

Mahatma Gandhi University

Purba Medinipur, WB



Curriculum and Credit Framework

Master of Arts in English

(For One Year Postgraduate Programme)
According to NEP 2020

Course Syllabi

One-Year Programme w.e.f. Academic Session 2027-28 onwards

1 Year Postgraduate Programme
Semester Wise Syllabus Distribution as Per NEP 2020
Proposed Curriculum and Credit Framework

1st Year of PG Curricular Structure for 1 Year Postgraduate Programme (Structure I: Course work) Semester I				
Course Type	Course Code	Course	Credit	Marks
Major	PG1ENGL3011	Literary Theory I	4	50
Major	PG1ENGL3012	European Classics in Translation	4	50
Major	PG1ENGL3013	A- Indian English Literature (Post-Independence) B – American Literature	4	50
Major	PG1ENGL3014	A – Literatures of the Indian Diaspora B – World Literature	4	50
Major	PG1ENGL3015	Research Methodology	4	50
VAC	PG1ENGLVAC3041	Indian Knowledge System	2	25
<i>Compulsory</i>	<i>Non-credit course</i>	Gandhian Studies		
Total Credits			22	275

Semester II				
Course Type	Course Code	Course	Credit	Marks
Major	PG1ENGL4011	Colonial and Postcolonial Literature	4	50
Major	PG1ENGL4012	Literature and Environment	4	50
Major	PG1ENGL4013	A – African and Caribbean Literature B – Australian and Canadian Literature	4	50
Major	PG1ENGL4014	A – Gender Studies B – Dalit and Tribal Studies	4	50
Major	PG1ENGL4015	Dissertation & Field Trip	4	50
SEC	PG1ENGLSEC4051	Community Engagement	2	25
Total Credits			22	275

Structure II: Coursework & Research Semester I				
Course Type	Course Code	Course	Credit	Marks
Major	PG2ENGL3011	Literary Theory I	4	50
Major	PG2ENGL3012	European Classics in Translation	4	50
Major	PG2ENGL3013	A- Indian English Literature (Post-Independence) B – American Literature	4	50
Major	PG2ENGL3014	A – Literatures of the Indian Diaspora B – World Literature	4	50
Major	PG2ENGL3015	Research Methodology	4	50
VAC	PG2ENGLVAC3041	Indian Knowledge System	2	25
<i>Compulsory</i>	<i>Non-credit Course</i>	Gandhian Studies		
	Total Credits		22	275

Semester II				
Course Type	Course Code	Course	Credit	Marks
Dissertation	PG2ENGL4031	Dissertation + Techniques of Research Writing (20 Credits) [Dissertation-(18 Credits) + Techniques of Research Writing-(2 Credits) *What is Research? *Objectives of Research *Hypothesis *Research Question Formation *Primary Data and Secondary Data Collection *Research Ethics and Plagiarism *Selection of Research Topic *Chapter-Division *Citation and Bibliography Management Tools]	20	250
SEC	PG1ENGL4051	Community Engagement	2	25
	Total Credits		22	275

Structure III: Research Semester I				
Course Type	Course Code	Course	Credit	Marks
Research Thesis	PG1ENGL3031	Research Thesis/Project [20 Credits] Preparation of Research Thesis/Project-(12 Credits) *Finding a Research Topic *Develop a Proposal *Choosing Methods *Planning of Data collection *Analyzing Data +	12	150
		Tools for Research- *Online Databases and Archives analysis *Literary Analysis Tools *Seminar Presentation + Viva- voice: [8 Credits]	8	100
VAC	PG1ENGLVAC3041	Indian Knowledge System	2	25
<i>Compulsory</i>	<i>Non-credit Course</i>	Gandhian Studies		
Total Credits			22	275

Semester II				
Course Type	Course Code	Course	Credit	Marks
Research Thesis	PG2ENGL4031	Research Thesis/Project [20 Credits] Research Thesis/Project + Techniques of Research Writing (12 Credits) *What is Research? *Objectives of Research *Hypothesis *Research Question Formation *Primary Data and Secondary Data Collection *Research Ethics and Plagiarism *Selection of Research Topic *Chapter-Division *Citation and Bibliography Management Tools] *Seminar Presentation + Viva- voice [8 Credits]	12	150
			8	100
SEC	PG1ENGLSEC4051	Community Engagement	2	25
Total Credits			22	275

Preamble

The National Education Policy (NEP) 2020 by the Government of India recognised that higher education plays a vital role in promoting human as well as societal well-being and in developing India as perceived in its Constitution - a democratic, just, socially conscious, cultured, and humane nation upholding liberty, equality, fraternity, and justice for the citizens of India. It nurtures a vision to enable an individual to study one or more specialised areas of interest at a deep level, and also develop capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects.

The present syllabus is therefore prepared according to the suggestions, guidelines, and frameworks of NEP 2020, replacing the existing Choice Based Credit System (CBCS) Syllabus. The vision of this syllabus is to encourage the pupils to think independently, understand the text in the larger contexts of society and history, facilitate multidisciplinary and interdisciplinary learnings, enhance linguistic and communicative abilities, and equip the students for future employments with curricula that are oriented to develop skills.

Programme Outcomes (POs)

Helps the students gain an understanding of the evolution of language and culture implicit within the study of literature.

Imparts a holistic notion of social responsibility and well-being.

Improves the critical thinking abilities of the students.

Equips the students for competitive exams pertaining to professional courses and services.

Helps the students in learning skills for effective writing.

Introduces works written by and about Dalit and Tribal communities and imparts knowledge in the domain of alternative aesthetics.

Provides hands-on experience to students on ethnographic research, field survey and questionnaire/preparation.

(Structure I: Coursework)
(Semester I)

Major	PG1ENGL3011	Literary Theory I
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Course-Level Learning Outcomes:

Students pursuing this course will be able to:

- ** Demonstrate an in-depth understanding of the major concepts, debates, and critical approaches of Marxist, Psychoanalytic, Postmodern, and Poststructuralist literary theories.
- ** Apply diverse conceptual models to critically analyse literary and cultural texts, recognising the relationship between language, ideology, history, identity, and representation.
- ** Evaluate the contributions, intersections, and limitations of major twentieth-century literary theories in developing contemporary literary criticism and cultural studies.
- ** Develop coherent, research-oriented arguments by using appropriate theoretical perspectives in the interpretation of literary and cultural texts.

Unit – I: Marxist Literary Theory:

Any **two** of the following:

- a) Mikhail Bakhtin: *Rabelais and His World* (1965)
- b) Roman Jakobson: "The Metaphoric and Metonymic Poles" (1956) / Saussure: *Course in General Linguistics* (1916)
- c) Raymond Williams: *Culture and Society* (1958) / Walter Benjamin: *The Work of Art in the Age of Mechanical Reproduction* (1935)

Unit – II: Psycho-analysis and Reader-Response Theory:

Any two of the following:

- a) Sigmund Freud: "Three Essays on the Theory of Sexuality" (1905) (selections) or *Civilization and Its Discontents* (1930) / Ernest Jones: *Hamlet and Oedipus* (1949)
- b) Roland Barthes: "The Death of the Author" (1967) / Jacques Derrida: "Structure, Sign, and Play in the Discourse of the Human Sciences" (1967)
- c) Stanley Fish: "Is There a Text in This Class?" (1980) / Wolfgang Iser: *The Act of Reading: A Theory of Aesthetic Response* (1978)

Unit – III: Post-Marxism and Post-Modernism:

Any two of the following:

- a) Jean-François Lyotard: *The Postmodern Condition: A Report on Knowledge*
- b) Jean Baudrillard: *Simulacra and Simulation*
- c) Louis Althusser: *Ideology and Ideological State Apparatuses* / Michel Foucault: *The Archaeology of Knowledge*

Unit IV: New Historicism and Cultural Materialism

Any two of the following:

- a) Stephen Greenblatt: "Circulation of Social Energy"
- b) Alan Sinfield: *Faultlines: Cultural Materialism and the Politics of Dissident Reading* (selections)
- c) Jonathan Dollimore: "Political Shakespeare: Essays in Cultural Materialism" (selections)

Suggested Readings

Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. 4th ed., Manchester University Press, 2017.

Culler, Jonathan. *Literary Theory: A Very Short Introduction*. Oxford University Press, 2011.

Eagleton, Terry. *Literary Theory: An Introduction*. 2nd ed., Blackwell, 1996.

Hooks, bell. *Feminist Theory: From Margin to Center*. 3rd ed., Routledge, 2015.

Rivkin, Julie, and Michael Ryan, eds. *Literary Theory: An Anthology*. 3rd ed., Wiley-Blackwell, 2017.

Storey, John. *Cultural Theory and Popular Culture: An Introduction*. 9th ed., Routledge, 2021.

Williams, Raymond. *Marxism and Literature*. Oxford University Press, 1977.

Major	PGIENGL3012	European Classics in Translation
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Course Level Learning Outcomes

Historically situate classical and modern European, i.e., Greek and Latin literary cultures and their socio political-cultural contexts

To engage with classical to modern literary traditions of Europe from the beginning till the twentieth century

To grasp the evolution of the concept of classic and classical in the European literary thinking and its reception over a period of time

To appreciate literature of Europe and pursue their interests in it examine different ways of reading and using literary texts across a wide range of classical authors, genres and periods with comparative perspectives

Unit 1: Classical Drama

Any two of the following

- (a) Sophocles: *Antigone*
- (b) Aristophanes: *The Frogs*
- (c) Euripides: *Medea*
- (d) Plautus: *The Pot of Gold*

Unit II: Modern Fiction

Any two of the following

- (a) Albert Camus: *The Outsider*
- (b) Gustave Flaubert: *Madame Bovary*
- (c) Franz Kafka: *Metamorphosis*
- (d) Fyodor Dostoevsky: *The Brothers Karamazov*

Unit 3: Modern Poetry and Drama:

Any two of the following

- (a) Charles Baudelaire: Selections from *The Flowers of Evil* (Translated by Roy Campbell)
- (b) Herman Hesse: Selections from *Poems* (Translated by James Wright)
- (c) Anton Chekov: *The Cherry Orchard* (Translated by Julius West)
- (d) Luigi Pirandello: *Six Characters in Search of an Author* (Translated by Edward Storer)

Suggested Readings:

Jebb, Richard Claverhouse. *Sophocles the Plays and Fragments With Critical Notes, Commentary, and Translation in English Prose*. Legare Street Press, 2023.

Dunbar, Henry. *A Complete Concordance To The Comedies And Fragments Of Aristophanes*. Alpha Edition, 2020.

H.D.F. Kitto. *The Greeks*. Penguin rev. ed.

R.M. Ogilvy. *Roman Literature and Society*. Penguin, 1981.

Paul Harvey. *The Oxford Companion to Classical Literature*. OUP rev ed.

Erich Segal ed. *Oxford Readings in Greek Tragedy*. OUP, 1983.

Stephen Harrison ed. *A Companion to Latin Literature*. Blackwell, 2004.

Innes, Christopher, and Frederick J. Marker, eds. *Modernism in European Drama*. U of Toronto P, 1998.

Lewis, Pericles, ed. *The Cambridge Companion to European Modernism*. Cambridge UP, 2011.

Travers, Martin. *An Introduction to Modern European Literature: From Romanticism to Postmodernism*. Springer, 1997.

Bradbury, Malcolm, and James McFarlane, eds. *Modernism: A Guide to European Literature 1890 1930*. Penguin, 1978.

Major	PGIENGL3013	A- Indian English Literature [Post-Independence]
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Course-Level Learning Outcomes:

Students pursuing this course will be able to:

- ** Demonstrate comprehensive understanding of major developments, trends, and thematic concerns in Indian English literature during the post-Independence period.
- ** Analyse selected works of poetry, drama, and fiction with attention to their aesthetic features and representations of identity, gender, caste, class, nation, history, and social change.
- ** Evaluate diverse literary responses to postcoloniality, cultural plurality, marginality, modernity, and the evolving socio-political realities of independent India.
- ** Develop independent, critically informed interpretations of Indian English literary texts by situating them within historical, cultural, and contemporary contexts.

Unit I: Indian Poetry

Any two of the following:

- a) Nissim Ezekiel: “The Unfinished Man”/ “Hymns in Darkness” or Jayanta Mahapatra: “Evening Landscape by the River”, “Dawn at Puri”
- b) A.K.Ramanujan: “Love Poem for a Wife” or Kamala Das: “The Dance of the Eunuchs”/ “The Looking Glass”
- c) Keki N Daruwalla: “Apparition in April”/ “The Scarecrow and the Ghost” or Meena Alexander: “Lost Language”

Unit II: Indian Drama

Any two of the following:

- a) Girish karnad: *Tughlaq*/ Vijay tendulkar: *Silence! The Court Is In Session*
- b) Badal Sircar: *Evam Indrajit*/ Mahesh Dattani: *Dance Like a Man*
- c) Manjula Padmanabhan: *Harvest*/ Mahasweta Devi: *Mother of 1084*

Unit III: Indian Novel

Any two of the following:

- a) Anita Desai: *Cry, the Peacock*/ Nayantara Sahgal: *Rich Like Us*
- b) Shashi Deshpande: *That Long Silence*/ Amitav Ghosh: *The Glass Palace*
- c) Rohinton Mistry: *A Fine Balance*/ Arvind Adiga: *The White Tiger*

Suggested Readings

Iyengar, K. R. Srinivasa. *Indian Writing in English*. Sterling Publishers, 1984.

Naik, M. K. *A History of Indian English Literature*. Sahitya Akademi, 1982.

Mehrotra, Arvind Krishna, ed. *An Illustrated History of Indian Literature in English*. Orient Blackswan, 2003.

King, Bruce. *Modern Indian Poetry in English*. 2nd ed., Oxford University Press, 2005.

Nair, Ramachandran, K. *Contemporary Indian Literature in English*. Macmillan India, 1992.

Walsh, William. *Indian Literature in English*. Longman, 1990.

Major	PGIENGL3013	B- American Literature
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Course-Level Learning Outcomes:

Students pursuing this course will be able to:

- * Demonstrate a comprehensive understanding of the major periods, movements, and genres of American literature from the nineteenth century to the contemporary period.
- * Analyze the works of major American writers in relation to their historical, cultural, political, and philosophical contexts, including Transcendentalism, Puritanism, Modernism, the Harlem Renaissance, and Postmodernism.
- * Interpret American poetry, fiction, drama, and non-fiction using appropriate literary concepts, close reading, and critical approaches.
- * Demonstrate an appreciation of the contribution of American literature to world literature and its continuing relevance to contemporary social and cultural issues.

Unit I: Non-Fiction and Fiction

Any two of the following:

- a] Ralph Waldo Emerson: "The American Scholar"/ Maya Angelou:
- b] Nathaniel Hawthorne: *The Scarlet Letter*/ Herman Melville: *Moby Dick*
- c] F. Scott Fitzgerald: *The Great Gatsby*/ Alice Walker: *Color Purple*

Unit II: Poetry

Any two of the following:

- a) Walt Whitman: *Leaves of Grass* (Selections) “I Hear America Singing”, “Beat! Beat! Drums!”
- b) Robert Frost: “After Apple-Picking”, “The Need of Being Versed in Country Things”
- c) Langston Hughes: “The Negro Speaks of Rivers”, “Daybreak in Alabama”/ Sylvia Plath: “Daddy”, “Epitaph for Fire and Flower”

Unit III: Play

Any two of the following:

- a) Eugene O’Neill: *Mourning Becomes Electra*
- b) Arthur Miller: *Death of a Salesman*
- c) Tennessee Williams: *A Streetcar Named Desire*/ Edward Albee: *Who's Afraid of Virginia Woolf?*

Suggested Readings:

Baym, Nina, editor. *The Norton Anthology of American Literature*. 10th ed., W. W. Norton, 2022.

Bloom, Harold, editor. *Bloom's Modern Critical Interpretations: A Streetcar Named Desire*. Chelsea House, 2008.

Bloom, Harold, editor. *Bloom's Modern Critical Interpretations: Moby-Dick*. Chelsea House, 2007.

Bloom, Harold, editor. *Bloom's Modern Critical Views: F. Scott Fitzgerald*. Chelsea House, 2006.

Bloom, Harold, editor. *Bloom's Modern Critical Views: Sylvia Plath*. Chelsea House, 2007.

Bogard, Travis. *Contour in Time: The Plays of Eugene O'Neill*. Oxford UP, 1972.

Bottoms, Stephen J., editor. *The Cambridge Companion to Edward Albee*. Cambridge UP, 2005.

Millington, Richard H., editor. *The Cambridge Companion to Nathaniel Hawthorne*. Cambridge UP, 2004.

Richardson, Robert D. *Emerson: The Mind on Fire*. U of California P, 1995.

Ruland, Richard, and Malcolm Bradbury. *From Puritanism to Postmodernism: A History of American Literature*. Penguin, 1992.

Whitsitt, Sam. *Mediating Race, Gender, and Genre: The Fiction of Alice Walker*. UP of Mississippi, 2000.

Major	PG1ENGL3014	A - Literatures of the Indian Diaspora
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Course-Level Learning Outcomes

Upon successful completion of this course, students will be able to:

- ** Demonstrate comprehensive understanding of the historical, cultural, and theoretical dimensions of the Indian diaspora, with particular attention to migration, displacement, identity, memory, and transnationalism.
- ** Analyse selected works of diasporic fiction, non-fiction, and poetry by examining representations of home, belonging, cultural hybridity, displacement, and the negotiation of multiple identities.
- ** Evaluate diverse literary and theoretical perspectives on diaspora and cultural identity, relating these perspectives to the historical experiences and contemporary realities of Indian diasporic communities.
- ** Develop independent, research-oriented interpretations of diasporic literary texts by applying relevant

critical frameworks and engaging with debates on migration, globalisation, multiculturalism, and transnational identity.

Unit I: Fiction

Any two of the following:

- a) Rohinton Mistry: *Such A Long Journey*
- b) Jhumpa Lahiri: *The Namesake*
- c) Bharati Mukherjee: *Jasmine*

Unit II: Non-Fiction

Any two of the following:

- a) Salman Rushdie: “Imaginary Homelands” (selections)
- b) Stuart Hall: “Cultural Identity and Diaspora”
- c) William Safran: “The Jewish Diaspora in a Comparative and Theoretical Perspective” (selections)

Unit III: Poetry

Any two of the following:

- a) Sujata Bhatt: “A Different History”, “Go to Ahmedabad”
- b) Agha Shahid Ali: “Postcard from Kashmir”, “The Country Without a Post Office”
- c) A.K.Ramanujan: “Second Sight” (selections)

Suggested Readings

Brah, Avtar. *Cartographies of Diaspora: Contesting Identities*. Routledge, 1996.

Clifford, James. *Routes: Travel and Translation in the Late Twentieth Century*. Harvard University Press, 1997.

Cohen, Robin. *Global Diasporas: An Introduction*. 2nd ed., Routledge, 2008.

Hall, Stuart. *Essential Essays. Vol. 1, Foundations of Cultural Studies*. Duke University Press, 2019.

Mishra, Vijay. *The Literature of the Indian Diaspora: Theorizing the Diasporic Imaginary*. Routledge, 2007.

Safran, William. “Diasporas in Modern Societies: Myths of Homeland and Return.” *Diaspora*, vol. 1, no. 1, 1991, pp. 83–99.

Rushdie, Salman. *Imaginary Homelands: Essays and Criticism 1981–1991*. Granta Books, 1991.

Gilroy, Paul. *The Black Atlantic: Modernity and Double Consciousness*. Harvard University Press, 1993.

Major	PG1ENGL3014	B – World Literature
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Course outcome:

The students will be able to:

- *Understand the concept of World Literature and examine Goethe’s idea of Weltliteratur in relation to the history, circulation, and cross-cultural transmission of literary ideas.
- *Develop comparative literary perspectives by studying major texts from Eastern and Western literary traditions and identifying their shared themes, narrative patterns, and cultural differences.
- *Analyse cultural transmission and literary exchange through epics, philosophical texts, poetry, and prose from India, China, Japan, Persia, Europe, and other cultural traditions.
- *Interpret classical and foundational texts critically, with attention to mythology, religion, philosophy, ethics, heroism, identity, conflict, and human values.
- *Recognise the relationship between literature and culture and understand how literary texts preserve, transform, and transmit cultural beliefs and traditions across geographical and historical boundaries.

Unit 1: Introductory Ideas and History

Any two of the following:

- (a) Goethe: “What is World Literature”; History and Cross-cultural Transmission of Ideas
- (b) The Valmiki Ramayana (Trans. Bibek Debroy: Penguin: Vol. I) [“Bala Kanda”]
- (c) The Epic of Gilgamesh (Trans. Andrew George: Penguin)

Unit 2: Cultural Transmission: The East

Any two of the following:

- (a) The Mahabharata (Trans. & Ed. J.A.B. Van Buitenen) [“The Temptation of Karna”] / The Upanishads (Trans. & Ed. Valerie J Roebuck: Penguin) [“Isa Upanishad” and “Katha Upanishad”]
- (b) Murasaki Shikibu: *The Tale of Genji* (Trans. Royall Tyler: Penguin Classics) / The Tale of the Heike (Trans. Royall Tyler: Penguin Classics)
- (c) Confucius: The Analects (Trans. D.C. Lau: Penguin Classics) / Selected Poetry of Rumi

(Trans. Coleman Barks: Penguin Classics)

Unit 3: Cultural Transmission: The West

Any two of the following:

- (a) Dante: *Inferno* (Trans. Mark Musa: Penguin Classics) / Homer: *Odyssey* (Book 5-12)
- (b) Voltaire: *Candide* (Penguin Classics) / Miguel de Cervantes, *Don Quixote*
- (c) Luis Vaz De Camoes: *The Lusiads: The Discovery of India* (Oxford World's Classics) /
The Song of Roland (Trans. & Ed. Glyn Burgess: Penguin Classics)

Suggested Readings:

Foster, Benjamin R, Translator and Editor. *The Epic of Gilgamesh: A Norton Critical Edition*. W. W. Norton, 2019.

Laxmiprasad, P. V. *The Literary World of Rumi: A Critical Appreciation*. Authorspress, 2026.

Linguet, Simon Nicolas Henri. *A Critical Analysis and Review, of All Mr. Voltaire's Works*. Hansebooks, 2017.

Gragnolati, Manuele, et al. *The Oxford Handbook of Dante*. Oxford UP, 2021.

Fowler, Robert, ed. *The Cambridge Companion to Homer*. Cambridge UP, 2004.

Close, Anthony, ed.. *A Companion to Don Quixote*. Boydell & Brewer, 2023.

Goldin, Paul R., ed. *A Concise Companion to Confucius*. John Wiley, 2017.

Major	PG1ENGL3015	Research Methodology
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Course-Level Learning Outcomes:

Students pursuing this course will be able to:

- ** Demonstrate comprehensive understanding of the fundamental principles, purposes, classifications, and processes involved in academic research.
- ** Formulate research problems, research questions, and proposals by identifying relevant research gaps through systematic reviews of existing scholarship.
- ** Apply appropriate research designs, methodologies, and qualitative or quantitative methods to collect, analyse, and interpret data.
- ** Develop ethically informed and methodologically sound research practices by recognizing issues related to bias, confidentiality, misuse of information, and plagiarism.

Unit I (Fundamentals of Research)

Any two of the following:

- a) Purpose of research, Classification of research
- b) Writing a research proposal and a research report
- c) Review of Literature, how to find research gaps and research questions
- d) Identifying variables, types of variables

Unit II (Research Design)

Any two of the following:

- a) Selecting a study design, difference between quantitative and qualitative research
- b) Data collection and methods of data collection
- c) Difference in the methods of data collection in quantitative and qualitative research
- d) Methods of data collection in qualitative research

Unit III (Ethics and Plagiarism)

Any two of the following:

- a) Ethics: The concepts
- b) Maintaining confidentiality; ethical issues to consider relating to the researcher avoiding bias
- c) Effect of inappropriate research methodology
- d) Misuse of Information and Plagiarism

Suggested Readings:

Kothari, C. R. *Research Methodology: Methods and Techniques*. 2nd ed., New Age International Publishers, 2004.

Kumar, Ranjit. *Research Methodology: A Step-by-Step Guide for Beginners*. 5th ed., SAGE Publications, 2019.

Creswell, John W., and J. David Creswell. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 5th ed., SAGE Publications, 2018.

MLA Handbook. 9th ed., Modern Language Association of America, 2021.

VAC	PG1ENGLVAC3041	Indian Knowledge System
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Course-Level Learning Outcome:

Upon completion of this course, students will be able to:

**** Recognise that Indian intellectual traditions provide profound and valuable approaches to**

textual analysis, cultural understanding, and interpretation of life.

**** Identify that the Indian Knowledge System (IKS) seeks to achieve holistic outcomes, including the cultivation of ethical values, cultural rootedness, sustainability, and global competencies.**

Unit I: Overview of IKS

Any *two* of the following:

a] Basic Introduction to Caturdaśa Vidyāsthāna-s:

Purāṇa, Nyāya, Mīmāṃsā, Dharmaśāstra, Six vedāṅga-s: (śikṣā, vyākaraṇa, nirukta, chanda, jyotiṣa, kalpa) and four Veda-s- Rgveda, Yajurveda, Sāmaveda and Atharvaveda.

b) Basic Introduction to Nāstika and Astika darśana-s:

Cārvāka, Jaina, Bauddha, Nyāya, Vaiśeṣika, Sāṃkhya, Yōga, Pūrvamīmāṃsā and Uttaramīmāṃsā.

c) Brief history of educational hubs such as:

Nālandā, Takṣaśilā, Vikramaśilā, Odantapurī, Kāncī, Nāgārjunakōṇḍā etc.

Unit II: Indian Poetics

Any *two* of the following:

a) Rasa and Alankar (Emotion and Ornamentation)

b) Dhvani and Vakrokti (Suggestion and Obliquity)

c) Riti and Auchitya (Style and Propriety)

Unit III: Ancient Indian Texts

Any *two* of the following:

a] Kalidasa: Meghduta (Trans. M.R.Kale, Motilal Banarsidass)

b) The Mahabharata (Trans. & Ed. J.A.B Van Buitenen) [“The Temptation of Karna”]/ The Valmiki Ramayana (Trans. Bibek Debroy: Penguin: Vol. 1) [“Bala kanda”]

c) C. Rajagopalachari: Bhagwata Geeta (A Handbook for Students) (Bharatiya Vidya Bhawan)/ The Upanishads (Trans. & Ed. Valerie J Roebuck: Penguin) [“Isa Upanishad” and “Katha Upanishad”]

Suggested Readings:

Banerjee, Moloy Kumar. *Six Systems of Indian Philosophy: Samkhya, Yoga, Nyaya,*

Vaisheshika, Mimamsa & Vedanta Explained for Modern Readers. Prabhat Prakashan, 2024.

Das, Anurodh. Vishwavidyalaya: *The Lost Knowledge of India.* Nation Press, 2024.

Ghosh, M. M. *A Treatise on Ancient Indian Dramaturgy and Histrionics: Natyasastram*

Ascribed to Bharata Muni. 2 vols., Chaukhambha, 2016.

Ghosh, Manmohan. Nandikeshwara's *Abhinaya Darpanam*. Revised and enlarged ed., Indian Mind, 2018.

Jaitely, B. R. *The Road to Takshashila*. CreateSpace Independent Publishing Platform, 2014.

Kautilya's *Arthashastra*. Translated by L. N. Rangarajan, Penguin Classics, 2000.

Mahulikar, Gauri. *Caturdaśa-vidyāsthānāni: A Primer on Indian Knowledge Systems*.

Chinmaya International Foundation, 2025.

Compulsory	Non-credit course	Gandhian Studies
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To be offered by the Department of History.

(Semester II)

Major	PG1ENGL4011	Colonial and Postcolonial Literature
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Course-Level Learning Outcomes

Upon successful completion of this course, students will be able to:

- ** Demonstrate advanced understanding of the historical, ideological, and cultural processes of colonialism and decolonisation, with particular emphasis on nationalism, cultural domination, and the formation of postcolonial identities.
- ** Critically analyse canonical and postcolonial literary and theoretical texts by examining the dynamics of power, representation, othering, language, resistance, hybridity, and cultural negotiation.
- ** Evaluate major postcolonial theoretical interventions by thinkers such as Fanon, Bhabha, Said, Ngũgĩ, and Ashcroft *et al.*, and connect their concepts to the literary and political contexts from which they arise.
- ** Synthesize theoretical and textual perspectives to formulate independent, research-oriented arguments regarding colonial discourse, cultural identity, nationalism, decolonisation, and the ongoing legacies of colonialism.

Unit I:

Any two of the following

- a) Tagore: *Nationalism* (Selections)

- b) Fanon: *Wretched of the Earth* (Selections)
- c) Ngugi: *Decolonizing the Mind* (Selections)

Unit II:

Any two of the following

- a) Bhabha: "The Other Question"
- b) Edward Said: *Orientalism*: 'Introduction'
- c) Ashcroft *et al.*: *The Empire Writes Back* (selections)

Unit III:

Any two of the following

- a) Forster: *A Passage to India*
- b) Soyinka: *Adaptation of the Bacchae*
- c) A. D. Hope: "Australia", "The Death of the Bird"

Suggested Readings:

Lazarus, Neil, editor. *The Cambridge Companion to Postcolonial Literary Studies*. Cambridge University Press, 2004.

Mongia, Padmini, editor. *Contemporary Postcolonial Theory: A Reader*. Arnold, 1996.

Thieme, John, editor. *The Arnold Anthology of Post-colonial Literatures in English*. Arnold, 1996.

Boehmer, Elleke. *Colonial and Postcolonial Literature: Migrant Metaphors*. Oxford University Press, 1995.

Ashcroft, Bill, et al. *Key Concepts in Postcolonial Studies*. Routledge, 1998.

Ashcroft, Bill, et al., editors. *The Postcolonial Studies Reader*. Routledge, 1995.

Toye, William, editor. *The Oxford Companion to Canadian Literature*. Oxford University Press, 2001.

Arnold, James. *A History of Literature in the Caribbean*. John Benjamins Publishing, 1994.

McLeod, John. *Beginning Postcolonialism*. Manchester University Press, 2000.

McLeod, John, editor. *The Routledge Companion to Postcolonial Studies*. Routledge, 2007.

Ahmad, Aijaz. *In Theory: Classes, Nations, Literatures*. Verso, 1994.

Soyinka, Wole. *Myth, Literature and the African World*. Cambridge University Press, 1976.

Major	PG1ENGL4012	Literature and Environment
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Course-Level Learning Outcome:

Students pursuing this course will be able to:

- * Demonstrate a critical understanding of the major concepts, debates, and theoretical bases of ecocriticism and environmental humanities through the study of key ecological texts and literary works.
- * Analyse selected poetry, fiction, and non-fiction by studying their representations of nature, ecological consciousness, environmental ethics, and the relationship between humans and the non-human world.
- * Evaluate varied literary and theoretical perspectives on environmental degradation, sustainability, conservation, and ecological justice within local and global contexts.
- * Develop research-oriented and interdisciplinary interpretations of environmental literary texts by applying ecocritical approaches to current environmental and cultural issues.

Unit I: Ecocriticism

Any *two* texts of the following:

- a) Ramachandra Guha: *Environmentalism: A Global History*
- b) Vandana Shiva: *Staying Alive*
- c) Cheryl Glotfelty and Harold Fromm: *The Ecocriticism Reader: Landmarks in Literary Ecology* (Introduction)

Unit II: Poetry

Any *two* texts of the following:

- a) Oodgeroo Noonuccal: “We Are Going” (selections)
- b) Jibanananda Das: “Rupashi Bangla” (selections)
- c) Gordon J.L.Ramel: “Daffodils No More”

Unit III: Fiction and Non-Fiction

Any *two* texts of the following:

- a) Ralph Waldo Emerson: "Nature" (selections)
- b) Bibhutibhusan Bandyopadhyay: *Of the Forest*
- c) Amitav Ghosh: *The Living Mountain*

Suggested Readings:

Buell, Lawrence. *The Future of Environmental Criticism: Environmental Crisis and Literary Imagination*. Blackwell Publishing, 2005.

Garrard, Greg. *Ecocriticism*. 2nd ed. Routledge, 2012.

Glotfelty, Cheryll, and Harold Fromm, eds. *The Ecocriticism Reader: Landmarks in Literary Ecology*. University of Georgia Press, 1996.

Guha, Ramachandra. *Environmentalism: A Global History*. 2nd ed. Oxford University Press, 2014.

Shiva, Vandana. *Staying Alive: Women, Ecology and Development*. Zed Books, 1988.

Major	PG1ENGL4013	A - African and Caribbean Literature
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Course-Level Learning Outcomes:

Students pursuing this course will be able to:

****Demonstrate a broad understanding of the historical, political, and cultural settings that have influenced African and Caribbean literatures, particularly the experiences of colonialism, decolonisation, and nation-building.**

**** Analyse selected works of African and Caribbean fiction, drama, and poetry by investigating their thematic issues, narrative strategies, aesthetic features, and representations of identity, race, culture, and resistance.**

**** Evaluate the literary responses to colonialism, diaspora, hybridity, memory, and cultural transformation, while recognising the plurality of voices and traditions within African and Caribbean literary canons.**

**** Develop critical and investigative interpretations through engaging with relevant postcolonial and interdisciplinary theoretical perspectives in the study of African and Caribbean literary texts.**

Unit – I: African Fiction

Any two of the following:

- a) Chinua Achebe: *Things Fall Apart*
- b) Doris Lessing: *The Grass Is Singing*

c) J. M. Coetzee: *Disgrace*

Unit – II: Caribbean Fiction

Any two of the following:

- a) V.S. Naipaul: *A House for Mr. Biswas*
- b) Jean Rhys: *Wide Sargasso Sea*
- c) George Lamming: *In the Castle of My Skin*

Unit – III: African/Caribbean Drama and Poetry

Any two of the following:

- a) Gabriel Okara; “The Call of the River Nun”, “Once Upon a Time”; Derek Walcott; “The Sea Is History”, “A Far Cry from Africa”
- b) Wole Soyinka: *A Dance of the Forests*
- c) Dennis Scott: *An Echo in the Bone*

Suggested Readings:

Ashcroft, Bill, Gareth Griffiths, and Helen Tiffin. *Key Concepts in Post-Colonial Studies*. Routledge, 1998.
Gates, Henry Louis, Jr., editor. *The Norton Anthology of African American Literature*. W. W. Norton, 2014.
Boehmer, Elleke. *Colonial and Postcolonial Literature: Migrant Metaphors*. 2nd ed., Oxford University Press, 2005.
Fanon, Frantz. *The Wretched of the Earth*. Translated by Richard Philcox, Grove Press, 2004.
Gikandi, Simon. *Reading the African Novel*. James Currey, 1987.
King, Bruce. *West Indian Literature*. Macmillan Caribbean, 1979.
Loomba, Ania. *Colonialism/Postcolonialism*. 3rd ed., Routledge, 2015.
Nayar, Pramod K. *Postcolonial Literature: An Introduction*. Pearson, 2008.
Said, Edward W. *Culture and Imperialism*. Vintage Books, 1994.
Thieme, John. *The Arnold Anthology of Post-Colonial Literatures in English*. Arnold, 1996.
Walder, Dennis. *Postcolonial Literatures in English: History, Language, Theory*. Blackwell, 1998.

Major	PG1ENGL4013	B - Australian and Canadian Literature
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Course-Level Learning Outcomes:

Students pursuing this course will be able to:

** Demonstrate a critical understanding of the historical, cultural, socioeconomic and political contexts that have influenced Australian and Canadian literatures, with particular reference to colonialism, indigeneity, migration, multiculturalism, and national identity.

** Analyse selected works of Australian and Canadian fiction, drama, and poetry by studying their thematic issues, narrative approaches, aesthetic innovations, and representations of place, identity, memory, and belonging.

** Evaluate the literary engagements with issues of settler colonialism, Indigenous experiences, gender, environment, and cultural diversity, while appreciating the distinctive literary traditions of Australia and Canada.

**Develop independent, research-oriented interpretations of Australian and Canadian literary texts by applying appropriate critical and interdisciplinary theoretical perspectives.

Unit – I: Australian Fiction

Any two of the following:

- a) Patrick White: *Voss*
- b) Peter Carey: *Oscar and Lucinda*
- c) David Malouf: *An Imaginary Life*

Unit – II: Canadian Fiction

Any two of the following:

- a) Margaret Atwood: *The Handmaid's Tale*
- b) Michael Ondaatje: *The English Patient*
- c) Alice Munro: *The Love of a Good Woman*

Unit – III: Australian/Canadian Poetry and Drama

Any two poets (two poems by each poet)

- a) Judith Wright: "Bora Ring", "A Song of Hope"; John Kinsella; "Firebreaks", "Drowning in Wheat"; Banjo Paterson; "Clancy of the Overflow", "Waltzing Matilda"
- b) Jack Davis: *No Sugar*
- c) Judith Thompson: *Lion in the Streets*

Suggested Readings:

Ashcroft, Bill. *On Post-Colonial Futures: Transformations of Colonial Culture*. Continuum, 2001.

Boehmer, Elleke. *Colonial and Postcolonial Literature: Migrant Metaphors*. 2nd ed., Oxford University Press, 2005.

Huggan, Graham. *Australian Literature: Postcolonialism, Racism, Transnationalism*. Oxford University Press, 2007.

Pierce, Peter. *The Cambridge History of Australian Literature*. Cambridge University Press, 2009.

King, Bruce. *The New English Literatures: Cultural Nationalism in a Changing World*. Macmillan, 1980.

Nischik, Reingard M., editor. *The Cambridge Introduction to Margaret Atwood*. Cambridge University Press, 2010.

Sugars, Cynthia, editor. *The Oxford Handbook of Canadian Literature*. Oxford University Press, 2016.

York, Lorraine M. *Margaret Atwood and the Labour of Literary Celebrity*. University of Toronto Press, 2013.

Thompson, Judith. *Lion in the Streets*. Coach House Books, 1992.

Wright, Judith. *Collected Poems 1942–1985*. Angus & Robertson, 1994.

Major	PG1ENGL4014	A – Literature and Gender Studies
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Course-Level Learning Outcomes

After successful completion of this course, students will be able to:

- ** Demonstrate comprehensive knowledge of the historical development, key concepts, theoretical perspectives, and significant movements within Gender Studies.
- ** Analyze selected poetry, fiction, non-fiction, and drama to examine representations of gender, sexuality, identity, patriarchy, agency, and social power.
- ** Evaluate literary representations of gender in relation to intersecting structures such as class, caste, race, culture, and sexuality, considering diverse national and social contexts.
- ** Develop independent, critically informed interpretations of literary texts by applying relevant feminist, gender, and queer theoretical perspectives to contemporary debates on identity, equality, and social justice.

Unit I: Theory and Poetry

Any two of the following

- a) History of Gender Studies, Theories on Gender Studies, Movements related to Gender Studies
- b) Yolande Cornelia “Nikki” Giovanni: “Diving into the Wreck”/ M. Kandasamy: “Aggression” or “Mascara”
- c) Mamang Dai: *River Poems*: “Small Towns and the River” or “I Dreamt You Spoke To Me Last Night”

Unit II: Fiction & Non-fiction

Any two of the following

- a) Charlotte Brontë: *Jane Eyre*
- b) Alice Walker: *The Color Purple*
- c) Mahasweta Devi: (“Douloti the Bountiful”)/ Virginia Woolf: *A Room of One’s Own*

Unit III: Drama

Any two of the following

- a) Mahesh Dattani: *On a Muggy Night in Mumbai*
- b) Manjula Padmanabhan: *Lights Out*
- c) M.M. Vinodini: *Thirst* (translated by K. Suneetha Rani)

Suggested Readings

- Oliver, Kelly, ed. *The Portable Kristeva*. Columbia University Press, 1997.
- Whitford, Margaret, ed. *The Irigaray Reader*. Blackwell Publishers, 1994.
- Hooks, bell. *Feminist Theory: From Margin to Center*. South End Press, 1984.
- Eisenstein, Zillah. *The Color of Gender: Reimagining Democracy*. University of California Press, 1994.
- Nicholson, Linda, ed. *Feminism/Postmodernism*. Routledge, 1990.
- Seidman, Steven, ed. *Queer Theory/Sociology*. Blackwell Publishers, 1996.
- Breunan, Teresa, ed. *Between Feminism and Psychoanalysis*. Routledge, 1989.
- Lakoff, Robin. *Language and Woman's Place: Text and Commentaries*. Oxford University Press, 2004.
- Walker, Rebecca. *To Be Real: Telling the Truth and Changing the Face of Feminism*. Anchor Books, 1995.
- Lorber, Judith. *Gender Inequality: Feminist Theories and Politics*. Oxford University Press, 2010.
- Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*. Routledge, 1990.
- Showalter, Elaine. *A Literature of Their Own: British Women Novelists from Brontë to Lessing*. Princeton University Press, 1977.

Major	PG1ENGL4014	B – Dalit and Tribal Studies
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Course-Level Learning Outcomes:

Students pursuing this course will be able to:

- ** Demonstrate critical understanding of the historical, social, cultural, and literary contexts of Dalit and Tribal writing in India, with particular emphasis on caste, indigeneity, marginalisation, and resistance.
- ** Analyse selected works of non-fiction, fiction, poetry, and oral or folk narratives by examining their representations of identity, oppression, dignity, community, memory, and social transformation.
- ** Evaluate the distinctive aesthetic, political, and cultural dimensions of Dalit and Tribal literatures, and assess their interventions in established literary canons and dominant structures of representation.
- ** Develop independent and critically informed interpretations of Dalit and Tribal texts through engagement with relevant theoretical perspectives on caste, indigeneity, subalternity, identity, and social justice.

Unit I: Non-Fiction

- a) Sharankumar Limbale: *Towards an Aesthetic of Dalit Literature*
- b) Dr B.R.Ambedkar: "Speech at Mahad"
- c) Kalyani Thakur Chandal: *A Chandalini Speaks* / Bama: *Karukku*, trans. Lakshmi Holmström

Unit II: Fiction

- a) Easterine Kire: *The Sky is My Father*
- b) Manoranjan Byapari: *The Runaway Boy*
- c) Bandhu Madhav: "The Poisoned Bread"

Unit III: Poetry and Story

- a) Temsula Ao: "Songs That Fell"
- b) Handsa Sowvendra Shekhar: *The Adivasi Will Not Dance* (Selections)
- c) P.O.Bodding: *Santal Folk Tales* (Selections)

Sukirtharani *Wild Words* (selections)

Neerav Patel

Classical Dalit Thiruvalluvar

Suggested Readings

Limbale, Sharankumar. *Towards an Aesthetic of Dalit Literature: History, Controversies and Considerations*. Translated by Santosh Bhoomkar, Orient Blackswan, 2004.

Zelliot, Eleanor. *From Untouchable to Dalit: Essays on the Ambedkar Movement*. Manohar, 1992.

Dangle, Arjun, ed. *Poisoned Bread: Translations from Modern Marathi Dalit Literature*. Orient Blackswan, 2009.

Valmiki, Omprakash. *Joothan: A Dalit's Life*. Translated by Arun Prabha Mukherjee, Columbia University Press, 2003.

Satyanarayana, K., and Susie Tharu, eds. *The Exercise of Freedom: An Introduction to Dalit Writing*. Navayana, 2013.

Rege, Sharmila. *Writing Caste/Writing Gender: Narrating Dalit Women's Testimonios*. Zubaan, 2006.

Major	PG1ENGL4015	Dissertation & Field Trip
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Students are required to produce a typed dissertation of 4000-5000 words, including Works Cited / Reference list and Bibliography, pertaining to the latest MLA stylesheet. They shall work under their respective supervisors, who shall also act as the Internal Examiner. A Viva-Voice Examination shall be conducted at the end of the Semester in the presence of an External Examiner.

IA Marks: 45 (Content, Language Skill, and Adherence to Stylesheet to be judged)

Viva Marks: 30

SEC	PG1ENGLSEC4051	Community Engagement
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To be updated

(Structure II: Coursework & Research) (Semester I)

Major	PG1ENGL3011	Literary Theory I
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Course-Level Learning Outcomes:

Students pursuing this course will be able to:

- ** Demonstrate an in-depth understanding of the major concepts, debates, and critical approaches of Marxist, Psychoanalytic, Postmodern, and Poststructuralist literary theories.
- ** Apply diverse conceptual models to critically analyse literary and cultural texts, recognising the relationship between language, ideology, history, identity, and representation.
- ** Evaluate the contributions, intersections, and limitations of major twentieth-century literary theories in developing contemporary literary criticism and cultural studies.
- ** Develop coherent, research-oriented arguments by using appropriate theoretical perspectives in the interpretation of literary and cultural texts.

Unit – I: Marxist Literary Theory:

Any **two** of the following:

- a) Mikhail Bakhtin: *Rabelais and His World* (1965)
- b) Roman Jakobson: "The Metaphoric and Metonymic Poles" (1956) / Saussure: *Course in General Linguistics* (1916)
- c) Raymond Williams: *Culture and Society* (1958) / Walter Benjamin: *The Work of Art in the Age of Mechanical Reproduction* (1935)

Unit – II: Psycho-analysis and Reader-Response Theory:

Any two of the following:

- a) Sigmund Freud: "Three Essays on the Theory of Sexuality" (1905) (selections) or *Civilization and Its Discontents* (1930) / Ernest Jones: *Hamlet and Oedipus* (1949)
- b) Roland Barthes: "The Death of the Author" (1967) / Jacques Derrida: "Structure, Sign, and Play in the Discourse of the Human Sciences" (1967)
- c) Stanley Fish: "Is There a Text in This Class?" (1980) / Wolfgang Iser: *The Act of Reading: A Theory of Aesthetic Response* (1978)

Unit – III: Post-Marxism and Post-Modernism:

Any two of the following:

- a) Jean-François Lyotard: *The Postmodern Condition: A Report on Knowledge*
- b) Jean Baudrillard: *Simulacra and Simulation*
- c) Louis Althusser: *Ideology and Ideological State Apparatuses* / Michel Foucault: *The Archaeology of Knowledge*

Unit IV: New Historicism and Cultural Materialism

Any two of the following:

- a) Stephen Greenblatt: "Circulation of Social Energy"
- b) Alan Sinfield: *Faultlines: Cultural Materialism and the Politics of Dissident Reading* (selections)
- c) Jonathan Dollimore: "Political Shakespeare: Essays in Cultural Materialism" (selections)

Suggested Readings

Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. 4th ed., Manchester University Press, 2017.

Culler, Jonathan. *Literary Theory: A Very Short Introduction*. Oxford University Press, 2011.

Eagleton, Terry. *Literary Theory: An Introduction*. 2nd ed., Blackwell, 1996.

Hooks, bell. *Feminist Theory: From Margin to Center*. 3rd ed., Routledge, 2015.

Rivkin, Julie, and Michael Ryan, eds. *Literary Theory: An Anthology*. 3rd ed., Wiley-Blackwell, 2017.

Storey, John. *Cultural Theory and Popular Culture: An Introduction*. 9th ed., Routledge, 2021.

Williams, Raymond. *Marxism and Literature*. Oxford University Press, 1977.

Major	PG1ENGL3012	European Classics in Translation
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Course Level Learning Outcomes

Historically situate classical and modern European, i.e., Greek and Latin literary cultures and their socio political-cultural contexts

To engage with classical to modern literary traditions of Europe from the beginning till the twentieth century

To grasp the evolution of the concept of classic and classical in the European literary thinking and its reception over a period of time

To appreciate literature of Europe and pursue their interests in it examine different ways of reading and using literary texts across a wide range of classical authors, genres and periods with comparative perspectives

Unit 1: Classical Drama

Any two of the following

- (a) Sophocles: *Antigone*
- (b) Aristophanes: *The Frogs*
- (c) Euripides: *Medea*
- (d) Plautus: *The Pot of Gold*

Unit II: Modern Fiction

Any two of the following

- (a) Albert Camus: *The Outsider*
- (b) Gustave Flaubert: *Madame Bovary*
- (c) Franz Kafka: *Metamorphosis*
- (d) Fyodor Dostoevsky: *The Brothers Karamazov*

Unit 3: Modern Poetry and Drama:

Any two of the following

- (a) Charles Baudelaire: Selections from *The Flowers of Evil* (Translated by Roy Campbell)
- (b) Herman Hesse: Selections from *Poems* (Translated by James Wright)
- (c) Anton Chekov: *The Cherry Orchard* (Translated by Julius West)
- (d) Luigi Pirandello: *Six Characters in Search of an Author* (Translated by Edward Storer)

Suggested Readings:

Jebb, Richard Claverhouse. *Sophocles the Plays and Fragments With Critical Notes, Commentary, and Translation in English Prose*. Legare Street Press, 2023.

Dunbar, Henry. *A Complete Concordance To The Comedies And Fragments Of Aristophanes*. Alpha Edition, 2020.

H.D.F. Kitto. *The Greeks*. Penguin rev. ed.

R.M. Ogilvy. *Roman Literature and Society*. Penguin, 1981.

Paul Harvey. *The Oxford Companion to Classical Literature*. OUP rev ed.

Erich Segal ed. *Oxford Readings in Greek Tragedy*. OUP, 1983.

Stephen Harrison ed. *A Companion to Latin Literature*. Blackwell, 2004.

Innes, Christopher, and Frederick J. Marker, eds. *Modernism in European Drama*. U of Toronto P, 1998.

Lewis, Pericles, ed. *The Cambridge Companion to European Modernism*. Cambridge UP, 2011.

Travers, Martin. *An Introduction to Modern European Literature: From Romanticism to Postmodernism*. Springer, 1997.

Bradbury, Malcolm, and James McFarlane, eds. *Modernism: A Guide to European Literature 1890 1930*. Penguin, 1978.

Major	PG1ENGL3013	A – Indian English Literature Post- Independence
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Course-Level Learning Outcomes:

Students pursuing this course will be able to:

- ** Demonstrate comprehensive understanding of major developments, trends, and thematic concerns in Indian English literature during the post-Independence period.
- ** Analyse selected works of poetry, drama, and fiction with attention to their aesthetic features and

representations of identity, gender, caste, class, nation, history, and social change.

** Evaluate diverse literary responses to postcoloniality, cultural plurality, marginality, modernity, and the evolving socio-political realities of independent India.

** Develop independent, critically informed interpretations of Indian English literary texts by situating them within historical, cultural, and contemporary contexts.

Unit I: Indian Poetry

Any two of the following:

- a) Nissim Ezekiel: "The Unfinished Man"/ "Hymns in Darkness" or Jayanta Mahapatra: "Evening Landscape by the River", "Dawn at Puri"
- b) A.K.Ramanujan: "Love Poem for a Wife" or Kamala Das: "The Dance of the Eunuchs"/ "The Looking Glass"
- c) Keki N Daruwalla: "Apparition in April"/ "The Scarecrow and the Ghost" or Meena Alexander: "Lost Language"

Unit II: Indian Drama

Any two of the following:

- a) Girish karnad: *Tughlaq*/ Vijay tendulkar: *Silence! The Court Is In Session*
- b) Badal Sircar: *Evam Indrajit*/ Mahesh Dattani: *Dance Like a Man*
- c) Manjula Padmanabhan: *Harvest*/ Mahasweta Devi: *Mother of 1084*

Unit III: Indian Novel

Any two of the following:

- a) Anita Desai: *Cry, the Peacock*/ Nayantara Sahgal: *Rich Like Us*
- b) Shashi Deshpande: *That Long Silence*/ Amitav Ghosh: *The Glass Palace*
- c) Rohinton Mistry: *A Fine Balance*/ Arvind Adiga: *The White Tiger*

Suggested Readings

Iyengar, K. R. Srinivasa. *Indian Writing in English*. Sterling Publishers, 1984.

Naik, M. K. *A History of Indian English Literature*. Sahitya Akademi, 1982.

Mehrotra, Arvind Krishna, ed. *An Illustrated History of Indian Literature in English*. Orient Blackswan, 2003.

King, Bruce. *Modern Indian Poetry in English*. 2nd ed., Oxford University Press, 2005.

Nair, Ramachandran, K. *Contemporary Indian Literature in English*. Macmillan India, 1992.

Walsh, William. *Indian Literature in English*. Longman, 1990.

Major	PG1ENGL3013	B – American Literature
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Course-Level Learning Outcomes:

Students pursuing this course will be able to:

- * Demonstrate a comprehensive understanding of the major periods, movements, and genres of American literature from the nineteenth century to the contemporary period.
- * Analyze the works of major American writers in relation to their historical, cultural, political, and philosophical contexts, including Transcendentalism, Puritanism, Modernism, the Harlem Renaissance, and Postmodernism.
- * Interpret American poetry, fiction, drama, and non-fiction using appropriate literary concepts, close reading, and critical approaches.
- * Demonstrate an appreciation of the contribution of American literature to world literature and its continuing relevance to contemporary social and cultural issues.

Unit I: Non-Fiction and Fiction

Any two of the following:

- a] Ralph Waldo Emerson: “The American Scholar”/ Maya Angelou:
- b] Nathaniel Hawthorne: *The Scarlet Letter*/ Herman Melville: *Moby Dick*
- c] F. Scott Fitzgerald: *The Great Gatsby*/ Alice Walker: *Color Purple*

Unit II: Poetry

Any two of the following:

- a] Walt Whitman: *Leaves of Grass* (Selections) “I Hear America Singing”, “Beat! Beat! Drums!”
- b] Robert Frost: “After Apple-Picking”, “The Need of Being Versed in Country Things”
- c] Langston Hughes: “The Negro Speaks of Rivers”, “Daybreak in Alabama”/ Sylvia Plath: “Daddy”, “Epitaph for Fire and Flower”

Unit III: Play

Any two of the following:

- a) Eugene O'Neill: *Mourning Becomes Electra*
- b) Arthur Miller: *Death of a Salesman*
- c) Tennessee Williams: *A Streetcar Named Desire*/ Edward Albee: *Who's Afraid of Virginia Woolf?*

Suggested Readings:

Baym, Nina, editor. *The Norton Anthology of American Literature*. 10th ed., W. W. Norton, 2022.

Bloom, Harold, editor. *Bloom's Modern Critical Interpretations: A Streetcar Named Desire*. Chelsea House, 2008.

Bloom, Harold, editor. *Bloom's Modern Critical Interpretations: Moby-Dick*. Chelsea House, 2007.

Bloom, Harold, editor. *Bloom's Modern Critical Views: F. Scott Fitzgerald*. Chelsea House, 2006.

Bloom, Harold, editor. *Bloom's Modern Critical Views: Sylvia Plath*. Chelsea House, 2007.

Bogard, Travis. *Contour in Time: The Plays of Eugene O'Neill*. Oxford UP, 1972.

Bottoms, Stephen J., editor. *The Cambridge Companion to Edward Albee*. Cambridge UP, 2005.

Millington, Richard H., editor. *The Cambridge Companion to Nathaniel Hawthorne*. Cambridge UP, 2004.

Richardson, Robert D. *Emerson: The Mind on Fire*. U of California P, 1995.

Ruland, Richard, and Malcolm Bradbury. *From Puritanism to Postmodernism: A History of American Literature*. Penguin, 1992.

Whitsitt, Sam. *Mediating Race, Gender, and Genre: The Fiction of Alice Walker*. UP of Mississippi, 2000.

Major	PG1ENGL3014	A - Literature of the Indian Diaspora
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Course-Level Learning Outcomes

Upon successful completion of this course, students will be able to:

- ** Demonstrate comprehensive understanding of the historical, cultural, and theoretical dimensions of the Indian diaspora, with particular attention to migration, displacement, identity, memory, and transnationalism.
- ** Analyse selected works of diasporic fiction, non-fiction, and poetry by examining representations of home, belonging, cultural hybridity, displacement, and the negotiation of multiple identities.
- ** Evaluate diverse literary and theoretical perspectives on diaspora and cultural identity, relating these perspectives to the historical experiences and contemporary realities of Indian diasporic communities.
- ** Develop independent, research-oriented interpretations of diasporic literary texts by applying relevant critical frameworks and engaging with debates on migration, globalisation, multiculturalism, and transnational identity.

Unit I: Fiction

Any two of the following:

- a) Rohinton Mistry: *Such A Long Journey*
- b) Jhumpa Lahiri: *The Namesake*
- c) Bharati Mukherjee: *Jasmine*

Unit II: Non-Fiction

Any two of the following:

- a) Salman Rushdie: “Imaginary Homelands” (selections)
- b) Stuart Hall: “Cultural Identity and Diaspora”
- c) William Safran: “The Jewish Diaspora in a Comparative and Theoretical Perspective” (selections)

Unit III: Poetry

Any two of the following:

- a) Sujata Bhatt; “A Different History”, “Go to Ahmedabad”
- b) Agha Shahid Ali; “Postcard from Kashmir”, “The Country Without a Post Office”
- c) A.K.Ramanujan; “Second Sight” (selections)

Suggested Readings

Brah, Avtar. *Cartographies of Diaspora: Contesting Identities*. Routledge, 1996.

Clifford, James. *Routes: Travel and Translation in the Late Twentieth Century*. Harvard University Press, 1997.

Cohen, Robin. *Global Diasporas: An Introduction*. 2nd ed., Routledge, 2008.

Hall, Stuart. *Essential Essays. Vol. 1, Foundations of Cultural Studies*. Duke University Press, 2019.

Mishra, Vijay. *The Literature of the Indian Diaspora: Theorizing the Diasporic Imaginary*. Routledge, 2007.

Safran, William. “Diasporas in Modern Societies: Myths of Homeland and Return.” *Diaspora*, vol. 1, no. 1, 1991, pp. 83–99.

Rushdie, Salman. *Imaginary Homelands: Essays and Criticism 1981–1991*. Granta Books, 1991.

Gilroy, Paul. *The Black Atlantic: Modernity and Double Consciousness*. Harvard University Press, 1993.

Major	PG1ENGL3014	B – World Literature
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Course outcome:

The students will be able to:

- *Understand the concept of World Literature and examine Goethe’s idea of Weltliteratur in relation to the history, circulation, and cross-cultural transmission of literary ideas.
- *Develop comparative literary perspectives by studying major texts from Eastern and Western literary traditions and identifying their shared themes, narrative patterns, and cultural differences.
- *Analyse cultural transmission and literary exchange through epics, philosophical texts, poetry, and prose from India, China, Japan, Persia, Europe, and other cultural traditions.
- *Interpret classical and foundational texts critically, with attention to mythology, religion, philosophy, ethics, heroism, identity, conflict, and human values.
- *Recognise the relationship between literature and culture and understand how literary texts preserve, transform, and transmit cultural beliefs and traditions across geographical and historical boundaries.

Unit 1: Introductory Ideas and History

Any two of the following:

- (a) Goethe: “What is World Literature”; History and Cross-cultural Transmission of Ideas
- (b) The Valmiki Ramayana (Trans. Bibek Debroy: Penguin: Vol. I) [“Bala Kanda”]
- (c) The Epic of Gilgamesh (Trans. Andrew George: Penguin)

Unit 2: Cultural Transmission: The East

Any two of the following:

- (a) The Mahabharata (Trans. & Ed. J.A.B. Van Buitenen) [“The Temptation of Karna”] / The Upanishads (Trans. & Ed. Valerie J Roebuck: Penguin) [“Isa Upanishad” and “Katha Upanishad”]
- (b) Murasaki Shikibu: *The Tale of Genji* (Trans. Royall Tyler: Penguin Classics) / The Tale of the Heike (Trans. Royall Tyler: Penguin Classics)
- (c) Confucius: The Analects (Trans. D.C. Lau: Penguin Classics) / Selected Poetry of Rumi (Trans. Coleman Barks: Penguin Classics)

Unit 3: Cultural Transmission: The West

Any two of the following:

- (a) Dante: *Inferno* (Trans. Mark Musa: Penguin Classics) / Homer: *Odyssey* (Book 5-12)
- (b) Voltaire: *Candide* (Penguin Classics) / Miguel de Cervantes, *Don Quixote*
- (c) Luis Vaz De Camoes: *The Lusiads: The Discovery of India* (Oxford World's Classics) /
The Song of Roland (Trans. & Ed. Glyn Burgess: Penguin Classics)

Suggested Readings:

- Foster, Benjamin R, Translator and Editor. *The Epic of Gilgamesh: A Norton Critical Edition*. W. W. Norton, 2019.
- Laxmiprasad, P. V. *The Literary World of Rumi: A Critical Appreciation*. Authorspress, 2026.
- Linguet, Simon Nicolas Henri. *A Critical Analysis and Review, of All Mr. Voltaire's Works*. Hansebooks, 2017.
- Gragnolati, Manuele, et al. *The Oxford Handbook of Dante*. Oxford UP, 2021.
- Fowler, Robert, ed. *The Cambridge Companion to Homer*. Cambridge UP, 2004.
- Close, Anthony, ed.. *A Companion to Don Quixote*. Boydell & Brewer, 2023.
- Goldin, Paul R., ed. *A Concise Companion to Confucius*. John Wiley, 2017.

Major	PGIENGL3015	Research Methodology
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Course-Level Learning Outcomes:

Students pursuing this course will be able to:

- ** Demonstrate comprehensive understanding of the fundamental principles, purposes, classifications, and processes involved in academic research.
- ** Formulate research problems, research questions, and proposals by identifying relevant research gaps through systematic reviews of existing scholarship.
- ** Apply appropriate research designs, methodologies, and qualitative or quantitative methods to collect, analyse, and interpret data.
- ** Develop ethically informed and methodologically sound research practices by recognizing issues related to bias, confidentiality, misuse of information, and plagiarism.

Unit I (Fundamentals of Research)

Any two of the following:

- a) Purpose of research, Classification of research
- b) Writing a research proposal and a research report
- c) Review of Literature, how to find research gaps and research questions
- d) Identifying variables, types of variables

Unit II (Research Design)

Any two of the following:

- a) Selecting a study design, difference between quantitative and qualitative research
- b) Data collection and methods of data collection
- c) Difference in the methods of data collection in quantitative and qualitative research
- d) Methods of data collection in qualitative research

Unit III (Ethics and Plagiarism)

Any two of the following:

- a) Ethics: The concepts
- b) Maintaining confidentiality; ethical issues to consider relating to the researcher avoiding bias
- c) Effect of inappropriate research methodology
- d) Misuse of Information and Plagiarism

Suggested Readings:

Kothari, C. R. *Research Methodology: Methods and Techniques*. 2nd ed., New Age International Publishers, 2004.

Kumar, Ranjit. *Research Methodology: A Step-by-Step Guide for Beginners*. 5th ed., SAGE Publications, 2019.

Creswell, John W., and J. David Creswell. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 5th ed., SAGE Publications, 2018.

MLA Handbook. 9th ed., Modern Language Association of America, 2021.

VAC	PG1ENGLVAC3041	Indian Knowledge System
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Course-Level Learning Outcome:

Upon completion of this course, students will be able to:

**** Recognise that Indian intellectual traditions provide profound and valuable approaches to**

textual analysis, cultural understanding, and interpretation of life.

**** Identify that the Indian Knowledge System (IKS) seeks to achieve holistic outcomes, including the cultivation of ethical values, cultural rootedness, sustainability, and global competencies.**

Unit I: Overview of IKS

Any *two* of the following:

a] Basic Introduction to Caturdaśa Vidyāsthāna-s:

Purāṇa, Nyāya, Mīmāṃsā, Dharmaśāstra, Six vedāṅga-s: (śikṣā, vyākaraṇa, nirukta, chanda, jyotiṣa, kalpa) and four Veda-s- Rgveda, Yajurveda, Sāmaveda and Atharvaveda.

b) Basic Introduction to Nāstika and Astika darśana-s:

Cārvāka, Jaina, Bauddha, Nyāya, Vaiśeṣika, Sāṃkhya, Yōga, Pūrvamīmāṃsā and Uttaramīmāṃsā.

c) Brief history of educational hubs such as:

Nālandā, Takṣaśilā, Vikramaśilā, Odantapurī, Kāncī, Nāgārjunakōṇḍā etc.

Unit II: Indian Poetics

Any *two* of the following:

a) Rasa and Alankar (Emotion and Ornamentation)

b) Dhvani and Vakrokti (Suggestion and Obliquity)

c) Riti and Auchitya (Style and Propriety)

Unit III: Ancient Indian Texts

Any *two* of the following:

a] Kalidasa: Meghaduta (Trans. M.R.Kale, Motilal Banarsidass)

b) The Mahabharata (Trans. & Ed. J.A.B Van Buitenen) [“The Temptation of Karna”]/ The Valmiki Ramayana (Trans. Bibek Debroy: Penguin: Vol. 1) [“Bala kanda”]

c) C. Rajagopalachari: Bhagwata Geeta (A Handbook for Students) (Bharatiya Vidya Bhawan)/ The Upanishads (Trans. & Ed. Valerie J Roebuck: Penguin) [“Isa Upanishad” and “Katha Upanishad”]

Suggested Readings:

Banerjee, Moloy Kumar. *Six Systems of Indian Philosophy: Samkhya, Yoga, Nyaya,*

Vaisheshika, Mimamsa & Vedanta Explained for Modern Readers. Prabhat Prakashan, 2024.

Das, Anurodh. Vishwavidyalaya: *The Lost Knowledge of India.* Nation Press, 2024.

Ghosh, M. M. *A Treatise on Ancient Indian Dramaturgy and Histrionics: Natyasastram*

Ascribed to Bharata Muni. 2 vols., Chaukhambha, 2016.

Ghosh, Manmohan. Nandikeshwara's *Abhinaya Darpanam*. Revised and enlarged ed., Indian Mind, 2018.

Jaitely, B. R. *The Road to Takshashila*. CreateSpace Independent Publishing Platform, 2014.

Kautilya's *Arthashastra*. Translated by L. N. Rangarajan, Penguin Classics, 2000.

Mahulikar, Gauri. *Caturdaśa-vidyāsthānāni: A Primer on Indian Knowledge Systems*.

Chinmaya International Foundation, 2025.

Compulsory	Non-credit Course	Gandhian Studies
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To be offered by the Department of History

Semester II

SEC	PG2ENGLSEC4051	Community Engagement
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To be updated