

**Semester II**  
**CORE COURSE-IV**

**Course Title: Post Colonial Literature**

**Course Code: MENG1C004T**

**Credits: 04**

**Maximum Marks: 100**

**Course Objective:** The course is designed to acquaint the students with the development of Postcolonial Literature from the social, historical and literary perspectives and to introduce the key issues that lie at the heart of Postcolonialism such as: Colonial/Postcolonial, De-colonization, Enlightenment, Eurocentrism, Identity Politics, Region, Race, Gender, Hybridity, Alterity/Otherness, Ambivalence, Culture/Acculturation, Mimicry, Double consciousness, Appropriation/Catachresis, Binarism/Manicheanism, Contact Zone/Transculturation, Contrapuntal Reading, Essentialism/Strategic Essentialism, Globalization/Glocalization, Nation, Negritude, Neo-colonialism/neo-liberalism, World system theory of Immanuel Wallerstein.

**Course Learning Outcomes (CLOs):** The Learners will

1. be introduced to Literatures from colonised cultures.
2. understand the origins and meaning of the history of colonialism and postcolonialism
3. comprehend the impact of colonial imperialism on the colonized world.
4. develop an understanding of the major debates in

postcolonial writing, theory and criticism related to self-representation and resistance, postcolonial activism and theories of language and nationalism in the formerly colonized societies raised in these literatures.

5. develop critical skills to engage with the issues raised in postcolonial writings

### Course Contents:

#### UNIT I

Bill Ashcroft, Gareth Griffiths and Helen Tiffin's "General Introduction" in The Post-Colonial Studies

✓ Ngugi wa Thiong'o, 'The Language of African Literature', in Decolonising the Mind

✓ Gayatri Spivak- "Can the Subaltern Speak"

#### UNIT II

✓ Rudyard Kipling: "White Man's Burden"

✓ Derek Walcott: "A Far Cry from Africa"

Judith Wright: "Nigger's Leap, New England"

#### UNIT III

Chinua Achebe: *Things Fall Apart*

#### UNIT IV

Salman Rushdie *Midnight's Children*

#### Unit V

Maria Campbell: *Half Breed*

***Semester-II***  
**CORE COURSE-V**

**Course Title: Literary Criticism**

**Course Code: MENG1C005T**

**Credit: 04**

**Maximum Marks: 100**

**Course Objective:** The course will acquaint the students with the genealogies of literary criticism issuing from Western classical to Formalistic to the Indian classical critical tradition. With the stress on philosophical underpinnings, the students will be introduced to rich critical taxonomical frames of Mimetic, Expressive and Formalistic approaches ranging from Poetics, Socratic Dialogue, City-state, Justice, Tragedy, Epic, Comedy, Telos, Return to Nature, Fancy, Imagination, Impersonality in Art, Defamiliarisation to the classical Indian reception aesthetics.



**Course Learning Outcomes (CLOs):** The learners will:

1. be able to trace the evolution of Western Literary Criticism from Classical to Modern
2. be able to understand the social and cultural background and setting of the given text/s
3. be able to identify major critical approaches and taxonomical frames of approaching literary text/s
4. be able to construe similarities and differences between major critical approaches and outlook.
5. be able to critically interpret text/s from multiple and competing grounds

**Course Contents:**

**UNIT I (Classical)**

Aristotle: *Poetics* (Chapter I –XVII)

Longinus: "On the Sublime"

**UNIT II (Renaissance to Neoclassical)**

Philip Sydney: "The Defence of Poesy"

Samuel Johnson: "Preface to Shakespeare"

**UNIT III (Romantic to the Victorian)**

W. Wordsworth: "Preface" to *Lyrical Ballads*

S.T.Coleridge: *Biographia Literaria* (Chapters XIV)

Matthew Arnold: "The Function of Criticism at the Present Times"

#### **UNIT IV: (Formalism)**

T.S. Eliot: "Tradition and the Individual Talent"

Victor Shklovsky: "Art as Technique"

#### **UNIT V (New Criticism)**

Cleanth Brooks "Irony as a Principle of Structure"

JC Ransom "Criticism Inc."

***Semester -II***  
**CORE COURSE-VI**

**Course Title - Post- Colonial Indian Writings in English**

**Course Code: MENG1C006T**

**Credits: 04**

**Total Marks:100**

**Course Objective:** The course shall deal exclusively with seminal works written in English by Indian writers in postcolonial India. Though the focus of this course paper is on the representative texts of the above mentioned age, the idea is to help the students develop understanding of perception into the diverse aspects of Indian writings in English develop critical understanding of Indian writings in English. The students will be introduce to the key concepts & terms of

*IWE: Twice born Fiction, Indian Sensibility, Chutnefication of language, Writing back, Decolonisation, Partition Literature, Indian Myths and literature, Hinglish, Imitative, Creative, Elitist/Parochial.*

**Course Learning Outcomes (CLOs):** The learners will be able to:

1. trace the evolution of Indian English Literature since independence.
2. understand the historical, political, social and cultural background and setting of the texts prescribed for study.
3. apply post-colonization /decolonization, progressive, partition, communal, feminist, social and cultural approaches to the texts.
4. analyse the trends and changes as reflected in the post-independence Indian writings in English.
5. critically evaluate the various concerns and issues expressed in post-colonial Indian writings in English

### **Course Contents:**

#### **UNIT I**

Salman Rushdie: "Commonwealth Literature Does Not Exist"

#### **UNIT II**

Nissim Ezekiel: "Poet, Lover, Birdwatcher Dom Moraes: "Future plans" Eunice De Souza: "Forgive Me, My Mother



### UNIT III

Kamla Markandya *Nectar in a Sieve*

### UNIT IV

Girish Karnad *Tughlaq*

### UNIT V

Khushwant Singh: *Train to Pakistan*

### Recommended Reading

Souza, Eunice de. *Nine Indian Women Poets: An Anthology*, New Delhi. Oxford. Ed 1997.

Deshpande Gauri, *Between Births*, Calcutta Writers Workshop:1968.

L.H. Amiga. *Indo- English Poetry*. Jaipur Surbahi Publications. 2000.

Rashmi Bajaj, *Women Indo Anglian Poets: A critique*. New Delhi. Asian Publications 1996.

Dattani, Mahesh, "Collected Plays," Penguin Books, New Delhi, 2000.

Paranjape, Makarand. *Selections from Indian Poetry in English*. (ed), Macmillan,1993.

Mehotra, Arvind Krishna. *Oxford Anthology of 12 Modern Indian Poets*. (ed ). (Oxford UP 1992).

Meenakshi Mukerjee, "*The twice Born Fiction- Themes and Techniques of the Indian Novel in English*, Waffle of the Toffs. (Heinemann, 1971)



**Semester -II**  
**OPEN ELECTIVE-IV**

**Course Title – Eco-Literature**

**Course Code: MENG2O005T**

**Credits: 04**

**Maximum Marks: 100**

**Course Objective:** The course shall deal exclusively with seminal works that deal with environmental concerns. Though the focus of this course paper is on the representative texts of which trace the connection between literature and environment, the idea is to help the students develop eco-consciousness and be acquainted with key concepts related to ecoliterature. Nature to culture, ecocritic, ecology, green studies, pathetic fallacy, biocentric model, caretaking model, animal studies, cultural ecology, ecolinguistics, ecosophy, ethnobiology, anthropocentrism, ecocentrism, eco-poetics.

**Course Learning Outcomes (CLOs):** The learners will be able to:

1. Understand and interpret the environmental issues through literary narratives.
2. Illustrate and apply various eco-critical perspectives as an important field of study in the World.
3. Investigate and explain the environmental crises as portrayed in different texts of the contemporary times.
4. Evaluate and construct interdisciplinary exploration of literature and environment.

## Course Contents

### UNIT I: Introduction

✓ Richard Kerridge "Environmentalism and Eco Criticism"  
from *Modern Literary*

*Theory*, ed. Patrica Waugh. Oxford University Press, 2006.

Cheryll Glotfeity "Literary Studies in an Age of  
Environmental Crises" (From -Ecocritical Reader)

### UNIT-II

AK Ramanujan : "Snakes" ; Keki N. Daruwall : A Boat  
Ride along the Ganga"

✓ Tagore "The Tame Bird Was In A Cage"; Toru Dutt "The  
Great Tree, Our Casurina"

### UNIT III

Sarah Joseph *Gift in Green*

### UNIT IV

Cormac McCarthy *The Road*

### UNIT V

Amitav Ghosh *The Great Derangement* (Abstract)

### Recommended Reading

Ghosh, Amitav. "The Great Derangement" Allen Lane, USA.  
2007

Shiva, Vandana. Meis, Maria. *Ecofeminism*. Zed Books;  
Edition, New (2014)

***Semester III***  
**OPEN ELECTIVE-VI**

**Course Title: Women's Writings Across Cultures**

**Course Code: MENG20001T**

**Credits: 04**

**Maximum Marks 100**

**Course Objective:** The main objective of this course is to examine gender as a social and cultural construct and the relationship between power and gender. Women Studies Programmes are involved in social justice and the curricula is embedded with theory and activism in texts. This course is designed to explore the intersectionality of gender, race, sexuality, class, identity and societal norm through a feminist lens as well as stimulate discussion on issues of cultural constructs on femininity and masculinity.

*Key concepts: Personal is Political, Sex/ Gender, Patriarchy/ Matriarchy, Second Sex/ the Other, Subject/Object,*



Consciousness raising, Female bonding/ Sisterhood, Matrilineage, Antilove, Gynocentric/Androcentric, Gynesis, Sexism/Racism, Woman as Womb/Body, Complicity, Ecriture Feminine, Androgyny, A Room of One's Own, The Angel of the House

**Course Learning Outcomes (CLOs):** The learners will:

1. Understand the Concept and Scope of Women's Writing Across Cultures
2. Describe the representation of socio-political and cultural significance of women writing across cultures
3. Understand the key concepts and debates in women writing, theory and criticism related to these literatures: self-representation and resistance, activism and theories of language and representation
4. Critically examine the contribution of the writers
5. Critically engage with and evaluate the issues and various themes in select women's writings

**Course Contents:**

### UNIT I

- ✓ (a) Elaine Showalter: "Towards a Feminist Poetics".
- ✓ (b) Helene Cixous: "The Laugh of the Medusa"
- ✓ (c) Bell Hooks: "Race and Gender" from *Feminism is for Everybody*. bell hooks, *Passionate*
- (d) Jasbir Jain: "Working through Space: Patriarchy and Resistance"



## UNIT II

✓ Anne Frank: *The Diary of a Young Girl*

## UNIT III

- (a) Imtiaz Dharkar: "Purdah 1", "Battle-line" (from *Women Poets* ed. Eunice de Souza)
- (b) Hira Bansode: "When There is a Tremendous Explosion of Poetry" (tr. by Christian Novetzke with Philip Engblom and Christopher Connelly)
- (c) Mahasweta Devi: "Draupadi" (tr. By Gayatri Chakravarty Spivak)

## UNIT IV

Manjula Padmanabhan: *Lights out*

## UNIT V

Toni Morrison: *Sula*

### Recommended Readings:

Butler, Judith. *Gender Trouble* (1990)

De Beauvoir, Simone. *The Second Sex* (1949)

Eagleton, Mary. (ed). *Feminist Literary Criticism*.

Ellen Moers: *Literary Women*, 1976.

Freidan, Betty. *The Feminine Mystique* (1963)

Garnider, Judith Kegan, Ed. *Masculinity Studies and Feminist Theory: New Directions* (Columbia University Press, 2000)

## **VALUE ADDED COURSE**

**Course Title: Introduction to English literature**

**Course Code: MENG2O007T**

**Credits: 02**

**Maximum Marks: 50**

**Course Introduction:** The course is intended to familiarise the students with the history of English literature. The course with three modules, encompasses the history of the discipline, a critical overview of English literature, and the social history of England in order to provide fundamental ideas about the discipline. It also includes historical perspectives on British literature. The course would orient students to the critical approaches of the discipline. However, the students would benefit from the course with new perspectives on English literature.

After completing this course successfully, the students will be able to:

CLO1 Demonstrate comprehensive knowledge of English literature and historical perspectives on British literature.

CLO2 Compare different ages and understand different genres.

CLO 3 Explain 'English literature' as a method of study and literary genres as content in their cultural and linguistic diversity.

CLO 4 Demonstrate the knowledge that English literature is a distinct study of English literature with mutual influences crossing all types of boundaries.

CLO 5 Apply required literary tools to understand and appreciate texts for literary study.

### UNIT I

Introduction-The meaning of literature

Qualities of literature, Tests of literature, The object of studying literature Importance of literature, and Summary of the subject

### UNIT II

The Anglo- Saxon or Old-English period (450-1050)

First Poetry "Beowulf", "Widsith"

The Anglo-Norman Period

The Normans. The Conquest. Literary Ideals of the Normans

Geoffrey of Monmouth



### UNIT III

The Age of Chaucer

History of Period, Five Writers of the age.  
Chaucer, Langland, "Piers Plowman". John Wyclif, John  
Mandeville

The Revival of Learning ✓

*Political changes. Literature of the Revival. Wyatt and  
Surrey. Malory's "Morete d' Arthur"*

### UNIT IV

A brief introduction of Age of Elizabeth, Puritan age,  
Period of Restoration, and Eighteenth Century.

### UNIT V

A brief introduction of Age of Romanticism, Victorian  
age, and Twentieth Century literature

#### Reference books:

1. J. Long William, *English literature. It's History and it's Significance for the Life of The English-Speaking World*, New Delhi, AITBS Publishers, 2018.
2. David Daiches, *A Critical History of English literature, Volume I and II*, New Delhi, Supernova Publishers, 2019.
3. Sampson George, *The Concise Cambridge History of English literature*, New Delhi Cambridge University press, 2011.