

**SYLLABUS**  
**(CBCS as per NEP 2020) for M.A. Part II**  
**(w. e. from June 2024)**

**Name of the Programme:** M.A. English

**Program Code:** PAEN

**Class:** M.A. II

**Semester:** III

**Course Type:** Major

**Course Name:** Indian Writing in English

**Course Code:** ENG-601-MJM

**No. of Lectures:** 60

**No. of Credits:** 04

**Learning Objectives:**

1. Introduce students to major movements and figures of Indian Literature in English through the study of selected literary texts.
2. Foster literary sensibility and emotional response to the literary texts, and cultivate an appreciation of literary works.
3. Expose students to the artistic and innovative use of language employed by writers.
4. Instill values and develop human concern in students through exposure to literary texts.
5. Enhance the literary and linguistic competence of students.

**Course Outcomes:**

1. Students become acquainted with the major movements and figures of Indian Literature in English.
2. The syllabus cultivates literary sensibility among students.
3. Students gain exposure to the artistic and innovative use of language by writers.
4. Literary texts instill and develop human concern in students.
5. Students' literary and linguistic competence is enhanced.

**TOPICS/CONTENTS:**

**Unit-I:** Raj Rao – Kantapura (15 clock hours)

**Unit-II:** Khushwant Singh-Train to Pakistan (15clock hours)

**Unit-III:** *Derozio to Aurobindo*(15 clock hours)

**HenryDerozio:**1) The Harp of India, 2) India-My Country

3)To the Pupils of the Hindu College

**ToruDutt:**1) Lakshman 2) The Lotus 3) Our Casuarina Tree

**Swami Vivekananda:** Kalithe Mother (Complete Works of Swami  
*Vivekananda*, vol.4, p.384 Advaita Ashram, 14<sup>th</sup>  
rpt.1992)

**Tagore:** Playthings

**Joseph Furtado:** The Fortune Teller (Available in *Gems of English Prose  
and Poetry*, Orient Blackswan, 2013)

**Sri Aurobindo:** 1) The Pilgrim of the Night 2) The Stone Goddess 3)  
Surreal Science (*An Anthology of Commonwealth Poetry*  
edited by C D Narasimhaiah, Macmillan, 1990)

**Unit-IV:** Om Prakash Valmiki– Joothan: A Dalit's Life(15 clock hours)

## **SYLLABUS (CBCS as per NEP 2020) for M.A. Part II**

**(w. e. from June 2024)**

**Name of the Programme:** M.A. English

**Program Code:** PAEN

**Class:** M.A. II

**Semester:** IV

**Course Type:** Major

**Course Name:** Indian Writing in English

**Course Code:** ENG-601-MJM

**No.ofLectures:**60

**No.ofCredits:**04

### **Learning Objectives:**

1. Introduce students to major movements and figures of Indian Literature in English through the study of selected literary texts.
2. Foster literary sensibility and emotional response to the literary texts, and cultivate an appreciation of literary works.
3. Expose students to the artistic and innovative use of language employed by writers.
4. Instill values and develop human concern in students through exposure to literary texts.
5. Enhance the literary and linguistic competence of students.

### **Learning Outcomes:**

1. Students become acquainted with the major movements and figures of Indian Literature in English.
2. The syllabus cultivates literary sensibility among students.
3. Students gain exposure to the artistic and innovative use of language by writers.
4. Literary texts instill and develop human concern in students.
5. Students' literary and linguistic competence is enhanced.

### **(3) TOPICS/CONTENTS:**

**Unit-I:** Manjula Padmanabhan –Lights Out (15 clock hours)

**Unit- II:** Arundhati Roy- The God of Small Things (15 clock hours)

**Unit-III:** *Dom Moraes to Present Day* (15 clock hours)

**Dom Moraes:** 1) Letter to my Mother 2) Future Plans

**Nissim Ezekiel:** 1) Background, casually, 2) Enterprise 3) Poet, Lover, Birdwatcher 4) Goodbye Party for Miss Pushpa T.S.

**Kamala Das:** An Introduction

**A. K. Ramanujan:** Obituary (*An Anthology of Commonwealth Poetry*)

**Shiv K Kumar:** Indian Women/ Pilgrimage

**Jayant Mahapatra:** Dawn at Puri

**ImtiyazDharker:** PurdahI

**Syed Ammanuddin:** Don't Call me Indo-Anglian (*An Anthology of Commonwealth Poetry*)

**Note:** Unless otherwise stated the poems are all available in *Indian English Poetry* edited by Makarand Paranjape, (Macmillan, 1993)

**Unit- IV:** Sharan Kumar Limbale- *The Outcaste Akkarmashi* (15 clock hours)

## Select Bibliography:

1. Rao, Raja. *Kanthapura*. Oxford University Press, 1938.
2. Singh, Khushwant. *Train to Pakistan*. Penguin Books, 1956.
3. Valmiki, Om Prakash. *Joothan: A Dalit's Life*. Columbia University Press, 2003.
4. Derozio, Henry. *The Fakeer of Jungheera: A Metrical Tale*. Forgotten Books, 2015.
5. Dutt, Toru. *A Sheaf Gleaned in French Fields*. Scholar's Choice, 2015.
6. Vivekananda, Swami. *Raja Yoga*. Ramakrishna-Vivekananda Center, 1992.
7. Tagore, Rabindranath. *Gitanjali*. Penguin Classics, 2001.
8. Furtado, Joseph. *Voices of Indian English Poetry*. Sterling Publishers Pvt. Ltd, 2003.
9. Aurobindo, Sri. *The Life Divine*. Lotus Press, 1990.
10. Padmanabhan, Manjula. *Lights Out*. New Delhi: Kali for Women, 1997. Print.
11. Roy, Arundhati. *The God of Small Things*. New York: Random House, 1997. Print.
12. Moraes, Dom. "Letter to my Mother" and "Future Plans". (These might be included in Dom Moraes's poetry collections or anthologies)
13. Ezekiel, Nissim. "Background, casually", "Enterprise", "Poet, Lover, Bird watcher", and "Goodbye Party for Miss Pushpa T.S." (These poems might be found in various collections of Nissim Ezekiel's works)
14. Das, Kamala. "An Introduction". (This might be found in Kamala Das's collections or anthologies)
15. Ramanujan, A. K. "Obituary" (An Anthology of Commonwealth Poetry)
16. Kumar, Shiv K. "Indian Women/ Pilgrimage". (This might be found in Shiv K. Kumar's collections or anthologies)
17. Mahapatra, Jayant. "Dawn at Puri". (This might be found in Jayant Mahapatra's collections or anthologies)
18. Dharker, Imtiaz. "Purdah I". (This might be found in Imtiaz Dharker's collections or anthologies)
19. Ammanuddin, Syed. "Don't Call me Indo-Anglian" (An Anthology of Commonwealth Poetry)
20. Limbale, SharanKumar. *The Outcaste Akkarmashi*. Translated by Santosh Bhoomkar. New Delhi: OUP India, 2003. Print.

## SYLLABUS (CBCS as per NEP2020) for M.A. Part II, Semester-III

(w. e. from June 2024)

<b>Name of the Programme</b>	: M.A. English
<b>Program Code</b>	: PAEN
<b>Class</b>	: M.A. II
<b>Semester</b>	: III
<b>Course Type</b>	: Mandatory
<b>Course Name</b>	: English Language and Literature Teaching-I
<b>Course Code</b>	: ENG-602-MJM
<b>No. of Lectures</b>	: 60
<b>No. of Credits</b>	: 04

### **Learning Objectives:**

- 1) To acquaint the students with different theoretical and practical aspects of language and literature teaching
- 2) To acquaint them with different approaches, methods and techniques of teaching English language and literature
- 3) To sensitize the students to the major issues in ELT in the Indian Context
- 4) To make them aware of Language Lab , English Language course materials, Bridge course, Remedial Course, Communicative English Course
- 5) To enhance literary and linguistic competence of students
- 6) To make them aware of LSRW, CALL DVDs, and CDs and machine assisted Learning and to orient the students to various practices in teaching poetry, prose, drama and pronunciation.
- 7) To make them aware of the types of tests, evaluation and assessment.

### **Learning Outcomes:**

On Successful completion of the programme, students will be able to:

- 1) Become aware in both the artistry and utility of the English language through the study of literature and basic language skills
- 2) Become conscious in the development of intellectual flexibility and creativity through language and literature teaching
- 3) Become competent in literary and linguistic skills.
- 4) Make use of Language Lab and get acquainted with course materials as well as various courses of English language teaching

- 5) Develop competency in learning and teaching of English language & Literature
- 6) Become aware of LSRW, preparation of study materials in print, electronic format
- 7) Students get awareness about various test and evaluation and assessment pattern

## **TOPICS/CONTENTS:**

### **Unit I -Basic Concepts in ELT**

**(15Lectures)**

- A) Teaching
- B) Learning
- C) Teaching language and Teaching about language
- D) Teacher centred class and Learner centred class

### **Unit II- Theories of Language Learning**

**(15Lectures)**

- A) Language Acquisition and Language Learning
- B) The Behaviouristic of Theory of Language Learning
- C) The Cognitivist Theory of Language Learning
- D) Blooms Taxonomy of Learning Domains

### **Unit III- Tools and Methods of Teaching**

**(15Lectures)**

#### **A) Some basic concepts**

- 1-Linguistic/grammatical competence
- 2- Communicative competence
- 3) Pragmatic competence

#### **B) Curriculum and Syllabus**

- 1- Difference between curriculum and syllabus
- 2- Different kinds of syllabus (structural, notional-functional/product and process syllabuses)
- 3) EGP and ESP syllabuses

#### **C) Methods**

- 1) Grammar-Translation method
- 2) Structural method
- 3) Communicative method

### **Unit IV-Teaching of Language Skills and Testing:**

**(15 Lectures)**

- A) Teaching of 1)Listening 2)Reading 3)Writing 4)Speaking
- B) Teaching of 1)Pronunciation 2)Vocabulary 3)Grammar
- C) Testing and Evaluation
  - 1) Difference between testing and evaluation
  - 2) Formative and summative evaluation
  - 3) Types of tests and qualities of good test
  - 4) Different types of questions
  - 5) Lesson planning for language teaching
  - 6) Micro Teaching (topics related to English Language teaching will be considered)



**References:**

- 1) *Approaches and Methods in Language Teaching*-Jack C. Richards- Cambridge English Press
- 2) *Teaching of English*-Dr. ManjuSood- Bookman Publication
- 3) *Teaching and Learning English*-M.L.Tickoo
- 4) *ResistingLinguisticImperialisminEnglishTeaching*-  
CanagarajahSOxfordUniversityPress
- 5) *New Horizons in the Study of Language and Mind*-Chomsky N-  
Cambridge University Press
- 6) *How to teach a Foreign Language*-Jespersen O- London Press
- 7) *Language through Literature (Book1and2)* – Landau S. Oxford University Press

### Mapping of Program Outcomes with Course Outcomes

**Class:** M. A.II (Sem III)

**Subject:** English

**Course:** English Language and Literature Teaching- II

**Course Code:** ENG-602-MJM

**Weightage:** 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Course Outcomes	Programme Outcomes (POs)								
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	1								
CO 2				2					
CO 3					3				
CO 4	2								
CO 5			2		3				
CO 6				3				3	
CO 7				2					
CO 8	1								

**Justification for the mapping:**

**PO1 Research-Related Skills and Scientific temper:**

Course Outcome 1: Students get acquainted with the terminology of English Language teaching

Justification: This outcome aligns with developing comprehensive knowledge in the area of English language and literature teaching.

**PO2 Effective Citizenship and Ethics:**

Course Outcome 4: Language theories instill and develop human concern in students.

Justification: Developing human concern aligns with being an empathetic and ethically aware citizen.

**PO3 Social competence and communication skills:**

Course Outcome 5: Literary and linguistic competence are enhanced among students.

Justification: Enhancing linguistic competence aligns with effective communication skills.

**PO4 Disciplinary Knowledge:**

Course Outcome 1: Students get acquainted with the major theories English language and literature teaching

Justification: This outcome aligns with developing comprehensive knowledge in the area of English language teaching and learning.

**PO5 Personal and professional competence:**

Course Outcome 3: The students get exposure to the major theorist of language teaching

Justification: Exposure to artistic and innovative language enhances linguistic competence, aligning with personal and professional competence.

**PO6 Self-directed and Life-long learning:**

Course Outcome 4: Literary texts instill and develop human concern in students.

Justification: Developing human concern aligns with being an empathetic and ethically aware citizen.

**PO7 Environment and Sustainability:**

Course Outcome 4: Literary texts instill and develop human concern in students.

Justification: Developing human concern aligns with being an empathetic and ethically aware citizen.

**PO8 Critical Thinking and Problem solving:**

Course Outcome 1: Students get acquainted with the major movements and figures of English language and literature teaching

Justification: This outcome aligns with developing comprehensive knowledge in the area of English language teaching.

## **SYLLABUS (CBCS) FOR M.A.-II, (English)**

**(w. e. from June 2024)**

**Academic Year 2024-2025**

<b>Name of the Programme</b>	: M.A. English
<b>Program Code</b>	: PAEN
<b>Class</b>	: M.A. II
<b>Semester</b>	: III
<b>Course Type</b>	: Major
<b>Course Name</b>	: Indian Writing in English
<b>Course Code</b>	: ENG-603-MJM
<b>No. of Lectures</b>	: 60
<b>No. of Credits</b>	: 04

### **1. Learning Objectives:**

- 1) To acquaint students with the trends in drama and the socio-political and historical background and characteristics of plays.
- 2) Students will be exposed to the origin and development of Greek and Elizabethan drama, Indian classical drama and various themes, and forms of different ages.
- 3) To learn historical contexts, psycho-social aspects and discern various cultural and moral values associated with texts.
- 4) To create literary sensibility for appreciation in students and
- 5) To expose students to artistic and innovative use of language by writers.
- 6) To enable students with various worldviews.

### **2. Learning Outcomes:**

- CO 1. It enables students to analyse literature and drama by using appropriate theoretical, historical, and cultural apparatus.
- CO 2. Students get to know about various cultures through literature.
- CO 3. It helps students to explore the creative use of language.
- CO 4. They learn the dramatic structure, dramatic devices and analyse its effect on the readers.

CO 5. Students will be acquainted with the world views.

CO 6. Students will be familiarized with the entire range of human experiences through dramas.

CO7. Exposing students to artistic and innovative use of language by writers.

### 3. Topics/Contents:

**Unit-I** : Sophocles- *Antigone* (15 clock hours)

**Unit-II**: Kalidasa- *Abhijana Shakuntala* (15 clock hours)

**Unit-III**: William Shakespeare- *The Tempest* (15 clock hours)

**Unit-IV**: William Goldsmith- *She Stoops to Conquer* (15 clock hours)

### 4. Suggestions for Teachers:

It is important that teachers introduce students to the socio-political and historical background of the prescribed period, the tendencies, and trends dominant in the period, the stylistic features of the prescribed authors and the major characteristics of their works. Such information provides students with background and necessary contexts. Teachers can encourage students to read original texts prescribed, literary histories and critical works. Exercises into literary pieces, practical criticism and analytical discussions may be conducted in the classroom for effective understanding. Teachers can make use of ICT methods to create interest and promote literary sensibility in students.

### 5. Reference books:

Standard and recognized editions of textbooks and reference books may be used.

Bowers, Fredson, *Elizabethan Revenge Tragedy*. Princeton,N.J: Princeton University Press, 1940.

Bloom, Harold. *Elizabethan Drama*. New York: Infobase Publishing, 2004.

Boulton, Marjorie.*Anatomy of Drama*. New Delhi: Kalyani Publisher

Brooks Cleanth and Fiedelston.*Understanding Drama*

Braunmuller, A.R. and Hathaway, M. *Cambridge Companion to English Renaissance Drama*. New York: Cambridge University Press, 2003.

Bradbrook, M. C. *Themes and Conventions of Elizabethan Tragedy*, Cambridge, 1935

Heilman, Robert. *Tragedy and Melodrama: Versions of Experience*. London and Seattle: 1968.

Maus, Katherine (ed.), *Four Revenge Tragedies*. Oxford: OUP, 1995.

Nicoll, Allardyce, *Theory of Drama*. New York, Thomas Crowell Co., 1931.

Steiner, George. *The Death of Tragedy*. London: Faber and Faber, 1961.

Styan, J. L. *Modern Drama in Theory and Practice*. London: Cambridge University Press, 1981.

### **Sophocles- *Oedipus Rex***

Sophocles, *The Three Theban Plays*. By Robert Fagles, Harmondsworth, Penguin Classics, 1984.

Else Gerald, *The Origin and Early Form of Greek Tragedy*. Martin Lectures, vol.20. Cambridge: Harvard University Press, 1965.

Kott, Jan. *The Eating of Gods: An Interpretation of Greek Tragedy*. New York: Random House, 1973.

Adams, S.M. *Sophocles the Playwright*. Toronto: Toronto University Press, 1957

Bowra, Sir Maurice. *Sophoclean Tragedy*. Oxford, 1944.

Fergusson, Francis. *The Idea of a Theatre (chapter 1)*. London: Oxford University Press, 1949.

Goheen, R.F. *The Imagery of Sophocles' Antigone: A Study of Poetic Language and Structure*. Princeton: Princeton University Press, 1951

Jones, John. *On Aristotle and Greek Tragedy* (section3, chapters 5 and 6) London: Chatto and Windus, 1962.

Kitto, H.D.F. *Form and Meaning in Drama: A Study of Six Greek Plays and of Hamlet* (chapter5) London: Methuen, 1964

----- Sophocles, *Dramatist and Philosopher*. London: Oxford University Press, 1958.

### **Kalidasa- *Abhijana Shakuntala***

Evison, Gillian. "The Sanskrit Manuscripts of Sir William Jones in the Bodleian Library". In Murray, Alexander (ed.). *Sir William Jones, 1746-1794: A Commemoration*. Oxford University Press, 1998.

Figueira, Dorothy Matilda. *Translating the Orient: The Reception of Sakuntala in Nineteenth Century Europe*. SUNY Press, 1991.

Holme, Garnet; Ryder, Arthur W. *Shakuntala: An acting version in three acts*. Berkeley: University of California Press, 1914.

Jones, William. *Sacotalá or The Fatal Ring: An Indian Drama by Cálidás, Translated from the Original Sanskrit and Prakrit*. Calcutta: J. Cooper, 1789.

Jones, William. *Sakontala oder der entscheidende Ring*. Translated by Forster, Georg. Mainz: Fischer, 1791.

Monier-Williams, Monier. *Śakuntalá, or: Śakuntalá Recognised by the Ring, a Sanskrit Drama, in Seven Acts, by Kálidása; The Devanágari Recension of the Text* (1st ed.). Hertford: Stephen Austin, 1853.

Monier-Williams, Monier. *Śakuntalā, a Sanskrit Drama, in Seven Acts, by Kálidása: The Deva-Nāgari Recension of the Text* (2nd ed.). Oxford: Clarendon Press, 1876.

Monier-Williams, Monier. Śakoontalá or The Lost Ring: An Indian Drama Translated into English Prose and Verse, From the Sanskrit of Kálidása (1st ed.). Hertford: Stephen Austin, 1855.

Monier-Williams, Monier. Śakoontalá or The Lost Ring: An Indian Drama Translated into English Prose and Verse, From the Sanskrit of Kálidása (8th ed.). London: Routledge, 1898.

Ryder, Arthur W. Kalidasa: Translations of Shakuntala and Other Works. London: J.M. Dent & Sons, 1912.

### **William Shakespeare- *The Tempest***

The New Cambridge Shakespeare Series. Hamlet and The Tempest. London: Cambridge University Press.

McEvoy, Sean. Shakespeare: The Basics. London: Cambridge University Press.

**Bloom, Harold, ed. Caliban. New York: Chelsea House Publishers, 1992.**

**Graff, Gerald, and James Phelan, eds. The Tempest: A Case Study in Critical Controversy. Boston: Bedford/St. Martin's, 2000.**

**Gurr, Andrew. The Shakespearean Stage, 1574-1642. Cambridge: Cambridge University Press, 1992.**

**Murphy, Patrick M., ed. The Tempest: Critical Essays. New York: Garland, 2000.**

**Palmer, D., ed. Shakespeare: The Tempest: A Casebook. Nashville: Aurora Publishers, 1970.**

**Richards, Jennifer, and James Knowles, eds. Shakespeare's Late Plays: New Readings. Edinburgh: Edinburgh University Press, 1999.**

**Vaughan Virginia Mason, and Alden T. Vaughan, eds. Critical Essays on Shakespeare's The Tempest. New York: G. K. Hall, 1998.**

### **William Goldsmith- *She Stoops to Conquer***

She Stoops to Conquer, New Mermaids edition.

Goldsmith, William, She Stoops to Conquer. London: Dover Publications Inc., 1991.

Goldsmith, William, She Stoops to Conquer. New York: Dover Publications Inc., 1991.

The Cambridge History of English and American Literature in 18 Volumes (1907–21), Volume X. The Age of Johnson, IX. Oliver Goldsmith, § 23 She Stoops to Conquer.

Banerji, Nilanjana. "Brough, Lionel (1836–1909)". Oxford Dictionary of National Biography, Oxford University Press, 2004.

## **Mapping of Programme Outcomes with Course Outcomes:**

Weightage: (0 = Not relevant, 1 = slightly relevant, 2 = moderately relevant, 3 = highly relevant):

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>
<b>CO1</b>	3	1	2	3	2	2	0	3
<b>CO2</b>	1	3	2	2	2	2	0	1
<b>CO3</b>	1	1	3	2	2	2	0	2
<b>CO4</b>	2	1	2	3	2	2	0	3



	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO5	1	2	2	2	2	1	0	1
CO6	1	3	3	2	3	2	0	2
CO7	1	1	3	2	2	2	0	2

**Justification for the mapping:**

- CO1: Strongly related to Research Skills (PO1), Disciplinary Knowledge (PO4), and Critical Thinking (PO8) due to its focus on analyzing literature and drama with theoretical and historical tools. Moderately related to Social Competence (PO3) and Personal and Professional Competence (PO5).
- CO2: Strongly related to Effective Citizenship and Ethics (PO2) as it involves knowing various cultures. Moderately relates to Disciplinary Knowledge (PO4), Personal and Professional Competence (PO5), Social Competence (PO3), and Self-directed Learning (PO6).
- CO3: Strongly related to Social Competence (PO3) due to its emphasis on creative language use. Moderately related to Disciplinary Knowledge (PO4), Personal and Professional Competence (PO5), Self-directed Learning (PO6), and Critical Thinking (PO8).
- CO4: Strongly related to Disciplinary Knowledge (PO4) and Critical Thinking (PO8). Moderately related to Research Skills (PO1), Social Competence (PO3), and Personal and Professional Competence (PO5).
- CO5: Moderately related to several POs, including Effective Citizenship and Ethics (PO2), but has less direct impact on Research Skills (PO1) and Critical Thinking (PO8).
- CO6: Strongly related to Effective Citizenship and Ethics (PO2) and Social Competence (PO3). Moderately related to Disciplinary Knowledge (PO4), Personal and Professional Competence (PO5), and Self-directed Learning (PO6).
- CO7: Strongly related to Social Competence (PO3) due to its focus on artistic language use. Moderately related to Disciplinary Knowledge (PO4), Personal and Professional Competence (PO5), Self-directed Learning (PO6), and Critical Thinking (PO8).

## SYLLABUS (CBCS as per NEP 2020) for M.A. English II

(w. e. from June 2024)

<b>Name of the Programme</b>	: M.A. English
<b>Program Code</b>	: PAEN
<b>Class</b>	: M.A. II
<b>Semester</b>	: III
<b>Course Type</b>	:
<b>Course Name</b>	: Gender Studies-I
<b>Course Code</b>	:
<b>No. of Lectures</b>	: 30
<b>No. of Credits</b>	: 02

### A) Course Objectives:

1. To familiarize students with key concepts related to gender studies, including sex, gender, and sexuality.
2. To provide a historical overview of gender as a social construct, highlighting its evolution over time.
3. To explore the concept of Intersectionality and its significance in understanding the intersections of gender with race, class, and other social categories.
4. To analyze and interpret selected poems as literary texts that explores themes of gender, identity, and empowerment.
5. To critically examine and discuss the societal messages and expectations surrounding femininity and beauty through the analysis of selected poems.
6. To engage students in the analysis and interpretation of short stories that challenge traditional gender roles and norms.
7. To analyze the representation of gender in film through the screening and discussion

of the movie "Pink."

**B) Course Outcomes:**

1. Students will have a clear understanding of the key concepts of sex, gender, and sexuality, and be able to differentiate between them.
2. Students will gain knowledge of the historical development of gender as a social construct and recognize its impact on society.
3. Students will develop an understanding of Intersectionality and its application in examining the interconnectedness of gender with other social categories.
4. Students will be able to analyze and interpret poems, recognizing the themes related to gender, identity, and empowerment.
5. Students will critically evaluate societal expectations of femininity and beauty through the exploration of selected poems.
6. Students will demonstrate the ability to analyze and interpret short stories that challenge traditional gender roles and norms, and engage in thoughtful discussions about them.
7. Students will analyze and critique the representation of gender in film through the screening and discussion of the movie "Pink," demonstrating an understanding of the complexities of gender portrayal in media.

**TOPICS/CONTENTS:**

**Unit 1: Introduction to Gender Studies (8 lectures)**

- Understanding key concepts: sex, gender, and sexuality
- Historical overview of gender as a social construct
- Intersectionality: exploring the intersections of gender with race, class, and other social categories

**Unit 2: Poems**

**(8 lectures)**

1. Still I Rise by Maya Angelou
2. Poppies in July by Sylvia Plath
3. Barbie Doll by Marge Piercy

### **Unit 3: Short Stories (8 lectures)**

1. The Woman on Platform No. 8 by Ruskin Bond
2. Sultana's Dream by Rokeya Sakhawat Hossain

### **Unit 4: Gender and Film**

**(6 lectures)**

- Screening of the movie Queen
- Discussion and analysis of the film

### **References:**

1. Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*. Routledge, 1999.
2. Fausto-Sterling, Anne. *Sexing the Body: Gender Politics and the Construction of Sexuality*. Basic Books, 2000.
3. Crenshaw, Kimberlé. "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics." *University of Chicago Legal Forum*, vol. 1989, no. 1, 1989, pp. 139-167.
4. Angelou, Maya. "Still I Rise." *And Still I Rise*. Random House, 1978.
5. Plath, Sylvia. "Poppies in July." *Ariel*. Harper & Row, 1965.
6. Piercy, Marge. "Barbie Doll." *To Be of Use*. Anchor Press, 1973
7. Bond, Ruskin. "The Woman on Platform No. 8." *The Woman on Platform No. 8 and Other Stories*. Penguin India, 2012.
8. Sakhawat Hossain, Rokeya. "Sultana's Dream." *Sultana's Dream and Padmarag*. Oxford University Press, 2005.
9. Movie: *Pink*. Directed by Aniruddha Roy Chowdhury, performances by Amitabh Bachchan, Taapsee Pannu, Kirti Kulhari, and Andrea Tariang, Rashmi Sharma Films, 2016.

**SYLLABUS (CBCS as per NEP 2020) for M.A. English II**

**(w. e. from June 2024)**

<b>Name of the Programme</b>	: M.A. English
<b>Program Code</b>	: PAEN
<b>Class</b>	: M.A. II
<b>Semester</b>	: IV
<b>Course Type</b>	:
<b>Course Name</b>	: Gender Studies-II
<b>Course Code</b>	:
<b>No. of Lectures</b>	: 30
<b>No. of Credits</b>	: 02

**A) Course Objectives:**

1. To familiarize students with the definition and overview of feminism.
2. To provide an understanding of the historical development of feminist movements.
3. To introduce key concepts and themes in feminism, such as gender equality, patriarchy, and of Intersectionality.
4. To explore the literary works of diverse women poets through the selected poems.
5. To analyze the themes and perspectives presented in the poems and their relevance to feminist discourse.

6. To examine the portrayal of gender in selected short stories and analyze their social and cultural implications.
7. To critically analyze the film "Lipstick Under My Burkha" in the context of gender representation, women's agency, and challenges faced by women.

**B) Course Outcomes:**

1. Students will be able to define and articulate the basic concepts and themes of feminism.
2. Students will acquire knowledge about the historical progression of feminist movements and their impact on society.
3. Students will develop critical thinking skills to analyze and interpret poems from a feminist perspective.
4. Students will demonstrate an understanding of the social, cultural, and political implications of the selected poems.
5. Students will analyze the portrayal of gender roles and women's experiences in the selected short stories.
6. Students will engage in critical discussions and debates on gender-related issues inspired by the literature.
7. Students will analyze the film "Lipstick Under My Burkha" and develop an understanding of its portrayal of gender, women's agency, and societal challenges, fostering critical awareness of gender representation in media.

**Unit 1: Introduction to Feminism (8 lectures)**

- Definition and overview of feminism
- Historical development of feminist movements
- Key concepts and themes in feminism

**Unit 2: Poems**

**(8 lectures)**

1. The Invitation by Kamala Das

2. We Sinful Women by Kishwar Naheed
3. When Landscape Becomes Woman by Arundhati Subramaniam

### **Unit 3: Short Stories**

**(8 lectures)**

1. Girl by Jamaica Kincaid
2. The Story of an Hour by Kate Chopin

### **Unit 4: Gender and Film**

**(6 lectures)**

- Screening of the movie Pink
- Discussion and analysis of the film

### **References:**

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4. Das, Kamala. "The Collected Poems." Penguin, 2013.
5. Naheed, Kishwar. "Bells of Speech: Selected Poems." Oxford University Press, 2000.
6. Subramaniam, Arundhati. "When God Is a Traveller." Bloodaxe Books, 2014.
7. Kincaid, Jamaica. "At the Bottom of the River." Farrar, Straus, and Giroux, 1983.
8. Chopin, Kate. "The Awakening and Selected Short Stories." Dover Publications, 1993.
9. Film: "Lipstick Under My Burkha." Directed by Alankrita Shrivastava, 2016.

**SYLLABUS (CBCS as per NEP2020)for M.A. Part II, Semester-III**  
**(w. e. from June 2024)**

<b>Name of the Programme</b>	: M.A. English
<b>Program Code</b>	: ENG-611-MJE (A)
<b>Class</b>	: M.A. II
<b>Semester</b>	: III
<b>Course Type</b>	: Major (Elective)
<b>Course Name</b>	: American Literature - I
<b>Course Code</b>	: ENG-611-MJM (A)
<b>No. of Lectures</b>	: 60
<b>No. of Credits</b>	: 04

**A) Learning Objectives:**

- 1) To introduce to students to major movements of American Literature through the study of selected literary texts.
- 2) To create literary sensibility and emotional response to the American literary texts and implant sense of appreciation of literary texts
- 3) To expose students to the artistic and innovative use of language employed by the American writers
- 4) To instill values and develop human concern in students through exposure to literary texts
- 5) To enhance literary and linguistic competence of students.
- 6) To develop critical thinking in students through world class literature.
- 7) To develop research skills in students by exposure to world class American literature.

**Learning Outcomes:**

1. The students get familiar with the major movements and figures of American Literature.
2. The students develop the literary sensibility and emotional response to the American literary texts and they learn to appreciate the literary texts.
3. The students are exposed to the artistic and innovative use of language, and they try to write the creative language.
4. The values and human concern are instilled in students through exposure to literary texts.
5. The students become competent in literary and linguistic skills.
6. Students develop critical thinking in students through world class literature.
7. Students develop research skills in students by exposure to world class American literature.



**Unit 1: Early Writings****(15 hours)**

a) Columbus, From Letter to Ferdinand and Isabella Regarding the Fourth Voyage [Jamaica, July 7, 1503]

b) John Heckewelder, From History, Manners, and Customs of the Indian Nations (Chapter II &III) [Delaware Legend of Hudson's Arrival OR Indian account of the first arrival of the Dutch at New York Island (Ch. II)]

[Indian relations of the conduct of the Europeans towards them (Ch.III)]

c) J Hector St. John De Crevecoeur, From Letter IX. Description of Charles-Town; Thoughtson Slavery; on Physical Evil; A Melancholy Scene

**Unit 2: Poetry****(15 hours)**

a) **Anonymous:** "Lenape War Song"

b) **Philip Freneau:**

i) "On Mr. Paine's Rights of Man"

ii) "On the Religion of Nature"

c) **Anne Bradstreet:**

i) "The Author to Her Book"

ii) "In Memory of My Dear Grandchild Anne Bradstreet, Who Deceased June 20, 1669, Being Three Years and Seven Months Old"

d) **Paul Laurence Dunbar:**

i) "We Wear the Mask",

ii) "Harriet Beecher Stowe"

**Unit 3: Novel****(15 hours)**

**James Fennimore Cooper:***The Last of the Mohicans*

**Unit 4: Autobiography****(15 hours)**

**Benjamin Franklin:***Autobiography*

## Mapping of Programme Outcomes with Course Outcomes

Class: M.A. II(SEMII)

Subject: English

Course: American Literature - I

Course Code: ENG-611-MJM (A)

Weightage: 1=weak or low relation, 2=moderate or partial relation, 3=strong or direct relation

Course Outcomes	Programme Outcomes (Pos)									
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3									
CO2		3	2							
CO3		3		2						
CO4			3							
CO5					3					
CO6							2			
CO7						2				

### Justification for the mapping

#### **PO1 Comprehensive Knowledge and Understanding:**

CO1 The students get familiar with the major movements and figures of American Literature and thus, get comprehensive knowledge and understanding.

#### **PO2 Application of knowledge and skills:**

CO2 The students develop the literary sensibility and emotional response to the American literary texts and they learn to appreciate the literary texts and thus, have application of knowledge and skills.

CO3 The students are exposed to the artistic and innovative use of language, and they try to write the creative language and thus, have application of knowledge and skills.

#### **PO3 Constitutional, humanistic, ethical, and moral values:**

CO2 The students develop the literary sensibility and emotional response to the American literary texts and they learn to appreciate the literary texts and thus, have acquire constitutional, humanistic, ethical and moral values.

CO4 The values and human concern are instilled in students through exposure to literary texts and thus, have acquire constitutional, humanistic, ethical and moral values.

**PO4 Employability and job-ready skills, and entrepreneurship skills:**

CO3 The students are exposed to the artistic and innovative use of language, and they try to write the creative language and thus, become employable and job-ready with entrepreneurship skills.

**PO5 Autonomy, Responsibility, and Accountability:**

CO5 The students become competent in literary and linguistic skills and thus, acquire autonomy, responsibility, and accountability.

**PO6 Research Skills:**

CO7 Students develop research skills in students by exposure to world class American literature.

**PO7 Critical and Creative Thinking:**

CO6 Students develop critical thinking in students through world class literature.

**References:**

**Primary sources**

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### B) AUTHORS

#### 1) Columbus

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## 6) James Fenimore Cooper

Bergmann, Frank. "The Meanings of Indians and Their Land in Cooper's *The Last of the Mohicans*". In: Frank Bergmann (ed.): *Upstate Literature: Essays in Memory of Thomas F. O'Donnell*. Syracuse University Press, 1985, 117–128

Craig White. *Student Companion to James Fenimore Cooper*. Greenwood Publishing, 2006, pp. 101–124

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**SYLLABUS (CBCS as per NEP2020)for M.A. Part II, Semester-III  
(w. e. from June 2024)**

<b>Name of the Programme</b>	: M.A. English
<b>Program Code</b>	: ENG-611-MJE (B)
<b>Class</b>	: M.A. II
<b>Semester</b>	: III
<b>Course Type</b>	: Major (Elective)
<b>Course Name</b>	: World Literature - I
<b>Course Code</b>	: ENG-611-MJM (B)
<b>No. of Lectures</b>	: 60
<b>No. of Credits</b>	: 04

**A) Learning Objectives:**

- 1) To introduce to students to major movements of World Literature through the study Of selected literary texts.
- 2) To create literary sensibility and emotional response to the world literary texts and implant sense of appreciation of literary texts
- 3) To expose students to the artistic and innovative use of language employed by the European writers
- 4) To instill values and develop human concern in students through exposure to literary texts
- 5) To enhance literary and linguistic competence of students.
- 6) To develop critical thinking in students through world class literature.
- 7) To develop research skills in students by exposure to world class world literature.

**Learning Outcomes:**

1. The students get familiar with the major movements and figures of American Literature.
2. The students develop the literary sensibility and emotional response to the American literary texts and they learn to appreciate the literary texts.
3. The students are exposed to the artistic and innovative use of language, and they try to write the creative language.
4. The values and human concern are instilled in students through exposure to literary texts.

5. The students become competent in literary and linguistic skills.
6. Students develop critical thinking in students through world class literature.
7. Students develop research skills in students by exposure to world class American literature.

### **Course Content:**

**Unit -I:** Drama: Sophocles: Electra (15 lectures)

**Unit-II:** Poetry: (15 lectures)

Geoffrey Chaucer- “The Canterbury Tales: General Prologue”

Aleksandr Pushkin- “To a Poet”

Lucy Maud Montgomer-“Come, Rest Awhile”

Gabriela Mistral- “Song of death” Doris Lessing- i) “Fable”, ii) “Dark Girl’s Song”

Margaret Atwood- “Marrying the Hangman”, “A Sad Child”

**Unit-III:** Fiction: Nadine Gordimer- My Son’s Story (15 lectures)

**Unit-IV:** Biography: Anne Frank- The Diary of a Young Girl (15 lectures)

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## Mapping of Programme Outcomes with Course Outcomes

Class: M.A. II(SEMII)

Subject: English

Course: World Literature - I

Course Code: ENG-611-MJM (B)

Weightage: 1=weak or low relation, 2=moderate or partial relation, 3=strong or direct relation

Course Outcomes	Programme Outcomes (Pos)									
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3									
CO2		3	2							
CO3		3		2						
CO4			3							
CO5					3					
CO6							2			
CO7						2				

### Justification for the mapping

#### **PO1 Comprehensive Knowledge and Understanding:**

CO1 The students get familiar with the major movements and figures of American Literature and thus, get comprehensive knowledge and understanding.

#### **PO2 Application of knowledge and skills:**

CO2 The students develop the literary sensibility and emotional response to the American literary texts and they learn to appreciate the literary texts and thus, have application of knowledge and skills.

CO3 The students are exposed to the artistic and innovative use of language, and they try to write the creative language and thus, have application of knowledge and skills.

#### **PO3 Constitutional, humanistic, ethical, and moral values:**

CO2 The students develop the literary sensibility and emotional response to the American literary texts and they learn to appreciate the literary texts and thus, have acquire constitutional, humanistic, ethical and moral values.

CO4 The values and human concern are instilled in students through exposure to literary texts and thus, have acquire constitutional, humanistic, ethical and moral values.

**PO4 Employability and job-ready skills, and entrepreneurship skills:**

CO3 The students are exposed to the artistic and innovative use of language, and they try to write the creative language and thus, become employable and job-ready with entrepreneurship skills.

**PO5 Autonomy, Responsibility, and Accountability:**

CO5 The students become competent in literary and linguistic skills and thus, acquire autonomy, responsibility, and accountability.

**PO6 Research Skills:**

CO7 Students develop research skills in students by exposure to world class American literature.

**PO7 Critical and Creative Thinking:**

CO6 Students develop critical thinking in students through world class literature.

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