith Butler</b>	<i>Gender Trouble, Undoing Gender</i>
3.	<b>Caroline Criado - Perez</b>	<i>Invisible Women</i>
4.	<b>Betty Friedan</b>	<i>The Feminine Mystique</i>
5.	<b>Simon de Beauvoir</b>	<i>The Second Sex</i>
6.	<b>Naomi Wolf</b>	<i>The Beauty Myth</i>
7.	<b>Mary Wollstonecraft</b>	<i>A Vindication of the Rights of Woman</i>
8.	<b>Angela Davis</b>	<i>Women Race and Class</i>
9.	<b>Audre Lorde</b>	<i>Sister Outsider</i>
10.	<b>Jessica Valenti</b>	<i>The Purity Myth</i>
11.	<b>Virginia Woolf</b>	<i>A Room of one's Own</i>
12.	<b>Helen Joyce</b>	<i>Trans: When Ideology meets Reality</i>
13.	<b>Cordelia Fine</b>	<i>Delusions of Gender</i>
14.	<b>Allan G Johnson</b>	<i>Prevelige , Power and Difference</i>
15.	<b>Debra Soh</b>	<i>The End of Gender</i>
16.	<b>Marry Beard</b>	<i>Women and Power: A Manifesto</i>
17.	<b>Julia Seramo</b>	<i>Whipping Girl</i>
18.	<b>Vicki S. Helgeson</b>	<i>Psychology of Gender</i>
19.	<b>Jack Halberstan</b>	<i>Female Masculinity</i>
20.	<b>Frederick Joseph</b>	<i>Patriarchy Blues</i>
21.	<b>Alan Downs</b>	<i>The Velvet Rage</i>
22.	<b>Kate Bornstein</b>	<i>Gender Outlaw</i>
23.	<b>Rebecca Solnit</b>	<i>Men Explain Thing to me</i>
24.	<b>Roxane Gay</b>	<i>Bad Feminist</i>
25.	<b>Lisa Cahill</b>	<i>Sex ,Gender, and Christian Ethics</i>
26.	<b>Riki Wilchins</b>	<i>Queer Theory, Gender Theory</i>
27.	<b>Cathleen Stock</b>	<i>Material Girls</i>
28.	<b>Rebecca Traister</b>	<i>Good and Mad</i>
29.	<b>Barrie Thorne</b>	<i>Gender Play</i>
30.	<b>Joanna Scutts</b>	<i>The Extra Woman</i>
31.	<b>Deepa Narayan</b>	<i>Chup</i>
32.	<b>Nivedita Menon</b>	<i>Seeing Like a Feminist</i>
33.	<b>Ismat Chughtai</b>	<i>Lifting the Veil, My Friend My Enemy</i>
34.	<b>Laxmi Narayan Tripathi</b>	<i>Me Hijra Me Laxmi</i>
35.	<b>Shilpa Phadke</b>	<i>Why Loiter?</i>
36.	<b>Kamala Das</b>	<i>My Story</i>
37.	<b>Kamala Vhasim</b>	<i>What is Patriarchy ?</i>
38.	<b>Krishna Sobti</b>	<i>ToHellWithYou Mitro</i>
39.	<b>Sarah Joseph</b>	<i>The Vigil</i>

40.	K.R.Meera	<i>HangWoman</i>
41.	Priya Kuriyan	<i>Drawing the line</i>
42.	Jasodhara Bagchi	<i>Interrogative Motherhood</i>
43.	Ania Loomba	<i>Revolutionary Desires</i>
44.	Saloni Chopra	<i>Rescued by a Feminist</i>
45.	Madhavi Menon	<i>Infinite Variety</i>

### Unit -3 Texts

**Text: 1** *A World of Equals* : A Textbook on Gender ,Ed. By Susie Tharu *et al* (OB)

#### **Units Prescribed for Detailed Studies :**

Unit 1 : What is Gender, Why Should We Study It ?

Unit 2 : Socialization : Making Women Making Men

Unit 6 : Looking at Knowledge Through the Lens of Gender

Unit 7 : Sexual Harassment : Say No !

Unit 10 : Whose History ? Questions for Historians and Others

Unit 12 : Thinking About Sexual Violence

Unit 14 : Just Relationship : Being Together as Equal

#### **Distribution of Marks for the University Examination**

Q-1	10 MCQs from Unit: 2 with four options.	10 Marks
Q-2	Long Answer Questions from Text –1 (Units- 1,2) (1/2)	13 Marks
Q-3	Long Answer Questions from Text –1 (Units- 6,7) (1/2)	13 Marks
Q-4	Long Answer Questions from Text – 1 (Units- 10,12,14)	14 Marks
<b>Total:</b>		50 Marks

Reference Books	<ol style="list-style-type: none"> <li>1. Gender Inequality : a Reference Handbook : David E Newton (Greenwood Press)</li> <li>2. Gender Equality in India : Issues and Challenges : Devi &amp; Sing (Mittal Pub.)</li> <li>3. The Routledge Handbook of Gender &amp; Development : Ed. Anne Coles etal (Routledge)</li> <li>4. Encyclopedia of Gender and Society: Jodi O' Brien (Sage Pub.)</li> <li>5. Gender Equality and Sustainable Development : Lalneihzovi (Mittal Publication)</li> </ol>
Teaching Methodology	Class work, Discussion, Self-Study, Seminars and/or Assignment
Evaluation Method	This course has 03 credits during the semester. The internal evaluation will be out of 20 marks, based on Unit Test marks, Library assignments and attendance marks; while the external evaluation will be out of 50 marks at the university examination.

**Paper 16 Literary Theory and Criticism – II (Modernism TO Marxist Literary Criticism)**

Course Code																									
Course Title	<b>Paper-16 Literary Theory and Criticism –II ( Modernism to Marxist Literary Criticism)</b>																								
Credit	04																								
Teaching per Week	4hrs																								
Minimum weeks per Semester	14 Weeks (including assignment work, examinations, holidays etc.)																								
Effective From	June 2022																								
Purpose of Course	To enable the students to read and appreciate literature through the lens of literary theory which may lead them to create a new perspective and better understanding.																								
Course Objective	To demonstrate an understanding of key concepts in literary theory from Modernism to Marxism.  To explain the meaning significance and value of specific literary theoretical works.  To use theoretical concepts to develop ability to interpret literary texts.																								
Course Outcomes	On Completion of the course the students will be to : CO1. grasp the intellectual background pertinent to important areas of literary and critical theory. CO2. discover their own literary and critical theories as they read CO3. know hoe to read , comprehend , discuss, analyse , and interpret critical texts of all types																								
Mapping between COs with PSOs	<table border="1"> <thead> <tr> <th></th> <th>PSO1</th> <th>PSO2</th> <th>PSO3</th> <th>PSO4</th> <th>PSO5</th> </tr> </thead> <tbody> <tr> <th>CO1</th> <td></td> <td></td> <td></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> </tr> <tr> <th>CO2</th> <td></td> <td></td> <td></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> </tr> <tr> <th>CO3</th> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> </tr> </tbody> </table>		PSO1	PSO2	PSO3	PSO4	PSO5	CO1						CO2						CO3					
	PSO1	PSO2	PSO3	PSO4	PSO5																				
CO1																									
CO2																									
CO3																									
Pre-requisite	Acquaintance with the history of Critical tradition																								
Course Content	<p><b>Unit –1 Topics for Self -Study / Assignments / Library Work</b></p> <p><b>The Teachers may assign their students to collect more information about the critical books on criticism and theory. (list given in Unit -B)</b></p> <p><b>Note to the teachers:</b> <u>Before assigning, the teachers are supposed to arrange a couple of brainstorming sessions to acquaint the students with the relevance of literary theory and criticism.</u></p>																								

**Unit - 2 The famous books on literary theory and criticism: Modernism to Marxism**

1.	<b>Friedrich Nietzsche</b>	<i>Beyond Good and Evil, On Genealogy, God is Dead</i>
2.	<b>Karl Marx</b>	<i>Das kapital, The Poverty of Philosophy, The Holy Family</i>
3.	<b>Sigmund Freud</b>	<i>The Ego &amp; the Id, Interpretations of Dream, Civilization &amp; Its discontent, Beyond the Pleasure Principle, Totem &amp; Taboo</i>
4.	<b>I. A. Richards</b>	<i>Principles of Literary Criticism, The Philosophy of Rhetoric, Poetry and Sciences, Interpretation in Teaching, How to Read a Page, Complementarities, The Meaning of Meaning</i>
5.	<b>T.S. Eliot</b>	<i>The Sacred Wood, The Use of Poetry and the Use of Criticism, On Poetry and Poets, After Strange Gods, Christianity and Culture</i>
6.	<b>F. R. Leavis</b>	<i>The Great Tradition, The New Bearings in English Poetry, The Common Pursuit, The Critic as Anti – Philosopher</i>
7.	<b>William Empson</b>	<i>Seven Types of Ambiguity ,Some Versions of Pastoral, Milton’s God, Argufying, Essays on Shakespeare</i>
8.	<b>John Crowe Ransom</b>	<i>The World’s Body, The New Criticism, God without thunde</i>
9.	<b>Allen Tate</b>	<i>Reason in Madness, Essays of Four Decades, The Forlorn Demon , On the Limits of Poetry</i>
10.	<b>R.P. Blackmur</b>	<i>The Double Agent , Language as Gesture, Form and Value in Modern Poetry</i>
11.	<b>Cleanth Brooks</b>	<i>Understanding Poetry , The Well Wrought Urn, Modern Poetry and the Tradition, A Shaping Joy</i>
12.	<b>W.K. Wimsatt</b>	<i>The Verbal Icon, Hateful Contraries, Literary Criticism Idea and Act</i>
13.	<b>Ferdinand D Saussure</b>	<i>Course in General Linguistic</i>
14.	<b>Jean Piaget</b>	<i>Structuralism</i>
15.	<b>Jonathan Culler</b>	<i>Structuralist Poetics</i>
16.	<b>Terence Hawkes</b>	<i>Structuralism and Semiotics</i>
17.	<b>Levis- Strauss</b>	<i>Structuralism and Sociological Theory, The Savage Mind, Myth and Meaning</i>
18.	<b>Roland Barthes</b>	<i>S/Z , Mythologies, Criticism and Truth</i>
19.	<b>Louis Althusser</b>	<i>For Marx</i>
20.	<b>Terry Eagleton</b>	<i>Marxism and Literary Criticism , Criticism and Ideology</i>
21.	<b>Reymond Williams</b>	<i>Marxism and Literature, Country and the City</i>
22.	<b>Fredric Jameson</b>	<i>Marxism and Form, The Ideologies of Theory</i>
23.	<b>Theodor Adorno</b>	<i>Aesthetic Theory</i>
24.	<b>Leon Trotsky</b>	<i>Literature and Revolution</i>
25.	<b>Tony Bennett</b>	<i>Formalism and Marxism</i>

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**Unit -3 Texts**

*Text: An Introduction to Literary Theory & Criticism* : Kulkarni & Chasker (O.B.)

- I
1. Modernism : Nietzsche, Marx, Freud, Eliot, Leavis, Richards & Empson
  2. New Criticism : Ransom, Tate, Blackmur, Brooks & Wimsat
  3. Criticism & Theory : A Comparison

II

4. Structuralism : Saussure
5. Application of Structuralism : Greimas, Genette, Todorov & Barthes
6. Marxist Literary Criticism : Historical Background

III

7. First 15 Critical Terms from the “Glossary

**QUESTION PAPER PATTERN**

Q-1		10 MCQs from Unit: 2 with four options.	10 Marks
Q-2		Long Answer Questions from (Unit3 / I ) (1/2)	13 Marks
Q-3		Long Answer Questions from (Unit 3/II) (1/2)	13 Marks
Q-4		Two Short Notes from ( Unit 3/III) (2/4)	14 Marks
<b>Total:</b>			<b>50 Marks</b>

**Reference Books**

1. *Key Thinkers from Critical Theory to Post* – Marxism: Simon Tormey & Jules Townshend (Sage Pub.)
2. *Fifty Key Contemporary Thinkers* : John Lechte (Routledge)
3. *The New Criticism* : Spingarn J. Elias (Ventworth Press)
4. *After the New Criticism* : Frank Lentricchia (University of Chicago Press)
5. *A Handbook of Critical Approaches to Literature* : Wilfred L. Guerin etal (Oxford University Press)
6. *Dictionary of Concepts in Literary Criticism & Theory* : Wendell V. Harris (Greenwood) Press

**Teaching Methodology**

Class work, Discussion, Self-Study, Seminars and/or Assignment

**Evaluation Method**

This course has 04 credits during the semester. The internal evaluation will be out of 20 marks, based on Unit Test marks, Library assignments and attendance marks; while the external evaluation will be out of 50 marks at the university examination.

## Bachelor of Arts (English) SEM. 6

### Paper 17 Studying Shakespeare ( Intertextual)

Course Code																									
Course Title	<b>Paper 17 Studying Shakespeare ( Intertextual)</b>																								
Credit	03																								
Teaching per Week	3hrs																								
Minimum weeks per Semester	14 Weeks (including assignment, Library work, examinations, holidays etc.)																								
Effective From	June 2022																								
Purpose of Course	To acquaint the students with the greatness of Shakespeare and how he can be revalued with a changing point of view.																								
Course Objective	<ol style="list-style-type: none"> <li>1. To comprehend the greatness of Shakespeare as a literary genius for all time to come.</li> <li>2. To acquaint with his key text and the racial prejudice involved in it.</li> <li>3. To revalue Shakespeare with the help of a Postmodern playwright with a changed point of view.</li> </ol>																								
Course Outcomes	<p>After learning the course, the Students will be able to :</p> <p>CO1. understand the greatness of Shakespeare in creating an awe inspiring villain in Shylock.</p> <p>CO2. discover Shakespeare’s christian prejudice in handling a Jewish antagonist.</p> <p>CO3. take a different set of revaluation by approaching Shylock through the Point of view of a Postmodern playwright like Arnold Wesker.</p> <p>CO4. understand the politics of race by juxtaposing the texts under discussion.</p>																								
Mapping between COs with PSOs	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th>PSO1</th> <th>PSO2</th> <th>PSO3</th> <th>PSO4</th> <th>PSO5</th> </tr> </thead> <tbody> <tr> <th>CO1</th> <td></td> <td></td> <td></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> </tr> <tr> <th>CO2</th> <td></td> <td></td> <td></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> </tr> <tr> <th>CO3</th> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> </tr> </tbody> </table>		PSO1	PSO2	PSO3	PSO4	PSO5	CO1						CO2						CO3					
	PSO1	PSO2	PSO3	PSO4	PSO5																				
CO1																									
CO2																									
CO3																									
Pre-requisite	Acquaintance the students with the greatness of Shakespeare																								

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Course Content	<p><b>Unit –1- Topics for Self -Study / Assignments / Library Work</b></p> <ul style="list-style-type: none"> <li>a) Evaluation of Shakespeare as a literary giant</li> <li>b) Timeless themes in Shakespeare</li> <li>c) His immortal heroes, heroines and villains</li> <li>d) Reinterpretation of Shakespearean plays by recent theories</li> <li>e) Rewriting of Shakespearean theme in a new context by recent writers</li> </ul> <p><b><u>Note to the Teachers:</u> The teachers may engage a couple of brain -storming sessions to create a background of the age with reference to the above topics.</b></p>
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	<p><b><u>Unit 2</u></b></p> <p><b>Important Characters of Shakespeare and where they appear</b></p> <p>❖ <b><u>Shakespeare’s Famous Male Characters</u></b></p> <table border="1" data-bbox="411 1176 1497 1758"> <tr> <td>Hamlet (<i>Hamlet</i>)</td> <td>Petruchio (<i>The Taming of the Shrew</i>)</td> </tr> <tr> <td>Iago (<i>Othello</i>)</td> <td>Menenius (<i>Coriolanus</i>)</td> </tr> <tr> <td>King Henry (<i>Henry V</i>)</td> <td>Prince Hal (<i>Henry IV, Part I</i>)</td> </tr> <tr> <td>Othello (<i>Othello</i>)</td> <td>Hotspur (<i>Henry IV Part I</i>)</td> </tr> <tr> <td>Timon (<i>Timon of Athens</i>)</td> <td>Troilus (<i>Troilus and Cressida</i>)</td> </tr> <tr> <td>Duke (<i>Measure for Measure</i>)</td> <td>Cassius(<i>Julius Caesar</i>)</td> </tr> <tr> <td>Antony (<i>Antony and Cleopatra</i>)</td> <td>Ulysses (<i>Troilus and Cressida</i>)</td> </tr> <tr> <td>Lear (<i>King Lear</i>)</td> <td>Posthumus (<i>Cymbeline</i>)</td> </tr> <tr> <td>Brutus (<i>Julius Caesar</i>)</td> <td>Macbeth (<i>Macbeth</i>)</td> </tr> <tr> <td>Edgar (<i>King Lear</i>)</td> <td>Kent (<i>King Lear</i>)</td> </tr> <tr> <td>Titus (<i>Titus Andronicus</i>)</td> <td>Polonius (<i>Hamlet</i>)</td> </tr> <tr> <td>Shylock(<i>The Merchant of Venice</i>)</td> <td>Prospero (<i>The Tempest</i>)</td> </tr> <tr> <td>Palamon(<i>The Two Noble Kinsmen</i>)</td> <td>Falstaff (<i>Henry IV, Part 2</i>)</td> </tr> <tr> <td>Coriolanus (<i>Coriolanus</i>)</td> <td>Orlando (<i>As You Like It</i>)</td> </tr> <tr> <td>Bassanio (<i>The Merchant of Venice</i>)</td> <td>Richard (<i>Richard III</i>)</td> </tr> </table>	Hamlet ( <i>Hamlet</i> )	Petruchio ( <i>The Taming of the Shrew</i> )	Iago ( <i>Othello</i> )	Menenius ( <i>Coriolanus</i> )	King Henry ( <i>Henry V</i> )	Prince Hal ( <i>Henry IV, Part I</i> )	Othello ( <i>Othello</i> )	Hotspur ( <i>Henry IV Part I</i> )	Timon ( <i>Timon of Athens</i> )	Troilus ( <i>Troilus and Cressida</i> )	Duke ( <i>Measure for Measure</i> )	Cassius( <i>Julius Caesar</i> )	Antony ( <i>Antony and Cleopatra</i> )	Ulysses ( <i>Troilus and Cressida</i> )	Lear ( <i>King Lear</i> )	Posthumus ( <i>Cymbeline</i> )	Brutus ( <i>Julius Caesar</i> )	Macbeth ( <i>Macbeth</i> )	Edgar ( <i>King Lear</i> )	Kent ( <i>King Lear</i> )	Titus ( <i>Titus Andronicus</i> )	Polonius ( <i>Hamlet</i> )	Shylock( <i>The Merchant of Venice</i> )	Prospero ( <i>The Tempest</i> )	Palamon( <i>The Two Noble Kinsmen</i> )	Falstaff ( <i>Henry IV, Part 2</i> )	Coriolanus ( <i>Coriolanus</i> )	Orlando ( <i>As You Like It</i> )	Bassanio ( <i>The Merchant of Venice</i> )	Richard ( <i>Richard III</i> )
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❖ Shakespeare's Famous Female Characters

Rosalind ( <i>As you Like It</i> )	Helena ( <i>All's Well that Ends Well</i> )
Cleopatra ( <i>Antony and Cleopatra</i> )	Isabela ( <i>Measure for Measure</i> )
Imogen ( <i>Cymbeline</i> )	Desdemona ( <i>Othello</i> )
Portia ( <i>The Merchant of Venice</i> )	Julia ( <i>The Two Gentlemen of Verona</i> )
Juliet ( <i>Romeo and Juliet</i> )	Volumnia ( <i>Coriolanus</i> )

**Unit – 3 : Texts :**

Text 1. *The Merchant of Venice* : Shakespeare (Verity Edition)  
(Morning Star Publisher)

Text 2. *The Merchant (Shylock)* : Arnold Wesker (Methuen)

**Distribution of Marks for the University Examination**

Q-1		10 MCQs from Unit: 2 with four options.	10 Marks
Q-2		Long Answer Questions from Text –1 (Unit 3) (1/2)	13 Marks
Q-3		Long Answer Questions from Text –2 (Unit 3) (1/2)	13 Marks
Q-4	(A)	Two short notes-from text 1 (1/2) 07 marks.	14 Marks
	(B)	Two short notes-from text 2 (1/2) 07 marks.	
<b>Total:</b>			50 Marks

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Reference Books	<p>1.) <i>The Merchant of Venice : A critical Evaluation</i> : Dr .S. Sen (Unique Publication)</p> <p>2.) <i>Oxford Literature Companions : The Merchant of Venice</i> : Su Fielder (OUP)</p> <p>3.) <i>Shakespeare Then and Again : The Merchant of Venice</i> : Sanghamitra Das Gupta ( Notion Press)</p> <p>4.) <i>Shakespeare : A Critical Study of his Mind &amp; Art</i> : Edward Dowden (Atlantic Pub.)</p> <p>5.) <i>Arnold Wesker : A Casebook</i> : Reade W. Dornan (Routledge Pub.)</p> <p>6.) <i>Arnold Wesker : Fragments &amp; Visions</i> : (Google Books)</p>
Teaching Methodology	Class work, Discussion, Self-Study, Seminars and/or Assignment
Evaluation Method	This course has 03 credits during the semester. The internal evaluation will be out of 20 marks, based on Unit Test marks, Library assignments and attendance marks; while the external evaluation will be out of 50 marks at the university examination.





<b>Course Content</b>	<p><b>Unit –1- Topics <u>for Self -Study / Assignments / Library Work</u></b></p> <p>a) A historical overview of Classical Indian Literature  b) Introduction to epic , drama , rhetorics &amp; moral fables in Sanskrit  c) Translation of Sanskrit texts into English : A historical context</p> <p><b><u>Note to the Teachers:</u> The teachers may engage a couple of brain -storming sessions to create a background of the age with reference to the above topics.</b></p> <p><b>Unit 2 List of famous Sanskrit authors and their books</b></p>		
	<b>Sl. No</b>	<b>Famous Sanskrit Authors Name</b>	<b>Books/ Works</b>
	1	Valmiki	Ramayana
	2	Maharshi Krishndvaipayan Vedvyasa	Mahabharata
	3	Bharat Muni	Natyashastra
	4	Bhasa	Svapnavasavdatta
	5	Kalidas	Abhigyanashakuntalam
	6	Vishnu Sharma	Panchatantra
	7	Narayan Sharma	Hitopadesh
	8	Dandi	Dashakumaracharita
	9	Vilhana	Vikramankadeva Charita
	10	Ashvaghosha	Sharikaputraprakaran
	11	Shri Harsha	Ratnavali
	12	Bhavabhuti	Malatimadhava
	13	Rajashekhara	Baal Ramayana
	14	Bhattanarayana	VeniSanhar
	15	Vishakhadutta	Mudrarakshasa

16	Krishnamishra	Pravodha Chandradaya
17	Shudraka	Mricchakatik
18	Murari	Anargharaghav
19	Shaktibhadra	Ashcharya Chudamani
20	Vatsa raj	Tripurdah
21	Subhatta	Dutangada
22	Damodara Mishra	Mahanataka
23	Gunadya	Vrihatakatha
24	Buddhasvami	Vrihat Katha Sholka sangraha
25	Vallal sen	Bhoja Pravanddha
26	Merutunga	Pravandha Chintamuni
27	Ashvaghosa	Buddhacharita
28	Kumar Das	Janaki Harana
29	Kshemendra	Ramayanamanjari
30	Hemchandra	Kumarpal Charita
31	Bhatrimantha	Haygriva vadha
32	Narayana	Subhadraharana
33	HalaYudha	Kavirahasya
34	Trivikrambhatta	Nalchampu
35	Bhoja	Ramayana Champu
36	Amaru	Amarushataka
37	Jaydeva	Gitagovinda
38	Mayur	Mayurashtak
39	Dhoyi	Pavandoot
40	Dhanpal	Tarangavati

**Unit – 3 : Texts :**

Text 1. *Meghaduta* (Part I): Kalidasa  
Translated from the Sanskrit by C. John Holcombe(Ocasso Press)  
(Free e book)

Text 2. *Panchatantra* : Vishnu Sharma  
(The Great Panchatantra tales – WorldPress.com)  
[https://rohitdhankar.files.wordpress.com/2016/01/reading-2\\_the-great-panchatantra-tales\\_complete.pdf](https://rohitdhankar.files.wordpress.com/2016/01/reading-2_the-great-panchatantra-tales_complete.pdf)

**Stories Prescribed:**

1. *The Foolish Sage & the Jackle*
2. *How a Sparrow came to Grief*
3. *Story of the Merchant's Son*
4. *The Rescue of a Deer*
5. *The Brahmin and the Crooks*
6. *The Oldman , His Young Wife & the Thief*
7. *The Croc and the Monkey*
8. *The Story of the Potter*
9. *The Brahmani and the Mongoose*
10. *The Miserly Father*

**Distribution of Marks for the University Examination / Weitage**

Q-1		10 MCQs from Unit: 2 with four options.	10 Marks
Q-2		Long Answer Questions from Text –1 (Unit 3) (1/2)	13 Marks
Q-3		Long Answer Questions from Text –2 (Unit 3) (1/2)	13 Marks
Q-4	(A)	Two short notes-from text 1 (1/2) 07 marks.	14 Marks
	(B)	Two short notes-from text 2 (1/2) 07 marks.	

Total 50 Marks

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Reference Books	<p>1.) <i>Kalidas A Critical Study</i> : Arun B Singh (South Asian Book)</p> <p>2.) <i>Kalidas A Critical Study</i> : A D Singh (Bhartiya Vidya Prakashan)</p> <p>3.) <i>A Critical Appreciation of Kalidasa's Meghasandesa</i> (Good Reads)</p> <p>4.) <i>The Meghaduta of Kalidasa</i> : M.R.Kale (Motilal Banarasidass)</p> <p>5.) <i>Meghaduta</i> :Translated by Abhay K (Bloomsbury)</p> <p>6.) <i>Panchatantram : The Handbook of Five Strategies</i> : Sanjiv Majalika (Self Pub)</p> <p>7.) <i>A Study of Panchatantra</i> : Bhaviniben Sureshbhai Patel &amp; Dr. Nidhi Rastogi (Globus Journal of Progressive Education)</p> <p>8.) <i>Panchatantra : Critical Analysis from Feminist Perspective</i> : Sucheta Sinde ( European Academic Research)</p> <p>9.) <i>India's Ancient Fables: The Five Principles of the Panchatantra</i> owlcation.com</p>
Teaching Methodology	Class work, Discussion, Self-Study, Seminars and/or Assignment
Evaluation Method	This course has 03 credits during the semester. The internal evaluation will be out of 20 marks, based on Unit Test marks, Library assignments and attendance marks; while the external evaluation will be out of 50 marks at the university examination.

*Nidhi*



## Paper 19 Nationalism and Literature (Indian Context)

Course Code																									
Course Title	<b>Paper 19 Nationalism and Literature ( Indian Context)</b>																								
Credit	03																								
Teaching per Week	3hrs																								
Minimum weeks per Semester	14 Weeks (including assignment work, examinations, holidays etc.)																								
Effective From	June 2022																								
Purpose of Course	The Course aims at defining Nationalism with relation to India's freedom struggle.																								
Course Objective	To create the moral value of Nationalism in growing Youths of India To create a relationship between Nationalism & Patriotism. To create an identification with one's own Nation and support for its interest																								
Course Outcomes	On Completion of the course the students will be able to : CO1. feel the oneness that emerges out of a Nationalistic spirit  CO2. understand the historical , political and cultural background of a glorious nation  CO3. inculcate cultural values and consider themselves as one nation																								
Mapping between COs with PSOs	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th>PSO1</th> <th>PSO2</th> <th>PSO3</th> <th>PSO4</th> <th>PSO5</th> </tr> </thead> <tbody> <tr> <th>CO1</th> <td></td> <td></td> <td></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> </tr> <tr> <th>CO2</th> <td></td> <td></td> <td></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> </tr> <tr> <th>CO3</th> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> </tr> </tbody> </table>		PSO1	PSO2	PSO3	PSO4	PSO5	CO1						CO2						CO3					
	PSO1	PSO2	PSO3	PSO4	PSO5																				
CO1																									
CO2																									
CO3																									
Pre-requisite	Acquaintance with the history of colonization and freedom struggle in India																								
Course Content	<b>Unit –1 Topics for Self -Study / Assignments / Library Work</b> <ol style="list-style-type: none"> <li>a. An Overview of Colonization and freedom struggle</li> <li>b. Nationalistic Literature &amp; freedom movement</li> <li>c. The need of Nationalistic spirit in present time</li> </ol>																								

**Unit - 2 Nationalistic Literature in India and Major Works(Non - fiction & fiction)**

1.	<b>Mahatma Gandhi</b>	<i>Hind Swaraj, My Experiments With Truth</i>
2.	<b>Bhagat Singh</b>	<i>Why I Am An Atheist</i>
3.	<b>Rabindranath Tagore</b>	<i>Gitanjali , Nationalism , Gora</i>
4.	<b>Sarojini Naidu</b>	<i>The Golden Threshold</i>
5.	<b>Rajendra Prasad</b>	<i>India Divided</i>
6.	<b>Jawaharlal Nehru</b>	<i>The Discovery Of India, 'Who is Bharat Mata ?'</i>
7.	<b>Lala Lajpat Rai</b>	<i>Unhappy India</i>
8.	<b>Khushwant Singh</b>	<i>Train to Pakistan</i>
9.	<b>Bankim Chandra Chatterjee</b>	<i>Anandamath</i>
10.	<b>R.K. Narayan</b>	<i>Waiting For Mahatma</i>
11.	<b>Raja Rao</b>	<i>Kanthapura</i>
12.	<b>Bhisham Sahni</b>	<i>Tamas</i>
13.	<b>Haimanti Roy</b>	<i>The Partition of India</i>
14.	<b>Mushrul Hasan</b>	<i>Roads to Freedom</i>
15.	<b>Kaushik Roy</b>	<i>Partition of India Why 1947?</i>
16.	<b>Suhas Palshikar</b>	<i>Indian Democracy</i>
17.	<b>Dinyar Patel</b>	<i>Naoroji</i>
18.	<b>K.M.Panikkar</b>	<i>Indian Nationalism</i>
19.	<b>Subrat k Nanda</b>	<i>Nationalism and Regionalism in India</i>
20.	<b>Sanjiv Baruah</b>	<i>In the Name of The Nation</i>
21.	<b>Bipan Chandra</b>	<i>Nationalism &amp; Colonialism in Modern India, Communalism</i>
22.	<b>Supratim Sarkar</b>	<i>India Cried That Night</i>
23.	<b>U. R.Ananthamurthy</b>	<i>Hindutva Aur Hind Swaraj</i>
24.	<b>J. Krishnamurthy</b>	<i>Freedom from the Known</i>
25.	<b>Ramchandra Gaha</b>	<i>Rebels Against the Raj</i>
26.	<b>Abul Kalam Azad</b>	<i>India Wins freedom</i>
27.	<b>Sagari Chhabra</b>	<i>In Search of Freedom</i>
28.	<b>Dominique Lapierre &amp; Larry Collins</b>	<i>Freedom at Midnight</i>
29.	<b>Rafiq Zakaria</b>	<i>The Price of Partition</i>
30.	<b>Nisid Hajari</b>	<i>Midnigh's Furies</i>
31.	<b>Gulzar</b>	<i>Footprints on Zero Line</i>
32.	<b>Subir Kaul</b>	<i>The Partitions of Memory</i>
33.	<b>Urvashi Butalia</b>	<i>The Otherside of Silence</i>
34.	<b>Uditi Sen</b>	<i>Citizen Refugee</i>
35.	<b>T.S.R.Subramanian</b>	<i>India at Turning Point</i>
36.	<b>Arun Anand</b>	<i>The Forgotten History of India</i>
37.	<b>Balaraj Krishna</b>	<i>Sardar Vallabhbai Patel : The Man Who Unifird India</i>
38.	<b>Romila Thapar</b>	<i>The Past as Present</i>

39.	<b>B. N. Roy</b>	<i>The Radical Monk</i>
40.	<b>Bipin Chandra Pal</b>	<i>Swadeshi and Swaraj</i>
41.	<b>Karan Singh</b>	<i>Prophet of Indian Nationalism</i>
42.	<b>Shashi Tharoor</b>	<i>The Battle of Belonging</i>
43.	<b>Arvind Panagariya</b>	<i>India Unlimited</i>
44.	<b>Tapas Mukherjee</b>	<i>India the Mother</i>
45.	<b>Subhas Chandra Bose</b>	<i>The Indian Struggle, An Indian Pilgrim</i>

### Unit -3 Texts

**Text: 1** “ *Nationalism in India* ”: Rabindranath Tagore

<https://mast.queensu.ca/~murty/Tagore-Nationalism-1915.pdf>

**Text: 2** The Uttarpara Speech : Shree Aurobindo

[http://www.sriurobindoinstitute.org/saioc/Sri\\_Aurobindo/calcutta/uttarpara\\_jaykrishna\\_library](http://www.sriurobindoinstitute.org/saioc/Sri_Aurobindo/calcutta/uttarpara_jaykrishna_library)

**Text :3** “ *Dandi March*” : Narayanbhai Desai

(taken from *My Life is My Message*, Volume 2)

### **Distribution of Marks for the University Examination**

Q-1		10 MCQs from Unit: 2 with four options.	10 Marks
Q-2		Long Answer type Questions from Text –1 (Unit 3) (1/2)	13 Marks
Q-3		Long Answer type Questions from Text –2 (Unit 3) (1/2)	13 Marks
Q-4		Long Answer type Questions from Text –3 (Unit 3) (1/2)	14 Marks
<b>Total:</b>			50 Marks

### Reference Books

1. *Tagore’s Vision of the Contemporary World* : Ed. Indranath Chaudhry(Har – Anand)
2. *Man – The Universal* : Shantinath Chatopadhyay : (Gyan Publishing)
3. *Tagore, Cosmopolitan and Nationalism* : Ed. Mohammad A Kayum (Routledge)
4. *God/Man : A Reappraisal of Aurobindo Gosh* : Academia. Edu.
5. *Shri Aurobindo ,India , An Ideological Discourse* (IJDS)

	<p>6. <i>Bliss was it to be Young with Gandhi</i>: Narayan Desai ( Bharatiya Vidyabhavan)</p> <p>7. <i>My Life is My Message</i> Vol 1 to 4 : Narayan Desai (OB)</p> <p>8. <i>The Fire &amp; the Rose</i> : Biography of Mahadevbhai: Narayan Desai (Navajivan Pub)</p>
Teaching Methodology	Class work, Discussion, Self-Study, Seminars and/or Assignment
Evaluation Method	This course has 03 credits during the semester. The internal evaluation will be out of 20 marks, based on Unit Test marks, Library assignments and attendance marks; while the external evaluation will be out of 50 marks at the university examination.

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## Paper 20 American Literature

Course Code																									
Course Title	<b>Paper- 20 American Literature</b>																								
Credit	03																								
Teaching per Week	3hrs																								
Minimum weeks per Semester	14 Weeks (including assignment work, examinations, holidays etc.)																								
Effective From	June 2022																								
Purpose of Course	To acquaint the students with the growth of Literature in America																								
Course Objective	To make the students acquainted with the culture & history of United States through great American Works.  To enhance students' awareness of cross cultural communication  To open up a world of inspiration and creativity through an American experience																								
Course Outcomes	On Completion of the course the students will be able to : CO1. analyze and discuss works of American Literature from a range of Genres  CO2. understand the great works in relation to their Historical & Cultural context  CO3. Strengthen Critical thinking and cultural understanding by influenced by the great works																								
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>PSO1</th> <th>PSO2</th> <th>PSO3</th> <th>PSO4</th> <th>PSO5</th> </tr> </thead> <tbody> <tr> <td>CO1</td> <td></td> <td></td> <td></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> </tr> <tr> <td>CO2</td> <td></td> <td></td> <td></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> </tr> <tr> <td>CO3</td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> </tr> </tbody> </table>		PSO1	PSO2	PSO3	PSO4	PSO5	CO1						CO2						CO3					
	PSO1	PSO2	PSO3	PSO4	PSO5																				
CO1																									
CO2																									
CO3																									
Pre-requisite	Acquaintance with the history of American literature.																								
Course Content	<b>Unit –1 Topics for Self -Study / Assignments / Library Work</b>  Topics for Self- Study / Assignments / Library Work 1.Introduction to American Literature 2.Transcendentalism in American Literature with reference to Emerson & Thoreau 3. Modernist American Literature with reference to Hemmingway																								

**Unit - 2 The Major Writers of American Literature and their important works:**

<b>Washington Irving:</b>	<i>Rip Van Winkle</i>
<b>J. F. Cooper:</b>	<i>The Last of Mohicans</i>
<b>Edgar Allan Poe:</b>	<i>The Purloined Letter</i>
<b>R.W. Emerson:</b>	<i>American Scholar</i>
<b>Thoreau:</b>	<i>Walden</i>
<b>Nathaniel Hawthorne:</b>	<i>The Scarlet Letter</i>
<b>Herman Melville:</b>	Moby Dick, Billy Bud sailor
<b>Mark Twain:</b>	<i>Huckleberry Fin,</i>
<b>Stephen Crane:</b>	<i>Maggie</i>
<b>Jack London:</b>	<i>The Iron Heel</i>
<b>Theodore Drieser:</b>	<i>An American Tragedy</i>
<b>Henry James:</b>	<i>Portrait of a Lady</i>
<b>Robert Frost:</b>	<i>Mountain Interval, West – running Brook</i>
<b>Earnest Hemmingway:</b>	<i>A Farewell to Arms, For whom the bell tolls</i>
<b>William Faulkner:</b>	<i>The Sound and the Fury,</i>
<b>F.Scott Fitzgerald:</b>	<i>The Great Gatsby, Tender is the Night</i>
<b>Tennessee Williams:</b>	<i>A Street Car named Desire</i>
<b>Arthur Miller:</b>	<i>Death of a Salesman, The Crucible</i>
<b>Edward Albee:</b>	<i>The American Dream, The Zoo Story</i>
<b>E.o' Neill:</b>	<i>Mourning Becomes Electra,,EmperorJone</i>
<b>Saul Bellow</b>	<i>Herzog, Samler's Planet</i>
<b>John Steinbeck:</b>	<i>The Grapes of Wrath</i>

	<b>Alice Walker:</b>	<i>The Color Purple</i>
	<b>Toni Morrison:</b>	<i>Beloved, The Bluest Eye</i>
	<b>Ralf Ellison:</b>	<i>Invisible Man</i>
	<b>Richard Wright:</b>	<i>Native Son</i>
	<b>Kurt Vonnegut:</b>	<i>Slaughter House –Five</i>
	<b>Joseph Heller:</b>	<i>Catch 22</i>
	<b>Ayn Rand:</b>	<i>The Fountainhead</i>
	<b>Leslie Silko:</b>	<i>Ceremony</i>
	<b>Norman Mailer :</b>	<i>The Naked and the Dead</i>
	<b>Walace Stevens:</b>	<i>Harmonium</i>
	<b>John Updike:</b>	<i>Rabbit Run</i>
	<b>Katherine Porter:</b>	<i>Ship of Fools</i>
	<b>Bernard Malamud:</b>	<i>The Fixer</i>
	<b>Thomas Pynchon:</b>	<i>Gravity 's Rainbow</i>
	<b>E.L.Doctorow :</b>	<i>Ragtime</i>
	<b>Erica Jong:</b>	<i>Fear of Flying</i>

### Unit -3 Texts

**Text: 1** Walden: *Thoreau* (Full Circle)  
Chapter 2,3,4,5,9,11

**Text: 2** *Old Man & the Sea* : Earnest Hemmingway (Penguin)

**Distribution of Marks for the University Examination**

Q-1		10 MCQs from Unit: 2 with four options.	10 Marks
Q-2		Long Answer type Questions from Text –1 (Unit 3) (1/2)	13 Marks
Q-3		Long Answer type Questions from Text –2 (Unit 3) (1/2)	13 Marks
Q-4	(A)	Two short notes-from text 1 (1/2) 07 marks.	14 Marks
	(B)	Two short notes-from text 2 (1/2) 07 marks.	
<b>Total:</b>			<b>50 Marks</b>

Reference Books	<ol style="list-style-type: none"> <li>1. <i>A Short History of American Literature</i> : Krishna Sen &amp; Ashok sen Gupta (American Blackswan)</li> <li>2. <i>American Literature</i> : Nandana Dutta (OB)</li> <li>3. <i>A History of American Literature</i> : Richard Grey (Wiley – Blackwell)</li> <li>4. <i>Critical Essays on Henry David Thoreau’s Walden</i> : Joel Myerson (G K Hall &amp; Com.)</li> <li>5. <i>Thoreau’s Walden :Modern Critical Interpretation</i> : Harold Bloom (Chelsia House)</li> <li>6. <i>The Old Man&amp; the Sea : Modern Critical Interpretation:</i> Harold Bloom (Chelsia House)</li> <li>7. <i>Perspectives on Hemmingway’s The Old ,Man &amp; the Sea</i> : Ed. D. Mitra (Notion Press)</li> </ol>
Teaching Methodology	Class work, Discussion, Self-Study, Seminars and/or Assignment
Evaluation Method	This course has 03 credits during the semester. The internal evaluation will be out of 20 marks, based on Unit Test marks, Library assignments and attendance marks; while the external evaluation will be out of 50 marks at the university examination.

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## Paper 21 (A) Translation: Theory & Practice

Course Code																									
Course Title	<b>Paper 21 (A) Translation: Theory &amp; Practice</b>																								
Credit	03																								
Teaching per Week	3hrs																								
Minimum weeks per Semester	14 Weeks (including assignment work, examinations, holidays etc.)																								
Effective From	June 2022																								
Purpose of Course	To enable effective communication between people around the World																								
Course Objective	To transmit Knowledge across the globe by dismantling language barricades To prepare skilled translators for a carrier growth  To communicates the beliefs and ideas which could be understood by people from different Literary & cultural backgrounds.																								
Course Outcomes	On Completion of the course the students will be able to : CO1. understand the role of translation in a global perspective  CO2. start a carrier of translator or interpreter in different fields such as Science, Engineering, tourism and so on  CO3. make translation as the home to people speaking so many languages & dialects																								
	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th>PSO1</th> <th>PSO2</th> <th>PSO3</th> <th>PSO4</th> <th>PSO5</th> </tr> </thead> <tbody> <tr> <th>CO1</th> <td></td> <td></td> <td></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> </tr> <tr> <th>CO2</th> <td></td> <td></td> <td></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> </tr> <tr> <th>CO3</th> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> </tr> </tbody> </table>		PSO1	PSO2	PSO3	PSO4	PSO5	CO1						CO2						CO3					
	PSO1	PSO2	PSO3	PSO4	PSO5																				
CO1																									
CO2																									
CO3																									
Pre-requisite	<b>Basic knowledge of the source &amp; the target languages</b>																								
Course Content	<b>Unit –1 Topics for Self -Study / Assignments / Library Work</b> <ol style="list-style-type: none"> <li>1. The Art of Translation : An Introduction</li> <li>2. The Process of Translation</li> <li>3. Career Prospects in Translation</li> <li>4. Modern Techniques in Translation</li> </ol>																								

**Unit - 2 The Most Translated Books of India**

	<b>Work</b>	<b>Author/Writer</b>
1	Raag Darbari	Shrilal Shukla
2	Ghachar Ghochar	Vivek Shanbhag
3	Cobalt Blue	Sachin Kundalkar
4	Mother of 1084	Mahasweta Devi
5	The Bronze Sword of Thengphakhri Tehsildar	Indira Goswami
6	The Walls of Delhi	Uday Prakash
7	The Story of a Goat	Perumal Murugan
8	A Ballad of Remittment Fever	Ashok Mukherjee
9	Moustache	Jayasree Kalathil
10	Hangwoman	K.R.Meera
11	The Mirror of Beauty	Shamsur Rahman Faruqi
12	Tamas	Bhisham Sahni
13	The Way to Happiness	L.Ron Hubbard
14	Bhagavad Gita	Vyasa
15	Godaan	Premchand
16	The Unseeing Idol of Light	K.R.Meera
17	Jasmine Days	Benyamin
18	Kural	Thiruvalluvar
19	There's Gunpowder in the Air	Manoranjan Byapari
20	Isha Upanishad	Vyasa
21	Interrogating My Chandal Life	Manoranjan Vyapari
22	The Moving Shadow	Arunava
23	Pages Stained With Blood	Indira Goswami
24	Samskara , Bharathipura	U. R. Ananthmurthy
25	Naalukettu	M.T.Vasudevan Nair
26	Sangati : Events	Bama
27	<i>One Part Women</i>	Perumal Murugan
28	<i>A River of Fire</i>	Qurratulain Hyder
29	<i>Tomb of Sand</i>	Gitanjali Shree
30	<i>The Aunt Who Wouldn't Die</i>	Shirshendu Mukhopadhyay
31	<i>A Gujarat Here, a Gujarat There</i>	Krishna Sobti
32	<i>A Life Incomplete</i>	Nanak Singh
33	<i>The Virgin Fish of Babughat</i>	Lokenath Bhattacharya
34	<i>When I Hid My Cate: Stories</i>	Babyrao Bagul
35	<i>Mrityunjaya</i>	Shivaji Sawant
36	<i>Umrao Jaan Ada</i>	Mirza Hadi Ruswa
37	<i>The legends of Khasak</i>	O.V.Vijayan
38	<i>The First Promise</i>	Ashapura Devi
39	<i>Motherwit</i>	Urmila Pawar
40	<i>The Angel's Beauty Spot</i>	K.R.Meera
41	<i>Al Arabian Novel Factory, Goat Days</i>	Benyamin

42	<i>Breast Stories</i>	<b>Mahasweta Devi</b>
43	<i>Chemmeen</i>	<b>T. S.Pillai</b>
44	<i>Fence</i>	<b>Ila Arab Mehta</b>
45	<i>The Roof Beneath Their Feet</i>	<b>Gitanjali Shree</b>

### **Unit -3 Texts**

**Text: 1) Translation Studies: Susan Bassnett** : 3<sup>rd</sup> Ed.(Routledge)  
(academia .edu ,free e book)

**The following Chapters/Sections to be studied :**

- a) Introduction
- b) Central Issues : Language and Culture, Types of Translation , Decoding and Recoding , Problems of Equivalence, Loss & gain , Untranslatability' Science or ' Secondary Activity '?
- c) Specific Problems of Literary Translation : Translating Prose

#### **2. Practical Translation**

- a. Journalistic Translation :  
( Press Report - to be translated from Gujarati /Hindi into English)
- b. Literary Translation :  
(A Paragraph from Gujarati /Hindi Short Story to be translated into English)

**Note : The teachers may acquaint the Students with Practical translation with a package of Grammar and vocabulary of the target language, use of Dictionary of Phrases and Idioms, Thesaurus etc. to improve the quality of translation.**

**Distribution of Marks for the University Examination**

Q-1		10 MCQs from Unit: 2 with four options.	10 Marks
Q-2		Two Short Notes in about 200 words from Text 1 (2/4)	16 Marks
Q-3		A Press note in about 10 to 12 sentences to be translated from Gujarati/Hindi (SL) into English (TL)	12 Marks
Q-4		A Paragraph (in about 10 to 12 sentences) from a short story in Gujarati /Hindi (SL) to be translated into English (TL)	12Marks
<b>Total:</b>			50 Marks

Reference Books

1. *Introducing Translation Studies* : Jeremy Munday (Routledge)
2. *A Practical Guide for Translators* : Samuelsson – Brown (free e – book)
3. *The Companion to Translation Studies* : Kuhlwiczak et.al (free e - book )
4. *A Handbook of Translation Studies* : Bijay Kumar Das ( Atlantic)
5. *In Other Words* : Mona Baker (Routledge)
6. *Key terms in Translation Studies* : G. Palumbo (Bloomsbury)

**For Practice Work :**

1. *A Practical Guide to English Translation & Composition*: P. P. Thakur (Bhartibhavan Pub.)
2. *Highschool English Translation*:Dr. R.K.Sharma (Lucent)
3. *How to Translate into English* : R.P.Sinha (Bhartibhavan Pub.)
4. *Modern Techniques of English Translations* : Dr. B.B.Jain (Upkar)

Teaching Methodology

Class work, Discussion, Self-Study, Seminars and/or Assignment

Evaluation Method

This course has 03 credits during the semester. The internal evaluation will be out of 20 marks, based on Unit Test marks, Library assignments and attendance marks; while the external evaluation will be out of 50 marks at the university examination.

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**Paper 21 (B) Culture , History and Margins (Literary Context)**

Course Code																									
Course Title	<b>Paper 21 (B) Culture History and Margins (Literary Context)</b>																								
Credit	03																								
Teaching per Week	3hrs																								
Minimum weeks per Semester	14 Weeks (including assignment work, examinations, holidays etc.)																								
Effective From	June 2022																								
Purpose of Course	To give an ample understanding of the complex relationship between history and culture and both these power blocks behave with the margins by taking the aid of literary works of different cultures.																								
Course Objective	To understand the methods of historical & cultural inquiry in relation to literary texts.  To reconstruct history from the human point of view , taking clues from the margins of culture  To reevaluate the stand taken by the main stream culture, systems ,ideologies and Governments																								
Course Outcomes	On Completion of the course the students will be able to : CO1. recognise and summarize the co relation between mainstream and marginal sub cultures  CO2.identify & articulate his/her social location in a complex, unequal , and often contradictory world  CO3. Examine the influence of historicl context on the formation of local , national and global Political and Social narratives																								
Mapping between COs with PSOs	<table border="1"> <thead> <tr> <th></th> <th>PSO1</th> <th>PSO2</th> <th>PSO3</th> <th>PSO4</th> <th>PSO5</th> </tr> </thead> <tbody> <tr> <th>CO1</th> <td></td> <td></td> <td></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> </tr> <tr> <th>CO2</th> <td></td> <td></td> <td></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> </tr> <tr> <th>CO3</th> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> </tr> </tbody> </table>		PSO1	PSO2	PSO3	PSO4	PSO5	CO1						CO2						CO3					
	PSO1	PSO2	PSO3	PSO4	PSO5																				
CO1																									
CO2																									
CO3																									
Pre-requisite	An overall ideas of concept , History and margins																								
Course Content	<b>Unit –1 Topics for Self -Study / Assignments / Library Work</b> 1.An Understanding of Multiculturalism 2. Relationship between Mainstream cultures and subcultures 3. Cultures Versus Margins 4. History Versus Margins																								

**Unit - 2 The Major Authors of the Period and their important works:**

1.	<b>Theodor Adorno</b>	<i>Prisms</i>
2.	<b>Benedict Anderson</b>	<i>Imagined Communities</i>
3.	<b>Matthew Arnold</b>	<i>Culture and Anarchy</i>
4.	<b>Gaston Bachelard</b>	<i>The Poetics of Space</i>
5.	<b>Mikhail Bakhtin</b>	<i>Rabelais and His World</i>
6.	<b>Etienne Balibar</b>	<i>Race, Nation, and Class</i>
7.	<b>Roland Barthes</b>	<i>The Grain of the Voice</i>
8.	<b>Jean Baudrillard</b>	<i>The Mirror of Production</i>
9.	<b>Walter Benjamin</b>	<i>Reflections, Illuminations</i>
10.	<b>Tony Bennett</b>	<i>Popular Culture and Social Relations</i>
11.	<b>Homi Bhabha</b>	<i>Nation and Narration, The Location of Culture</i>
12.	<b>Cathy Caruth</b>	<i>Trauma: Explorations in Memory</i>
13.	<b>Partha Chatterjee</b>	<i>Nation and its Fragments</i>
14.	<b>James Clifford</b>	<i>The Predicament of Culture</i>
15.	<b>Angela Davis</b>	<i>Women, Race and Class</i>
16.	<b>Michael Denning</b>	<i>The Cultural Front</i>
17.	<b>Gina Dent</b>	<i>Black Popular Culture</i>
18.	<b>Jacques Derrida</b>	<i>Writing and Difference</i>
19.	<b>Terry Eagleton</b>	<i>The Idea of Culture, Ideology</i>
20.	<b>T. S. Eliot</b>	<i>Notes Towards a Definition of Culture</i>
21.	<b>Johannes Fabian</b>	<i>Time and the Other</i>
22.	<b>Frantz Fanon</b>	<i>Black Skin, White Masks, The wretched of the Earth</i>
23.	<b>Michel Foucault</b>	<i>Discipline and Punish, Madness and Civilization</i>
24.	<b>Paul Gilroy</b>	<i>The Black Atlantic</i>
25.	<b>G. W. F. Hegel</b>	<i>The Philosophy of History</i>
26.	<b>Bell Hooks</b>	<i>Black Looks, Outlaw Culture</i>
27.	<b>Fredrick Jameson</b>	<i>The Political Unconscious</i>
28.	<b>Julia Kristeva</b>	<i>Powers of Horror</i>
29.	<b>Claude Levi-Strauss</b>	<i>The Savage Mind</i>
30.	<b>Herbert Marcuse</b>	<i>Eros and Civilization</i>
31.	<b>Karl Marx</b>	<i>A Critique of Political Economy</i>
32.	<b>Fredrich Nietzsche</b>	<i>The Will to Power</i>
33.	<b>Edward Said</b>	<i>Culture &amp; Imperialism, Orientation</i>
34.	<b>Kaja Silverman</b>	<i>Male Subjectivity at the Margins</i>
35.	<b>Raymond Williams</b>	<i>Culture &amp; Society , The Long Revolution</i>
36.	<b>Paul Willis</b>	<i>Profane Culture</i>
37.	<b>Om Prakash Valamiki</b>	<i>Joothan</i>
38.	<b>Bama</b>	<i>Karukku</i>
39.	<b>B.R. Ambedkar</b>	<i>Annihilation of Caste</i>
40.	<b>Baby Kamble</b>	<i>The Prisons We Broke</i>
41.	<b>Urmila Pawar</b>	<i>We Also Made History</i>

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42.	<b>Mulk Raj Anand</b>	<i>Untouchable</i>
43.	<b>Amitav Gosh</b>	<i>The Shadow Lines</i>
44.	<b>Kamila Shamsie</b>	<i>Born Shadows</i>
45.	<b>Anjali Enjeti</b>	<i>The Parted Earth</i>

### Unit-3 Texts

Text: 1) *Torn from the Roots : A Partition Memoir* : Kamala Patel (Women Unlimited)

Text: 2) *I Know Why the Caged Bird Sing* : Maya Angelou (Random House)

### **Distribution of Marks for the University Examination**

Q-1		10 MCQs from Unit: 2 with four options.	10 Marks
Q-2		Long Answer type Questions from Text –1 (Unit 3) (1/2)	13 Marks
Q-3		Long Answer type Questions from Text –2 (Unit 3) (1/2)	13 Marks
Q-4	(A)	Two short notes-from text 1 (1/2) 07 marks.	14 Marks
	(B)	Two short notes-from text 2 (1/2) 07 marks.	
<b>Total:</b>			50 Marks

### Reference Books

1. A Study Guide for Maya Angelou's *I Know Why the Caged Birds Sings* (Gale)
2. *Maya Angelou : A Critical Companion* : Mary Jane Lupton (Greenwood Press)
3. *Critical Companion to Maya Angelou* : Jacqueline S. Thursby (Rediff Books)
4. *Critical Insights : : Maya Angelou* : Ed. Mildred R Mickle et al.
5. *Torn From the Roots* :

[http://gyansampada.baou.edu.in:8080/jspui/bitstream/123456789/545/8/08\\_Chapter4.pdf](http://gyansampada.baou.edu.in:8080/jspui/bitstream/123456789/545/8/08_Chapter4.pdf)

<http://autarmota.blogspot.com/2021/11/book-review-torn-from-roots-partition.html>

### Teaching Methodology

Class work, Discussion, Self-Study, Seminars and/or Assignment

### Evaluation Method

This course has 03 credits during the semester. The internal evaluation will be out of 20 marks, based on Unit Test marks, Library assignments and attendance marks; while the external evaluation will be out of 50 marks at the university examination.

## Paper 22 Literary Theory & Criticism III (Poststructuralism and Beyond)

Course Code																									
Course Title	<b>Paper 22 Literary Theory &amp; Criticism III (Poststructuralism and Beyond)</b>																								
Credit	04																								
Teaching per Week	3hrs																								
Minimum weeks per Semester	14 Weeks (including assignment work, examinations, holidays etc.)																								
Effective From	June 2022																								
Purpose of Course	To enable the students to read and appreciate literature through the lens of literary theory which may lead them to create a new perspective and better understanding.																								
Course Objective	To demonstrate an understanding of key concepts in literary theory from Modernism to Marxism.  To explain the meaning significance and value of specific literary theoretical works.  To use theoretical concepts to develop ability to interpret literary texts.																								
Course Outcomes	On Completion of the course the students will be to : CO1. grasp the intellectual background pertinent to important areas of literary and critical theory.  CO2. discover their own literary and critical theories as they read  CO3. know hoe to read , comprehend , discuss, analyse , and interpret critical texts of all types																								
Mapping between COs with PSOs	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th>PSO1</th> <th>PSO2</th> <th>PSO3</th> <th>PSO4</th> <th>PSO5</th> </tr> </thead> <tbody> <tr> <th>CO1</th> <td></td> <td></td> <td></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> </tr> <tr> <th>CO2</th> <td></td> <td></td> <td></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> </tr> <tr> <th>CO3</th> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> </tr> </tbody> </table>		PSO1	PSO2	PSO3	PSO4	PSO5	CO1						CO2						CO3					
	PSO1	PSO2	PSO3	PSO4	PSO5																				
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CO2																									
CO3																									
Pre-requisite	<p>Acquaintance with history of Critical tradition</p> <p><b>Unit –1 Topics for Self -Study / Assignments / Library Work</b></p> <p><b>The Teachers may assign their students to collect more information about the critical books on criticism and theory. (list given in Unit -B)</b></p> <p><b>Note to the teachers:</b> <u>Before assigning, the teachers are supposed to arrange a couple of brainstorming sessions to acquaint the students with the relevance of literary theory and criticism.</u></p>																								

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## Unit - 2 The famous Works on literary theory from Poststructuralism and Beyond

1.	<b>Stephen Moore</b>	<i>Post Structuralism and the New Testament</i>
2.	<b>James Williams</b>	<i>Understanding Post Structuralism</i>
3.	<b>Jacques Derrida</b>	<i>Of Grammatology , Specters of Marx , The Animal that Therefore I am , Gift of Death , Dissemination, Archive Fever ,The Post Card , Aporias, Positions, Limited Inc. ,Acts of Literature</i>
4.	<b>Michel Foucault</b>	<i>Power/ Knowledge , The Order of Things ,The Archaeology of Knowledge , The History of Sexuality, This is not a Pipe , Abnormal ,Discipline &amp; Punish, Madness &amp; Civilization</i>
5.	<b>Roland Barthes</b>	<i>Image Music Text, Mythologies , Camera Lucida, Roland Barthes by Roland Barthes, Science &amp; Images</i>
6.	<b>Paul de Man</b>	<i>Allegories of Reading , The Resistance to Theory, Blindness and Insight ,The Rhetoric of Romanticism, The Post Romantic Predicament</i>
7.	<b>Harold Bloom</b>	<i>The Western Canon , The Anxiety of Influence, How to Read and Why ? ,The American Religion, A Map of Misreading, Deconstruction &amp; Criticism</i>
8.	<b>J. Hillis Miller</b>	<i>The Ethics of Reading on Literature, Poets of Reality , Fiction and Repetition, Disappearance of God, Literature as Conduct, Others,Narrative Endings, Zero Plus One</i>
9.	<b>Sigmund Freud</b>	<i>The Interpretation of Dreams, The Ego and the ID, Introduction to Psychoanalysis, Civilization &amp; its Discontents, Beyond the Pleasure Principle</i>
10.	<b>Carl Jung</b>	<i>The Red Book ,Memories Dreams Reflections, The Undiscovered Self, The Archetypes and the Collective Unconscious</i>
11.	<b>Jacques Lacan</b>	<i>Desire and its Interpretations, The Language of the Self, Ecrits, Transference, Feminine Sexuality</i>
12.	<b>Simon de Beauvoir</b>	<i>The Second Sex</i>
13.	<b>Betty Friedan</b>	<i>The Feminine Mystique</i>
14.	<b>Virginia Woolf</b>	<i>A Room of One's Own</i>
15.	<b>Germaine Greer</b>	<i>The Female Eunuch</i>
16.	<b>Naomi Wolf</b>	<i>The Beauty Myth</i>
17.	<b>Edward Said</b>	<i>Orientalism</i>
18.	<b>Ngugi wa Thiong'o</b>	<i>Decolonizing the Mind</i>
19.	<b>Homi Bhabha</b>	<i>The Location of Culture</i>
20.	<b>Frantz Fanon</b>	<i>Black Skin , White Mask</i>
21.	<b>Gayatri Spivak</b>	<i>In Other Worlds</i>
22.	<b>Stanley Fish</b>	<i>Is there a Text in the Class? How to Write a Sentence, Surprised by Sin, Self Consuming Artifacts Think Again</i>
23.	<b>Wolfgang Iser</b>	<i>The Imperial Reader, The Fictive &amp; the Imaginary</i>
24.	<b>Hans Robert Jauss</b>	<i>Towards an Aesthetic of Reception</i>

**Unit -3 Texts**

*Text: An Introduction to Literary Theory & Criticism* : Kulkarni & Chasker (O.B.)

**( Poststructuralism to the Present)**

- 1.)
  - a. Structuralism & Post – Structuralism : A Comparison
  - b. Derrida, Paul de Man, Michel Foucault
  - c. Psychoanalytical Criticism : Freud, Jung & Lacan
  
- 2.)
  - d. Reader Response Criticism : Historical Background, Iser & Fish
  - e. Feminist Literary Criticism : Historical Background : Mary Wollstonecraft to Postcolonial feminist Criticism
  - f. Post – Colonialism : Historical Background, Said, Bhabha ,Spivak
  
- 3.)
  - g . Last 15 Critical terms from the “Glossary”

**Distribution of Marks for University Examination**

Q-1		10 MCQs from Unit: 2 with four options.	10 Marks
Q-2		Long Answer Questions from (Unit 3.1) (1/2)	13 Marks
Q-3		Long Answer Questions from (Unit 3.2) (1/2)	13 Marks
Q-4		Two short notes on Critical terms (Unit 3.3) (2/4)	14 Marks
<b>Total:</b>			50 Marks

**Reference Books**

1. *Superstructuralism* :Richard Harland : (Routledge)
2. *On Deconstruction* : Jonathan Culer : (Cornelle University Press)
3. *Coonialism /Postcolonialism* : Ania Lumba ( Routledge)

Teaching Methodology	Class work, Discussion, Self-Study, Seminars and/or Assignment
Evaluation Method	This course has 04 credits during the semester. The internal evaluation will be out of 20 marks, based on Unit Test marks, Library assignments and attendance marks; while the external evaluation will be out of 50 marks at the university examination.

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