

NOIDA INTERNATIONAL UNIVERSITY



SCHOOL OF LIBERAL ARTS

Department of English

SYLLABUS AND COURSE STRUCTURE OF POST-GRADUATE PROGRAMME

(ENGLISH)

Scheme, Syllabus and Courses of Reading:-

- ❖ The program aims to have an in-depth study of a wide spectrum of Literature in English. The students will be initiated to read and respond to an array of novels, plays and poetry with associated genres. Besides, the students will be exposed to wider socio-cultural and political issues in doing so. This intensive Master's program in English would offer an in-depth study in English Literature through the study of British literature, Classics in translation, American Literature, European Literature, Indian English Literature and other new forms and trends in English literature. It will equip students to identify texts, contexts, and authors. It will also explore thematic, genre-based and stylistic hallmarks of those texts and authors within the literary traditions. Students will understand, discuss and interpret key texts, ideas, themes, and aesthetic modalities and explain how the texts, ideas, themes and modalities arose within a given cultural or historic context and to recognize and discuss significant genre and stylistic aspects of those texts. They relate their knowledge of texts and belief systems to enduring issues and values in contemporary societies, including their own.
- ❖ The duration of the course leading to the degree of Master of Arts (M.A.) in English will be of four semesters.
- ❖ In first year there will be two semesters consisting of four papers in each semester.
- ❖ In the second and final year there will be two semesters consisting of theory papers and one Dissertation/viva-voice for all students in final/fourth semester.
- ❖ External and Internal examiners will evaluate dissertation/viva-voice jointly.

General Scheme of the Syllabus: - There will be four papers in each semester, one dissertation during the last semester and a comprehensive viva-voice at the end of the last semester. The papers in the all four semesters will constitute the core element, common to all students who undergo the same course. The M.A. (English) is divided into two parts as under. Each part will consist of two semesters.

Part-I	First Year	Semester I	Semester II
Part-II	Second Year	Semester III	Semester IV

The schedule of Papers prescribed for various semesters shall be as following:-
M.A. (English) Syllabus Course structure

1st Semester

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	ELM-101	British Literature-I	3	1	0	4	40	60	100
2	ELM-102	British Literature II	3	1	0	4	40	60	100
3	ELM-103	Indian writing in English	3	1	0	4	40	60	100
4	ELM-104	Structure of English	3	1	0	4	40	60	100

2ndSemester

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	ELM-201	British Literature-III	3	1	0	4	40	60	100
2	ELM-202	American Literature	3	1	0	4	40	60	100
3	ELM-203	English Language Teaching	3	1	0	4	40	60	100
4	ELM-204	Women's Writing in Literature	3	1	0	4	40	60	100

3rdSemester

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	ELM-301	Literary criticism and theories -II	3	1	0	4	40	60	100
2	ELM-302	Modern European Drama	3	1	0	4	40	60	100
3	ELM-303	Translation Theories & Practices	3	1	0	4	40	60	100
4	ELM-304	Research Methods and Techniques	3	1	0	4	40	60	100

4th Semester

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	ELM-401	Colonial & Post-Colonial Literature	3	1	0	4	40	60	100
2	ELM-402	Indian Literature in Translation	3	1	0	4	40	60	100
3	ELM-403	African & Caribbean Literature/ Post-colonial Literature	3	1	0	4	40	60	100
4	ELM-404	Dissertation				4	60	40	100

L: Lecture hours; T: Tutorial hours; P: Laboratory/ Practical hours;

Internal Marks include class tests, Assignments, Presentations and Attendance

YEAR I SEMESTER-I

ELM-101: BRITISH LITERATURE I

Objective: The course focuses on detailed reading of selected texts and tries to trace the development of British literature from 1340 to 1660. It helps students understanding various social, religious, economic and literary aspects in the development of British Literature during this period.

Unit-I: Historical and Social background to the literature from 1340-1660

- Geoffrey Chaucer The prologue to the Canterbury Tales
- Edmund Spenser Faerie Queen (Book II)

Unit II: Poetry

- Milton Paradise Lost: Book I
- Donne The Holy Sonnets I to X , Death be not Proud

Unit III: Drama

- William Shakespeare Othello
- Francis Bacon Of Revenge, Of Truth, Of Death

Unit IV: Drama

1. Christopher Marlowe Dr. Faustus
2. John Webster The White Devil

Recommended Readings

1. Herbert J C Grierson and J C Smith. Critical History of English Poetry. Bloomsbury Academic Collection.
2. David Norbrook. Politics and Poetry in Renaissance England. OUP.
3. Robert C. Evans. Perspective on Renaissance poetry. Bloomsbury Publishing.
4. Ian Robinson. The Establishment of Modern English Prose in the Reformation and the Enlightenment. Cambridge University Press.
5. Andrew Hadfield. The Oxford Handbook of English Prose 1500-1640. OUP
6. Allardyce Nicoll. British Drama. Barnes and Noble.
7. Harold Bloom. Christopher Marlowe. Chelsea House Publishers.
8. Richard Harpe and Stanley Stewart ed. The Cambridge Companion to Ben Jonson. Cambridge University Press.
9. MC Bradbrook. Themes and Conventions of Elizabethan Theatre. Cambridge University Press.
10. AC Bradley. Shakesperean Tragedy. London: Penguin.
11. David Aers, Bob Hodge and Gunther Kress. Ed. Literature, Language and Society in England, 1560-1680
12. Borris Ford ed. Pelican Guide to English Literature. Vol. 1, 2, 3. Penguin.
13. Andrew Sanders. The Short Oxford History of English Literature. Oxford University Press.
14. David Daiches. A Critical History of English Literature. Allied Publishers.
15. M.H. Abrahms. A Glossary of Literary Terms. Cengage Learning India Pvt Ltd.

ELM-102: BRITISH LITERATURE II

Objective: Aim of paper is to make students knowledgeable about the literature of 17th & 18th century. The students will come to know about the social and literary background of the age. The idea is let them acquainted with the acclaimed writers of the Neo-Classical age and understand the trends.

Unit I: Social & Intellectual Background

- Historical background to the literature between 1660-1798
- Alexander Pope The Rape of the Lock

Unit II: Poetry

- Jonathan Swift: A Modest Proposal
- Samuel Johnson: Expectations of Pleasure

Unit III: Drama

- William Congreve The Way of the World

Unit IV: Fiction

Jane Austen: Pride and Prejudice

Recommended Readings:

1. Ben Singer, Melodrama and Modernity: Early Sensational Cinema and Its Contexts, Columbia University Press, 2001
2. Paul Hammond, Restoration Literature: An Anthology, Oxford World's Classics
3. Louis Kronenberger, An Eighteenth Century Miscellany: The Classics of the Eighteenth Century Which Typify and Reveal an Era.
4. Kenneth Young, John Dryden: A Critical Biography.
5. Mark Van Doren, The Poetry of John Dryden.
6. Arthur C. Kirsch, Literary Criticism of John Dryden.
7. Peter Dixon ed., Alexander Pope, London: G. Bell, 1972.
8. Ian Watt, Rise of the Novel, Penguin.

ELM-103: : INDIAN WRITING IN ENGLISH

Objective: The course focuses on the study of a variety of texts written by Indian writers in English and on the various factors, economic, social and literary, behind the development of Indian literature in English.

Unit I:

- | | |
|------------------|-----------------------|
| • Tagore | Gitanjali |
| • Nissim Ezekiel | The night of Scorpion |
| • Dom Moraes | Letter to my mother |

Unit II:

- | | |
|------------------|--|
| • Mahatma Gandhi | Selections from My Experiment with truth |
| • J.L Nehru | Selections from Discovery of India |

Unit III: Fiction

- | | |
|----------------|---------------|
| • Girish Knard | Tughlaq |
| • Mohan Rakesh | Halfway House |

Unit IV: Prose

- | | |
|-----------------|--------------|
| • Premchand | Godan |
| • Srilal Shukla | Raag darbari |

Recommended Readings:-

1. Naik, M. K. A History of Indian English Literature. Delhi: Sahitya Akademi, 1992.
2. Devy, G. N. After Amnesia: Tradition and Changes in Indian Literary Criticism. Hyderabad: Orient Longman and Sangam Books, 1992.
3. Mukherji, Minakshi. The Twice Born Fiction. New Delhi: Heinemann, 1971. Nandy, A.
4. The Intimate Enemy: Loss and Recovery of Self under Colonialism. Delhi, OUP, 1983.
- Radhakrishnan, N. Indo Anglian Fiction: Major Trends and Themes. Madras: Emerald. 1984.
5. Rao, Krishna. The Indo-Anglian Novels and the Changing Tradition. Mysore: Rao and Raghavan, 1973.

ELM-104: STRUCTURE OF ENGLISH

Objective: This course is intended to fill that gap. We will be examining a variety of basic and complex structures of English syntax and morphology, and comparing them to the structures of other languages because English is a “moving target,” in constant change. We will also be gathering and analyzing data on English usage in current authentic discourse, so that students may not be limited to the English in their textbooks only.

Unit I: Language & Linguistics:

- Properties of Human Language
- Linguistics as a science
- Models of Linguistic analysis

Unit II: Phonology of English:

- Vowels & Consonants
- Phonemes & Allophones
- Word-Accent

Unit III: English Morphology & Syntax:

- Morphemes & Allomorphs
- Processes of word formation
- Structure of the Noun Phrase & Verb Phrase

Unit IV: Use of English

- Language Variation
- Varieties of English
- Languages in Contact

Recommended Readings:-

1. Baron, Naomi (2001). From Alphabet to E-Mail. Celce-Murcia, Marianne and Diane
2. Larsen-Freeman (1999). The Grammar Book: An ESL/EFL Teacher's Course, 2nd edition.
3. Boston: Heinle&Heinle. Abbreviated GB. This is our basic textbook. Crystal, David (1995).
4. The Cambridge Encyclopedia of the English Language. Cambridge: Cambridge University Press.
5. Huddleston, Rodney and Geoffrey Pullum (2005). A Student's Introduction to English Grammar. Cambridge: Cambridge University Press. Optional: distilled from their huge Cambridge Grammar of English.
6. Hurford, James R. (1994). Grammar: A Student's Guide. Cambridge: Cambridge University Press.

SEMESTER II

ELM-201: : BRITISH LITERATURE III

Objective: The course focuses on detailed reading of selected texts and tries to trace the development of British literature from 1798 to 1890. It helps students understanding various social, religious, economic and literary aspects in the development of British Literature during this Period.

Unit I: Historical background to the literature from (1798-1900)

- William Wordsworth An Evening Walk
- John Keats Ode to Autumn
- P.B. Shelley The Cloud

Unit II: Poetry

- Alfred Tennyson Ulysses
- Robert Browning The Last Ride Together
- William Morris A death Song

Unit III: Fiction

- Charles Lamb New Year's Eve
- William Hazlitt The Indian Juggler

Unit IV: Drama

- Charles Dickens Oliver Twist
- Thomas Hardy The mayor of Caster-bridge

Recommended readings:-

1. Herbert J C Grierson and J C Smith. Critical History of English Poetry. Bloomsbury Academic Collection.
2. C. M. Bowra. The Romantic Imagination. Oxford University Press.
3. Walter Jackson Bate. From Classic to Romantic: Premises of Taste in Eighteenth-
4. Century England. Harvard University Press.
5. Hugh Walker. English Essays and Essayists. Hardpress Publishing.
6. Herbert Read. English Prose Style. Pantheon.
7. Edmund Blunden. Charles Lamb and His Contemporaries. Cambridge University Press.
8. Robin Gilmour. The Victorian Period: The Intellectual and Cultural Context of English
9. Literature 1830-1890. Longman.
10. G.M. Young, Victorian England: Portrait of an Age. Oxford University Press.

ELM-202: AMERICAN LITERATURE

Objective: This paper aims to develop critical thinking skill among students. It will take readers to a higher level of cognitive thought by evaluating the sayings of critics and applying it to the piece of literature. It becomes useful in discussion, evaluation, and composition.

Unit I:

- Walt Whitman I hear America Singing
 Myself and Mine

Unit II:

- Toni Morrison Beloved
- Saul Bellow Herzog

Unit III:

- Wallace Stevens Sunday Morning
 A Postcard from the Volcano
- Adrienne Rich Aunt Jennifer's Tigers

Unit IV:

- R.W. Emerson Self Reliance

Recommended Readings:-

1. Baym, Nina, gen. ed. The Norton Anthology of American Literature. 8th ed. Vols. New York: Norton, 2012.
2. Bercovitch, Sacvan. The Cambridge History of American Literature. 8 Vols. Cambridge: Cambridge University Press, 2008.
3. Gates, Henry Louis. The Norton Anthology of African American Literature 2 Vols. New York: Norton, 2014.

ELM-203: ENGLISH LANGUAGE TEACHING

Objective: The need for communication has been relentless, leading to the emergence of the Communicative Language Teaching. Having defined and redefined the construct of communicative competence; having explored the vast array of functions of language that learners are supposed to be able to accomplish; and having probed the nature of styles and nonverbal communication.

Unit I : Language Acquisition & Language Learning:

- Theories of language acquisition
- Language learning & teaching

Unit II: Methods of Teaching English

- Grammar Translation Method
- Direct Method
- Communicative Language Teaching

Unit III: English Language Teaching in India

- Problems of Teaching English in India
- Contrastive & Error Analysis

Unit IV : English for Specific Purposes

- Concept of Register
- Features of some Register -types in English

Recommended Readings-:

1. Trends in English Language Teaching Today by Adrian Under hill, A 2004, April. Trends in English Language Teaching Today. MED Magazine, issue 18 retrieved September 15, 2007.
2. Trends in English Language Teaching Today by YogeshRamani.
3. Trends in the Education of English Language Learners by Mary Ann Zehr March 10, 2008. Trends in English Language Teaching: A Novel Perspective International Journal on Studies in English Language and Literature (IJSELL) Page | 52
4. Current Trends in Teaching and Learning EFC / ESL by Deena Boraie Dec13, 2013.
5. Current Trends in ELT by Yong Kim Journal of English Teaching. A Triannual Publication on the Study of English Language Teaching Vol.1 Feb2011.
6. Nagaraj, Geetha. English Language Teaching Approaches, Methods, Techniques II edition. Orient Black Swan Hyderabad 1996. Print.

7. Patil, Z.N. Innovations in English Language Teaching - Voices From the Indian Classroom Orient Black Swan. Hyderabad2012. Print

ELM-204: WOMEN'S WRITING IN LITERATURE

Objective: The aim of the course is to practice reading literary texts, by both male and female writers, from a feminist perspective. Our starting point will be the following definition of the “feminist reader”: The feminist reader assumes that there is no innocent or neutral approach to literature and that all interpretation is political. The feminist reader might ask, among other questions, how the text represents men and women, what it says about gender relations, how it defines sexual difference.

Unit I :

- Simone de Beauvoir The Second Sex

Unit II :

- Mahashweta Devi Draupadi

Unit III :

- Bharati Mukherjee Jasmine
- Anita Desai Fire on The Mountain

Unit IV :

- Tehmina Durrani My Feudal Lord
- Maxine Hong Kingston The Woman Warrior

Recommended Reading:-

1. Grundy, Isobel. “(Re)Discovering Women’s Texts.” Jones (2000): 179-96. 185.
2. Bell hooks. Teaching Critical Thinking: Practical Wisdom. New York and London: Routledge, 2010. 45.
3. Cora Kaplan, ‘Speaking/Writing/Feminism’, in Sea Changes: Essays on Culture and Feminism (London, Verso, 1986).
4. Althusser ‘On Ideology’ (NATC)
5. Jacqueline Rose, ‘Femininity and Its Discontents’, in Mary Eagleton, Feminist Literary Theory, A Reader (Second Edition), (Oxford: Blackwell, 2003).
6. Toril Moi, Sex, Gender and the Body: The Student Edition of What Is a Woman? Oxford and New York: Oxford University Press, 2

SEMESTER III

ELM-301 LITERARY CRITICISM AND THEORY II

Objective: The course focuses on critical theory as it applies to literature and culture. Review of classical Greek origins of issues concerning the nature of literature and Criticism. Study of major twentieth-century theories and applications: historical, formalist. This course will study and analyze critical frameworks and methodologies for the interpretation of literature and culture.

Unit I:

- Northrop Frye : ‘Myth, Fiction, and Displacement’ Victor Shklovsky :
From Art as Technique M.M. Bakhtin : ‘Discourse in the Novel’ from The Dialogic Imagination

Unit II:

- Raymond Williams : ‘Romantic Artist’ from Culture and Society Edward Said :
‘Introduction’
- to Orientalism Wolfgang Iser : From The Reading Process

Unit III:

- Louis Althusser : From Ideology and the State Hélène Cixous :
- ‘Castration or Decapitation?’ Michel Foucault : ‘What is an Author?’

Unit IV:

- Jacques Derrida : Structure, Sign and Play in the Discourse of the Human Sciences
- Roland Barthes : ‘The Death of the Author’ Fredric Jameson : The Politics of Theory:
- Ideological Positions in the Postcolonial Debate

Recommended Readings:-

1. . Hawthorne, Jeremy. *A Glossary of Literary Theory*. London: Arnold Publishers, 2003.
2. Tyson, Lois. *Critical Theory Today: A User-Friendly Guide*. New York: Garland Publishing,
3. 1999.
4. *A Handbook of Critical Terminology* (e.g., M. H. Abrams' *Glossary of Literary Terms*).
5. Habib, M. A. R., *A History of Literary Criticism and Theory: From Plato to the Present*.
6. Harmon, William and C. Hugh Holman, *A Handbook to Literature*
7. Bennett and Royle, *Introduction to Literary Criticism and Theory* (3rd edition) Culler, Jonathan. *Literary Theory: A Very Short Introduction*
8. Eagleton, Terry. *Literary Theory: An Introduction*
9. Selden, et al. *A Reader's Guide to Contemporary Theory*
10. Pelagia Goulimari, *Literary Criticism and Theory: From Plato to Postcolonialism*

ELM-302: MODERN EUROPEAN DRAMA

Objective-: Moving from Classical to the Modern this paper aims to focus on the European Drama. By studying the popular dramas of the age student would be able to analyse the different trends in drama of the age. The course focuses on detailed reading of selected texts and tries to trace the development of Modern European Literature. It helps students understand various social, religious, economic and literary aspects in the development of Modern European Literature.

Unit I:

- Alexander Pushkin's Eugene Onegin
- Charles Pierre Baudelaire's Les Fleurs du mal

Unit II:

- Honoré de Balzac's Le Père Goriot
- Fyodor Dostoyevsky's Crime and Punishment

Unit III:

- Henrik Ibsen's A Doll's House
- Dario Fo's Accidental Death of an Anarchist

Unit IV:

- Immanuel Kant's "What Is Enlightenment?"
- Friedrich Schleiermacher's Essays

Recommended Readings:-

1. Cohen, Walter. A History of European Literature: The West and the World from Antiquity to the Present. Oxford: Oxford University Press, 2017
2. Puchner, Martin. gen. ed. The Norton Anthology of World Literature. 3rd ed. 6 Vols. New York: W. W. Norton, 2012.
3. Puchner, Martin. gen. ed. The Norton Anthology of Western Literature. 9th ed. 6 Vols. New York: W. W. Norton, 2014.

ELM-303: TRANSLATION: THEORY AND PRACTICE

Objective: It will introduce students to translation studies as separate discipline of knowledge that will increase their awareness related to the nature of translation and arouse their interest to independently pursue translation theory issues. Will enable students to deal with translation as linguistic procedure and as socially constructed and oriented activity also it will increase students' awareness related to social functions of translation and enable them to link theory and practice. It will also develop students' contrastive knowledge and their critical thinking skills and encourage them to develop self-assessing and self-correcting techniques in order to monitor their own progress.

Unit I: The Concept of Translation

- Social significance of translation
- Definitions of translation-eastern and western
- Terminological distinctions

Unit II: Equivalence in Translation

- Concept of "equivalence"
- Theories of Translation

Unit III: Problems of Translation

- Socio-cultural dimensions of translation
- Machine translation - merits and demerits

Unit IV: Translation in Practice

- Practical Translation of passages from Hindi to English and vice versa

Recommended Reading:-

1. Bassnett, Susan, Translation Studies, London and New York, 1980 (revised edition 1991),
2. Routledge Bell, Roger T. Translation and Translating, Theory and Practice, Longman, 1991
3. Callow, Kathleen, Man and Message: A Guide to Meaning-Based Text Analysis, 1998
4. Cumulative Index of United Nations Legal Materials Produced and Applied in Kosovo 1999-2004
5. Central European and Euroasian Law Institute, USAID Duff, Alan, Translation, OUP, 1997
6. Gërmizaj, Shykrane, Translation Theory in the Classroom, Prishtina, 2005
7. Hatim, B. and I. Mason, Discourse and the Translator, 1990,

8. London and New York, Longman Selection of extracts from literary works Selection of extracts of various text types Selection of extracts from daily newspaper.

ELM-304: RESEARCH METHOS AND TECHNIQUES

Objectives:-The course plan aims to provide exposure to the fundamentals of various research techniques and methods. It tries to build upon the basic assumptions in adopting different methodologies for different kinds of research themes. It introduces certain philosophical ideas underlying the emergence of different methodologies in social sciences. It also attempts to sensitize the students to develop a critical outlook at the existing perspectives and methods and to evolve conceptual clarity, which can help them in their future research.

Unit I: Social Research

- Concept, types and importance of research
- Problems of Objectivity
- Relationship Between Theory and Research
- Ethical issues and Concerns

Unit II: Basic Elements of Social Research

- Formulating a Research Problem-- assumptions & characteristics
- Hypotheses-- Meaning, Importance, Types and Formulation
- Sampling-- Meaning, & Factors influencing sampling
- Types of Sampling methods

Unit III: Tools of Data Collection

- Meaning and Nature of data—Primary & Secondary
- Methods of Data Collection- Experimental, Observational, Case study, Survey method— Interview & questionnaire
- Qualitative & Quantitative Data/research
- Research Design: Meaning and Types of Research Designs

Unit IV: Test Construction & Measurement

- Testing—standardization and objectivity
- Reliability, Validity & Norms
- Steps in test development

- Measures of Central Tendency: Mean, Median and Mode & Standard Deviation

Suggested Readings:

- A.K. Singh (2005). Tests, Measurements and Research Methods in Behavioural Sciences. Bharati Bhawan: Patana.
- Ahuja, Ram (2001), Research Methods, Delhi: Rawat Publications.
- Bailey, Kenneth D. (1982), Method of Social Research, New York: The Free Press, Second Edition.
- Blalock, Hubert M. (1979), Social Statistics. New York:
- Tata Mc-Graw-Hill. Boss, P.K. (1995), Research Methodology, New Delhi, ICSSR.
- Champion, Dean. J. (1981), Basic Statistics for Social Research New Delhi: Macmillan Publishing New York.
- Goode, W.J. and P.K. Hatt, (1952), Methods in Social Research, New York: McGraw International Students Edition.
- Gupta, S.P. (2002). Statistical Methods, New Delhi:Sultan Chand and Sons Publication.
- Moser, S.C. and G. Kalton (1971), Survey Methods in Social Investigation, London:
- Heinmann.Seltiz, Claire et al (1959). Research Methods in Social Relation, New York: Henry Holt and Co. Srinivas, M.N. and A.M. Shah (1979). Fieldworker and The Field, New Delhi: Oxford University Press.
- Thakur, D. (2003). Research Methodology in Social Science, Deep and Deep Publications Pvt. Ltd.: New Delhi.
- Young, P.V. (1988), Scientific Social Surveys and Research, New Delhi Prentice Hall.

SEMESTER IV

ELM-401 :COLONIAL AND POST-COLONIAL LITERATURE

The overall aim of the paper is to impart students with knowledge of colonial and post-colonial literature of the world. These literatures have played an important role in anti-colonial struggle. Postcolonial writings emerging from Arica, South Asia, Caribbean, South America and other places will enable students to understand the cultural and traditional legacy of colonial and postcolonial era.

Unit I

- B. Ashcroft, G. Griffiths & H. Tiffin :Cutting the Ground Critical Models
- Post-Colonial Literature from the Empire Writes Back. (London & New York, Routledge1989)
- Harish Trivedi : Chapter IX and X from Colonial Transactions (Calcutta, Papyrus)
- Aijaz Ahmed : Language of Class, Ideology of Immigration from In theory (Bombay: OUP, 1992)

Unit II

- Ngugiwa Thiongo : Decolonising the Mind / Frantz Fanon: Black Skin White mask
- Chinua Achebe Colonialist Criticism

Unit III

- Premchand Karmabhoomi
- ShrilalShukla Raag Darbari

Unit IV

- Salman Rushdie Midnight's Children
- Shashi Tharoor The Great Indian Novel

Recommended Reading:-

1. The Postcolonial Studies Reader ed. Bill Ashcroft, Gareth Griffiths, Helen Tiffin(London, Routledge,1995)
2. Ania Loomba, Colonialism/Postcolonialism 2nd ed. (London, Routledge,2007)
3. Leela Gandhi, Postcolonial Theory: A Critical Introduction (New Delhi, Oxford Univ Press. 1998)
4. Rushdie's Midnight's Children: A Book of Readings ed. Meenakshi Mukherjee (Delhi: Pencraft, 2003 .

ELM-402: INDIAN LITERATURE IN TRANSLATION

Objective: The paper aims to explore classical to modern Indian Literature and to give students knowledge of translation Literature. It analyses Indian epic tradition in all the genres of classical and modern literature.

Unit I

- General acquaintance with great Indian Epics-The Ramayan and Mahabharat.
- Kalidasa Shakuntala
- Ban Bhatta Kadambari
- Jaishankar Prasad Kamayani

Unit II

- Rabindra Nath Tagore Gitanjali
- Yashpal Divya
- Mohan Rakesh Adhe Adhure

Unit III

- Amrita Pritam Revenue Stamp
- M.K. Indira Phaniyamma

Unit IV

- U.R. Ananthmurthy Samskara
- Qurratul-ain Haider River of Fire

1. A.K. Mehrotra, The Concise History of Indian Literature in English. Delhi: Permanent Black. 2008.
2. H.M. Williams, Indo-Anglian Literature, 1800-1970, : A Survey (1976)
3. P.France, The Oxford Guide to Literature in English Translation (Oxford, 2000)
4. Kuhiwczak&Littau Companion to Translation Studies, Orientblackswanpvt. Ltd
5. E Grossman, Why Translation Matters, Orientblackswanpvt. Ltd
6. Gargesh&Goswami ,Translation and Interpreting, Orientblackswanpvt. Ltd

ELM-403: AFRICAN AND CARIBBEAN LITERATURE

Objective: Paper aims to expand knowledge of Caribbean literary traditions and the cultures that inform them and to acquaint students with oral and hybrid forms emerging from the region's diverse diasporas. It will also hone research skills and to evaluate the critical reception of the literary texts read.

Unit I :

- **Poems from An Anthology of Commonwealth Poetry, edited by C.D. Narsimhaiah, Macmillan, 1990 for detailed study**

Dennis Brutus	You Laughed and Laughed and Laughed
Gabriel Okara	The Mystic Drum
Wole Soyinka	Dedication
Edward Brathwaite	Tizzic
Derek Walcott	A Far Cry from Africa
Mervyn Morris	Literary Evening, Jamaica

Unit II :

- V.S. Naipaul An Area of Darkness
- George Lamming The Pleasure of Exile

Unit III:

- Chinua Achebe Things Fall Apart
- J. NgugiwaThiongo A Grain of Wheat

Unit IV:

- Wole Soyinka A Dance of the Forests

Recommended Reading:-

1. Sheila S. Walker, "Women in the Harrist Movement:' in BennettaJules-Rosette; i New Religions of Africa (Norwood, N.J.: Ablex Publishing Corp., 1979), pp. 5.
2. For a compelling and detailed reading of the evolution of popular theater in region of Zaire, see Johannes Fabian, Power and Performance: Ethnographic through Proverbial Wisdom and Theater in Shaba, Zaire (Madison: University Press, 1990).
3. Chris Dunton, "Slapstick in Johannesburg," West Africa, 18-24 April 1994,

4. Eckhard Breiting, "Agitprop for a Better World: Development Theater-A Grassroots Theatre Movement," in Raoul Granqvist, ed., *Signs and Signals: PEIn"l.*, in Africa (Stockholm: UMEA, 1990), pp. 93-120.
5. For a comprehensive overview of the evolution of the cinema industry in postcolonial Africa, see Manthia Diawara's *African Cinema* (Bloomington: City Press, 1992). My discussion of the cinema in Africa has drawn heavily from this source.
6. Cole, Herbert M., and Doran H. Ross. *The Arts of Ghana*. Los Angeles: Museum of History, 1977.
7. Diawara, Manthia. *African Cinema*. Bloomington: Indiana University Press, 1992.

ELM-404: DISSERTATION AND VIVA-VOCE

Dissertation will be allowed to those candidates only who secure not less than 55% marks in the first three semesters. Topics for the Dissertations will have to be approved by the Board of Studies in the beginning of the IV Semester. Allotment of Supervisors will also be done by Board of Studies.

GUIDELINES FOR DISSERTATION

Topic

The topic of the paper will be of the student's choice with consent of the Supervisor. It must be relevant to the content of the course, but it should be treated in greater depth than it is covered in class. Focus is of the utmost importance. Too broad a topic will either lead to superficial treatment or an unnecessarily long paper; too narrow a topic will lead to a lack of source material and redundancy. Make sure the subject focuses on one question or topic so that the paper has a definite purpose. Composing an introduction and conclusion can be a good test of the cohesiveness of the subject. The domain can include Literature, Linguistics, Applied Linguistics, English Language Teaching and other related areas.

Synopsis of Dissertation

A Synopsis of the Dissertation should be submitted to the Board of Studies of the Institute. The Board, after deliberation, will suggest changes and modifications and will assign a supervisor from amongst the teaching faculty of the Institute. The synopsis should include the following –

1. Title of Dissertation
2. Introduction
3. Problems of Research
4. Objectives of Research
5. Tentative Chapter Division
6. Suggested readings

Source Material and References

Presenting your own ideas in a Dissertation is acceptable and even encouraged. However, the paper must be based on facts and opinions from authoritative sources and these sources must be given proper credit. A minimum of three published sources is required, and ten or more is typical. Direct quotes must be placed inside quotation marks or in indented sections and should be used sparingly. Paraphrasing is better in most cases.

There are two popular ways to cite references. One is to place superscripted numbers in the text with corresponding footnotes at the bottom of the page or endnotes at the end of the paper. More typical of scientific papers is to place the author and year in parentheses (Heaton, 1984). In either case you need a bibliography of all cited sources at the end of the paper with author(s), year, title, publication or publisher, volume, and pages. These should be in alphabetical order by name of the primary author. Preference however should be given to MLA Style Sheet.

Be sure to find source materials that are specific to your topic, either books or journal articles. Textbooks are usually too general and should be avoided. The libraries have published and computerized indexes that can be used to find relevant sources. See the Supervisor or a reference librarian if you are unfamiliar with these resources.

Plagiarism is the presenting of someone else's wording or ideas as one's own and is a violation of university policy. If you use someone else's words or ideas, you must give them proper credit. You must also obtain permission from the Supervisor before using your Dissertation for more than one course.

Length and Format

Length is not important; 60 to 90 pages of 1.5 spaced texts is a good target. The title, author, course, and date should be typed onto a cover sheet. Illustrations are not required but are often useful in explaining graphical concepts and in giving the paper character. The bibliography should be the last section of the paper. The entire report has to be submitted in two spiral bound copies.

Marks/Grading

Students are required to make two submissions: a first draft and a final draft prior to final submission. The first draft is not to be a "rough" draft; it should be a completed, typed paper like you would ordinarily submit. I will read it carefully, offer suggestions for improvement, give it a grade, and return it to you promptly. The final draft, which is worth a larger share of the points, is your chance to respond to the suggestions and submit an improved paper. This, I hope, will make the writing of a Summer Project Report more of a learning experience. We strongly suggest using a word processor so that the final draft can be created by editing rather than complete retyping.

Grading is based on both research content and presentation. Your paper should demonstrate that you have gained a level of expertise in the subject by studying the relevant literature. Your presentation should be clean and convincing with proper use of paragraphs, complete sentences, and correct grammar, spelling, and punctuation. Make your Summer Project Report look and sound professional.

Evaluation of Dissertation

Sl. No.

Evaluated by	Criteria	Marks
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1. Institution

- Quality
- Depth & Breadth of analysis,
- Coverage,
- Scope and content
- Project fulfillment
- Data collection ability in the field (if any)
- Scope of Implementation.

Maks-60

2. Board of Examiners

Viva-voce Examination

Marks-40

Total 100