

Gujarat Vidyapith, Sadra

Department of English

M.A. (English)

Semester I

To Be Effective from Academic Year 2023-24

(2023-24, 2024-25 and 2025-26)

ENG 101: History of British Literature: 1550 CE. - 1700 CE.

Credit: 4

No. of Hours: 60

Internal Evaluation: 40

Semester-End Examination: 60

Objective: This paper aims to familiarize students with history of British literature during 16th century to the end of the 17th century. The idea is to explore the important movements, such as Renaissance, during this period to understand how modern British literature emerged. The paper covers Elizabethan Age, Puritan Age, and Restoration Age. The paper will acquaint the students with the representative genre of each age through its prominent literary texts.

Learning Outcomes:

After completing the course, the students will have:

1. Awareness of the general literary trends of English literature from 1550 CE – 1700 CE.
2. Understanding of how literature is shaped by political, social, economic and cultural background of the time and place.
3. Critical understanding of Renaissance

Unit No.	Title	Teaching Methodology	Weightage and Duration
1	Elizabethan Age 1.1 Renaissance, New Learning, Spirit of Enquiry 1.2 Renaissance Humanism 1.3 Social and Political Background of Elizabethan Age 1.4 Literary Features of Elizabethan Age 1.5 Literary Features of Jacobean Age	1. Classroom lectures 2. Slide Show on Renaissance Arts 3. PPT on Elizabethan Age 4. Youtube Videos on Renaissance, Renaissance Humanism, and Elizabethan Age	25% 13 Hours
2	Elizabethan Drama 2.1 Features of Elizabethan Drama 2.2 Major Playwrights of Elizabethan Age	1. Classroom lectures 2. PPT on Elizabethan Drama 3. Youtube Videos on Elizabethan Drama, William	25% 13 Hours

	2.3 Detailed Reading: William Shakespeare's <i>King Lear</i>	Shakespeare, and <i>King Lear</i> 4. Film screening of <i>King Lear</i> 5. Enactment of some sections of the play by the students	
3	Metaphysical Poetry and Puritan Age 2.1 What is Metaphysical Poetry? 2.2 Selections from Metaphysical Poetry: 1. "The Sun Rising" by John Donne 2. "Death, be not Proud" by John Donne 3. "Denial" by George Herbert 4. "A Dialogue Between the Soul and Body" by Andrew Marvell 2.3 Political and Social Background to Puritan Age 2.4 Literature in Puritan Age 2.5 Detailed Study: John Milton's <i>Samson Agonistes</i>	1. Classroom lectures 2. PPT on Puritan Age and John Milton 3. Youtube Videos on Metaphysical poetry, poets, Puritan Age, and John Milton	25% 13 Hours
4	Restoration Age 4.1 Political and Social Background of Restoration Age 4.2 Literary Features of Restoration Age 4.3 Detailed Study: William Congreve's <i>Love for Love</i>	1. Classroom lectures 2. PPT on Restoration Age 3. Restoration Age, Restoration Drama, and <i>The School for Scandal</i> 4. Enactment of some sections of the play by the students	25% 13 Hours
5	Self Study 1. Any five Metaphysical Poems 2. Any five Essays of Francis Bacon 3. <i>A Short View of Immorality and Profaneness of the English Stage</i> by Jeremy Collier	1. Students' Presentation 2. Focus will be on analysis of the selected pieces in the social, political background as well as the literary tendencies of the age	08 Hours

NB: Unit 5 will not be asked in the internal or semester-end examination. It will only for continuous evaluation in the form of students' presentation.

Recommended Texts:

Bradley, A.C. *Shakespearean Tragedy*. New Delhi: Atlantic Publishers, 2000.

Burrow, Colin. *Metaphysical Poetry*. New Delhi: Penguin, 2006.

Collier, Jeremy. *A Short View of Immorality and Profaneness of the English Stage*

Daiches, David. *A Critical History of English Literature. Vol. 1 and 2.*

Long, William J. *English Literature: Its History and Significance for the Life of the English Speaking World.*

Milton, John. *Samson Agonistes*.

Nayar, Pramod K. *A Short History of English Literature*.
 Nayar, Pramod K. *English Poetry from the Elizabethans to the Restoration*.
 Shakespeare, William. *King Lear*.
 Congreve, William. *Love for Love*.

Unit Wise Essential Reading List

Unit 1: Elizabethan Age

Nayar, Pramod K. *English Poetry from the Elizabethans to the Restoration*.
 Nayar, Pramod K. *A Short History of English Literature*.
 Daiches, David. *A Critical History of English Literature. Vol. 1 and 2*.
 Long, William J. *English Literature: Its History and Significance for the Life of the English Speaking World*.

Internet Resources

The Elizabethan Age – The Beginning of a Golden Era
<https://mail.google.com/mail/u/0/#inbox>
 Introducing the Elizabethan Era - The English Reformation
<https://www.youtube.com/watch?v=ygiGdvr9OWQ>
 The Renaissance and English Literature <https://www.youtube.com/watch?v=Oo69TXGLRdE>
 The English Renaissance https://www.youtube.com/watch?v=_z-CoEEcTxA
 The European Renaissance
<https://www.youtube.com/watch?v=DA519OihJTo&list=PLNsppmbLKJ8KzWNRCn9G3T6LJEZEztPMA&index=5>
 The Renaissance in England
<https://www.youtube.com/watch?v=ieDxz0uL5Nk&list=PLNsppmbLKJ8KzWNRCn9G3T6LJEZEztPMA&index=6>

Unit 2: Elizabethan Drama

Bradley, A.C. *Shakespearean Tragedy*. New Delhi: Atlantic Publishers, 2000.
 Nayar, Pramod K. *English Poetry from the Elizabethans to the Restoration*.
 Nayar, Pramod K. *A Short History of English Literature*.
 Daiches, David. *A Critical History of English Literature. Vol. 1 and 2*.
 Long, William J. *English Literature: Its History and Significance for the Life of the English Speaking World*.
 Shakespeare, William. *King Lear*.

Internet Resources

The Elizabethan Drama
<https://www.youtube.com/watch?v=6MG3ILO9QJs&list=PLNsppmbLKJ8KzWNRCn9G3T6LJEZEztPMA&index=1>
 Shakespeare's *King Lear* <https://www.youtube.com/watch?v=4ip247pbSU8>
King Lear (1 of 3) by Paul Cantor <https://www.youtube.com/watch?v=N7UkuaGegzQ>
King Lear (2 of 3) by Paul Cantor <https://www.youtube.com/watch?v=WY5OSdwlclg>
King Lear (3 of 3) by Paul Cantor <https://www.youtube.com/watch?v=lygcsRVflv8>

Unit 3: Metaphysical Poetry and Puritan Age

Burrow, Colin. *Metaphysical Poetry*. New Delhi: Penguin, 2006.

Nayar, Pramod K. *English Poetry from the Elizabethans to the Restoration*.

Nayar, Pramod K. *A Short History of English Literature*.

Daiches, David. *A Critical History of English Literature. Vol. 1 and 2*.

Long, William J. *English Literature: Its History and Significance for the Life of the English Speaking World*.

Milton, John. *Samson Agonistes*.

Internet Resources

Metaphysical Poets - John Donne <https://www.youtube.com/watch?v=TCgVaB3dG5g>

Metaphysical Poets - Andrew Marvel <https://www.youtube.com/watch?v=vzpgOPn4z7w>

Metaphysical Poetry Part 1 <https://www.youtube.com/watch?v=tc6LhBUW9Ls>

Metaphysical Poetry Part 2 <https://www.youtube.com/watch?v=jb7nw2Z38mY>

Literary Features of Puritan Age https://www.youtube.com/watch?v=fZ_A8fZa7vM

Unit 4: Restoration Age

Nayar, Pramod K. *English Poetry from the Elizabethans to the Restoration*.

Nayar, Pramod K. *A Short History of English Literature*.

Daiches, David. *A Critical History of English Literature. Vol. 1 and 2*.

Long, William J. *English Literature: Its History and Significance for the Life of the English Speaking World*.

Congreve, William. *Love for Love*.

Internet Resources

Age of Restoration https://www.youtube.com/watch?time_continue=72&v=Lydg1egJkE4

Congreve, William. *Love for Love*. <https://www.youtube.com/watch?v=UCDmuk3455c>

Unit 5: Self Study

Burrow, Colin. *Metaphysical Poetry*. New Delhi: Penguin, 2006.

Collier, Jeremy. *A Short View of Immorality and Profaneness of the English Stage*

Nayar, Pramod K. *English Poetry from the Elizabethans to the Restoration*.

Nayar, Pramod K. *A Short History of English Literature*.

Daiches, David. *A Critical History of English Literature. Vol. 1 and 2*.

Long, William J. *English Literature: Its History and Significance for the Life of the English Speaking World*.

Examination Pattern**Continuous Evaluation:****Total Marks: 20****Components**

1. Student's Presentation from Unit 5: Self Study
 - a. Understanding of the subject matter
 - b. Command over the language
 - c. Confidence
 - d. Answering questions

Marks: 10

2. Assignment Marks: 10
- a. Understanding of the question
 - b. Use of multiple textual material
 - c. Grammatical accuracy

Internal Examination**Total Marks: 20**

Total internal examinations of 20 marks each will be conducted and the higher marks from either of the examinations will be considered.

Semester End Examination**Total Marks: 60**

This will have equal representation from each unit. Following is a sample from each unit:

Unit 1: Elizabethan Age

1. One long question of 15 marks with internal options.
For example: Describe the features of Elizabethan literature.
- OR**
2. Two short questions of 7.5 marks each with internal options.
For example: Write a short note on features of Renaissance

Unit 2: Elizabethan Drama

1. One long question of 15 marks with internal options.
For example: Describe the features of Elizabethan drama.
- OR**
2. Two short questions of 7.5 marks each with internal options.
For example: Write a short note on *King Lear* as a prototype of failure of Renaissance man.

Unit 3: Metaphysical Poetry and Puritan Age

1. One long question of 15 marks with internal options.
For example: Describe *Samson Agonistes* as a text representing Milton's age .
- OR**
2. Two short questions of 7.5 marks each with internal options.
For example: Write a short note on John Donne's "The Sun Rising".

Unit 4: Restoration Age

1. One long question of 15 marks with internal options.
For example: Describe William Congreve's *Love for Love* as an example of Restoration comedy.
- OR**
2. Two short questions of 7.5 marks each with internal options.
For example: Write a short note on the characterization of Valentine Legend.

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Department of English

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Semester I

To Be Effective from Academic Year 2019-20

(2019-20, 2020-21 and 2021-22)

ENG 102: Gandhi in English – I (Food, Culture, Nationalism)

Credit: 4

No. of Hours: 60

Internal Evaluation: 40

Semester-End Examination: 60

Objective: This paper aims to explore Gandhi's thoughts and writings on food and how it impinges on the cultural life of India. Food occupies an important place in Gandhi's thoughts and his very first public writing was on food. The paper will trace the contours of Gandhi's thoughts on food from his early writings to later phase. The paper will also study responses or critiques of vegetarian food culture in India. Some literary texts will be analyzed to see how food configures the idea of self and/or the idea of the cultural nationalism which excludes cultural minorities of India.

Learning Outcomes:

After completing the course, the students will have:

4. Awareness of how food became an entry point into politics for Gandhi
5. Understanding of shifts in Gandhi's life vis-à-vis the question of food
6. Critical understanding of how vegetarian food came to occupy hegemonic place in India to exclude many cultural groups in India who consume non-vegetarian food
7. Critical understanding of food as a potent cultural tool as well as the site of resistance for the marginalized in India

Unit No.	Title	Teaching Methodology	Weightage and Duration
1	<p>Gandhi and Vegetarian Nationalism: Gandhi's Early Writings on Food</p> <p>1.1 A Tragedy (from <i>An Autobiography</i>)</p> <p>1.2 Experiments in Dietetics (from <i>An Autobiography</i>)</p> <p>1.3 Indian Vegetarians – I to VI (from CWMG Vol. 1)</p> <p>1.4 Foods of India (from CWMG Vol. 1)</p>	<p>5. Classroom lectures</p> <p>6. Classroom discussions</p>	<p>25%</p> <p>13 Hours</p>

	1.5 A Band of Vegetarian Missionaries (from CWMG Vol. 1)		
Unit No.	Title	Teaching Methodology	Weightage and Duration
2	Moral Basis of Vegetarianism 2.1 Food and Brahmacharya (from <i>An Autobiography</i>) 2.2 Food, Fasting and Satyagraha (from <i>An Autobiography</i>) 2.3 “Body” from <i>Key to Health</i> 2.4 “The Moral Basis of Vegetarianism”	6. Classroom lectures 7. Classroom discussions	25% 13 Hours
3	Responses/Critiques of Vegetarianism 3.1 Tristram Stuart: Diet and Diplomacy: Eating Beef in the Land of the Holy Cow 3.2 Dalit Celebration of Non-Vegetarianism 3.3 Food Politics and Hegemony 3.4 Sneha Raj: Why is Modern India Vegetarian?	4. Classroom lectures 5. Classroom discussions	25% 13 Hours
4	The Food Question in Literary Texts 4.1 Githa Hariharan: The Remains of the Feast 4.2 Sky Baba: Vegetarians Only 4.3 Gulvadi Venkatrap: Shuddhodaka for Purification of food/water 4.4 Gogu Shyamala: Beef, Our Life	1. Classroom lectures 2. Classroom discussions	25% 13 Hours
5	Self Study 5.1 Tristram Stuart: Vegetarianism and the Politics of Ecology: Thoreau, Gandhi and Hitler 5.2 James Gregory: Representing the Vegetarian 5.3 Sharankumar Limbale: Selections from <i>Akkarmashi</i> 5.4 Omprakash Valmiki: Selections from <i>Joothan</i>	3. Students’ Presentation 4. Focus will be on analysis of the selected pieces in the background of the issues discussed in rest of the four units.	08 Hours

NB: Unit 5 will not be asked in the internal or semester-end examination. It will only for continuous evaluation in the form of students’ presentation.

Recommended Texts:

- Bose, NirmalKumar. *Selections from Gandhi*. Ahmedabad: Navjivan, 1972. Print.
- Broadsheet on Contemporary Politics*. Anveshi Research Centre for Women's Studies. Vol 1, No. 4. September 2012.
- Dangle, Arjun. Ed. "Dalit Literature Past, Present and Future." *Poisoned Bread: Translations from Modern Marathi Dalit Literature*. Hyderabad: Orient BlackSwan, 2009. xix-liv. Print.
- Gandhi, M.K. *An Autobiography or The Story of My Experiments With Truth*. Ahmedabad: Navjivan.
- Gandhi, M.K. *Collected Works of Mahatma Gandhi* Vol. I. New Delhi: Publication Division.
- Gandhi, M.K. *Key to Health*. Ahmedabad: Navjivan.
- Gandhi, M.K. *The Moral Basis of Vegetarianism*. Ahmedabad: Navjivan.
- Gregory, James. *Victorians and Vegetarians: The Vegetarian Movement in Nineteenth Century Britain*. London and New York: Tauris Academic Studies, 2007.
- Hariharan, Githa. *The Art of Dying and Other Stories*. Gurgaon: Penguin, 1993.
- Limbale, Sharankumar. *Towards an Aesthetic of Dalit Literature: History, Controversies, and Considerations*. Trans. Alok Mukherjee. Hyderabad: Orient Longman, 2004. Print.
- Shinde, Shobha. "From Erasure to Assertion: The Text and Context of *Joothan*." *Critical Practice* Vol. XIV (2007): 97-8. Print.
- Stuart, Tristram. *Bloodless Revolution: A Cultural History of Vegetarianism from 1600 to the Modern Times*. New York and London: W.W. Norton, 2008.

Unit Wise Essential Reading List**Unit 1: Gandhi and Vegetarian Nationalism: Gandhi's Early Writings on Food**

- Gandhi, M.K. *An Autobiography or The Story of My Experiments With Truth*. Ahmedabad: Navjivan.
- Gandhi, M.K. *Collected Works of Mahatma Gandhi* Vol. I. New Delhi: Publication Division.

Unit 2: Moral Basis of Vegetarianism

- Gandhi, M.K. *An Autobiography or The Story of My Experiments With Truth*. Ahmedabad: Navjivan.
- Gandhi, M.K. *Collected Works of Mahatma Gandhi* Vol. I. New Delhi: Publication Division.
- Gandhi, M.K. *Key to Health*. Ahmedabad: Navjivan.
- Gandhi, M.K. *The Moral Basis of Vegetarianism*. Ahmedabad: Navjivan.

Unit 3: Responses/Critiques of Vegetarianism

Stuart, Tristram. "Diet and Diplomacy: Eating Beef in the Land of Holy Cow" From *Bloodless Revolution: A Cultural History of Vegetarianism from 1600 to the Modern Times*. New York and London: W.W. Norton, 2008.

Anveshi. *Anveshi Broadsheet on Contemporary Politics* Volume 1 No. 4. *What's the Menu? Food Politics and Hegemony*.

Unit 4: The Food Question in Literary Texts

Hariharan, Githa. "The Remains of the Feast" from *The Art of Dying and Other Stories*. Gurgaon: Penguin, 1993.

Anveshi. *Anveshi Broadsheet on Contemporary Politics* Volume 1 No. 4. *What's the Menu? Food Politics and Hegemony*.

Unit 5: Self Study

Gregory, James. *Victorians and Vegetarians: The Vegetarian Movement in Nineteenth Century Britain*. London and New York: Tauris Academic Studies, 2007.

Limbale, Sharankumar. *Towards an Aesthetic of Dalit Literature: History, Controversies, and Considerations*. Trans. Alok Mukherjee. Hyderabad: Orient Longman, 2004. Print.

Stuart, Tristram. "Vegetarianism and the Politics of Ecology: Thoreau, Gandhi and Hitler" from *Bloodless Revolution: A Cultural History of Vegetarianism from 1600 to the Modern Times*. New York and London: W.W. Norton, 2008

Examination Pattern

Continuous Evaluation:

Total Marks: 20

Components

3. Student's Presentation from Unit 5: Self Study

Marks: 10

- a. Understanding of the subject matter
- b. Command over the language
- c. Confidence
- d. Answering questions

4. Assignment

Marks: 10

- a. Understanding of the question
- b. Use of multiple textual material
- c. Grammatical accuracy

Internal Examination

Total Marks: 20

Total internal examinations of 20 marks each will be conducted and the higher marks from either of the examinations will be considered.

Semester End Examination

Total Marks: 60

This will have equal representation from each unit. Following is a sample from each unit:

Unit 1: Gandhi and Vegetarian Nationalism: Gandhi's Early Writings on Food

1. One long question of 15 marks with internal options.
For example: In Gandhi's childhood, food became a site of anti-colonial struggle. Discuss with suitable examples. .

Unit 2: Moral Basis of Vegetarianism

3. One long question of 15 marks with internal options.
For example: In his long life, food moved from being a national question to become a spiritual and moral question for Gandhi. Discuss.

Unit 3: Responses/Critiques of Vegetarian

3. One long question of 15 marks with internal options.
For example: How does emphasis on vegetarianism excludes a large section of population in India from mainstream national and cultural life? Discuss in the light of texts you have read.

OR

4. Two short questions of 7.5 marks each with internal options.
For example: Write a short note on Akbar's use of diet as a diplomatic tool.

Unit 4: The Food Question in Literary Texts

3. One long question of 15 marks with internal options.
For example: Describe how the grandmother challenges the hegemony of upper caste and class cultural practices by consuming non-vegetarian food in the very last days of her life in the story "The Remains of the Feast." .

OR

4. Two short questions of 7.5 marks each with internal options.
For example: Write a short note on GoguShyamala's "Beef, Our Life."

M.A. (English)
Semester I
To Be Effective from Academic Year 2019-20
(2019-20, 2020-21 and 2021-22)

ENG 103: Gujarati Writings in Translation

Credit: 4

No. of Hours: 60

Internal Evaluation: 40

Semester-End Examination: 60

Objective: This paper aims to look at some important Gujarati texts which have been translated into English. The paper will examine the texts in their historical background and trace the contours of different genres.

Learning Outcomes:

After completing the course, the students will have:

1. Awareness of the general literary trends of Gujarati Literature in Translation.
2. Understanding of impact of English literature and literary movements on Gujarati literature.
3. Critical understanding of given literary pieces.

Unit No.	Title	Teaching Methodology	Weightage and Duration
1	Literary Form: Novel 1.1 Meenakshi Mukherjee: "From Purana to Nutana" 1.2 Govardhanram Tripathi: <i>Saraswatichandra</i> (Abridged)	1. Classroom lectures 2. Film screening of <i>Saraswatichandra</i>	25% 15 Hours
2	Literary Form: Autobiography 2.1 Aniket Jaawre: "Eating, and Eating with, the Dalit: A Re-Consideration Touching upon Marathi Poetry" 2.2 B.Kesharshivam: <i>Whole Truth, Nothing But the Truth</i>	1. Classroom lectures 2. Classroom discussions	25% 15 Hours
Unit No.	Title	Teaching Methodology	Weightage and Duration

3	Literary Form: Poetry 3.1 K.Satchidanandan: Introduction to <i>Indian Poetry: Modernism and After</i> 3.2. Poems: 1. ZaverchandMeghani: “Poet How Can you Relish This” 2. Ravji Patel: “Swan Song” 3. Harshad Trivedi: “Thus I Must Go” 4. Krushna Trivedi: “Nest”	1. Classroom lectures 2. Classroom discussions	25% 12 Hours
4	Literary Form: Short Story 4.1 E.V. Ramkrishnan: Introduction to <i>Indian Short Stories: 1900-2000</i> 4.2 Short Stories: 1. Harish Mangalam: Dalo Alias Dalsinh 2. Suresh Joshi: The Cycle 3. ChandrakantBakshi: The Strange World of Bhagwan 4. Eva Dave: The Stranger	1. Classroom lectures 2. Classroom discussions	25% 12 Hours
5	Self Study 1. GaniDahiwala: “Getting to the Beloved” 2. Jaya Mehta: “When a Stone is in One’s Hand” 3. PriyakantManiyar: “Cart” 4. HasmukhRaval: “Today”	1. Students’ Presentation 2. Focus will be on analysis of the selected literary pieces in the background of the trends in Gujarati literature	06 Hours

NB: Unit 5 will not be asked in the internal or semester-end examination. It will only for continuous evaluation in the form of students’ presentation.

Recommended Texts:

Khandwala, Pradip. *Beyond the Beaten Tracks: Offbeat Poems from Gujarat*.
 Mangalam, Harish. *Light of Darkness*. New Delhi: Yash Publications, 2012.
 Kothari, Rita. *Translating India*. New Delhi: Foundation Books, 2006.
 Jaaware, Aniket. “Eating, and Eating with, the Dalit: A Re-Consideration Touching upon Marathi Poetry.” *Indian Poetry: Modernism and After*. Ed. K. Satchidanandan. New Delhi: SahityaAkademi, 2001. 262–93.
 Satchidanandan, K. *Indian Poetry: Modernism and After*. New Delhi: SahityaAkademi, 2001. vii-xviii
 Ramakrishnan, E.V. *Indian Short Stories: 1900-2000*. New Delhi: SahityaAkademi, 2011.
 Mukherjee, Meenakshi. *Realism and Reality: The Novel and Society in India*. New Delhi: OUP, 1994.
 Niranjana, Tejaswini. *Siting Translation: History, Post-Structuralism, and the Colonial Context*. Berkeley: University of California Press, 1992.

Unit Wise Essential Reading List

Unit 1: Literary Form: Novel

Ashar, Meera. (2015). Show or Tell? Instruction and Representation in Govardhanram's Saraswatichandra. *Modern Asian Studies*. 10.1017/S0026749X14000511.

Mukherjee, Meenakshi. *Realism and Reality: The Novel and Society in India*. New Delhi: OUP, 1994.

Tripathi, Govardhanram, *Saraswatichandra* (Abridged). Tran. VinodMeghani.

Internet Resources

Film: *Saraswatichandra*

<https://www.youtube.com/watch?v=NYD91vOjJI>

Unit 2: Literary Form: Autobiography

Jaaware, Aniket. "Eating, and Eating with, the Dalit: A Re-Consideration Touching upon Marathi Poetry." *Indian Poetry: Modernism and After*. Ed. K. Satchidanandan. New Delhi: SahityaAkademi, 2001. 262–93.

Kesharshivam, B. *Whole Truth, Nothing But the Truth*. Trans. Gita Chaudhuri. Kolkata: Samya, 2008

Internet Resources

Article on *Whole Truth, Nothing But the Truth*

[file:///C:/Users/hp/Downloads/Dalit Testimonies From The Ordeal To Spe.pdf](file:///C:/Users/hp/Downloads/Dalit%20Testimonies%20From%20The%20Ordeal%20To%20Spe.pdf)

<http://ijahms.com/upcomingissue/17.12.2015.pdf>

<http://literaryendeavour.org/files/suc1pdm0j67rk8syxebc/july%202013.pdf>

Unit 3: Literary Form: Poetry

Khandwala, Pradip. *Beyond the Beaten Tracks: Offbeat Poems from Gujarat*.

Satchidanandan, K. *Indian Poetry: Modernism and After*. New Delhi: SahityaAkademi, 2001.

Topiwala, Chandrakant. "The Legacy of Modernism in Gujarati" in *Indian Poetry:*

Modernism and After. Ed. K. Satchidanandan. New Delhi: SahityaAkademi, 2001.91-96.

Internet Resources

Article on Gujarati Poetry:

https://www.researchgate.net/publication/299007508_Between_'Swakiya'_and_'Parkiya'_Modeling_Literary_Modernisms_in_Gujarati_Poetry

file:///C:/Users/hp/Downloads/Ashar_literature_CS_2012.pdf

Unit 4: Literary Form: Short Story

Awasthy, Rajendra. *Selected Gujarati Short Stories*. New Delhi: Fusion Books. 2004.

Ramakrishnan, E.V. *Indian Short Stories: 1900-2000*. New Delhi: SahityaAkademi, 2011.

Unit 5: Self Study

GaniDahiwala: "Getting to the Beloved"

HasmukhRaval: "Today"

Jaya Mehta: "When a Stone is in One's Hand"

PriyakantManiyar: "Cart"

Examination Pattern

Continuous Evaluation: Total Marks: 20

Components

- | |
|---|
| <p>5. Student's Presentation from Unit 5: Self Study Marks: 10</p> <ol style="list-style-type: none"> a. Understanding of the subject matter b. Command over the language c. Confidence d. Answering questions |
| <p>6. Assignment Marks: 10</p> <ol style="list-style-type: none"> a. Understanding of the question b. Use of multiple textual material c. Grammatical accuracy |

Internal Examination Total Marks: 20

Total internal examinations of 20 marks each will be conducted and the higher marks from either of the examinations will be considered.

Semester End Examination Total Marks: 60

This will have equal representation from each unit. Following is a sample from each unit:

Unit 1: Literary Form: Novel

1. One long question of 15 marks with internal options.

For example: Does *Saraswatichandra* succeed in presenting transition of the Indian society from the Victorian traditions to the Modernist traditions? Elaborate your answer with some examples.

OR

2. Two short questions of 7.5 marks each with internal options.

For example: Write a short note on character of Kumud.

Unit 2: Literary Form: Autobiography

1. One long question of 15 marks with internal options.

For example: Explain "autobiography" and discuss B.Kesharshivam's autobiography *Whole Truth, Nothing But the Truth* in your words.

OR

2. Two short questions of 7.5 marks each with internal options.

For example: Write a short note on B.Kesharshivam's childhood experiences of untouchability.

Unit 3: Literary Form: Poetry

1. One long question of 15 marks with internal options.

For example: Discuss modernist and postmodernist characteristics in the poems of ZavechandMeghani and Ravji Patel.

OR

2. Two short questions of 7.5 marks each with internal options.

For example: Write a short note on Krushna Dave's "Nest".

Unit 4: Literary Form: Short Story

1. One long question of 15 marks with internal options.

For example: Discuss modernist and postmodernist characteristics in the short stories of Harish Mangalam and Eva Dave.

OR

2. Two short questions of 7.5 marks each with internal options.

For example: Write a short note on the Suresh Joshi's "The Cycle".

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Semester I

To Be Effective from Academic Year 2019-20

(2019-20, 2020-21 and 2021-22)

ENG 104: Pre-Independence Indian Writing in English

Credit: 4

No. of Hours: 60

Internal Evaluation: 40

Semester-End Examination: 60

Objective: This paper looks at selected pre-independence writings in English in India. The objective is to see how these writings reflected their times and the complex cultural negotiation in the colonial period. The paper will look at both literary and non-literary writings to understand the impact colonialism had on the native society.

Learning Outcomes:

After completing the course, the students will have:

1. Understanding to locate the place and significance of English language in the most multilingual terrains of India and critically comprehend various discourses and debates that run through the course of modern Indian history.
2. Understanding of how literature is shaped by political, social, economic and cultural background of the time and place.
3. Insight of how Indian creative sensibilities felt a great and avid need to express themselves in English language, and thus gave a flux to a new corpus of creative writing which was later going to get the label as Indian Writing In English.

Unit No.	Title	Teaching Methodology	Weightage and Duration
1	Politics of English Language in India 1.1 Raja Rammohan Roy: Letter to Lord Amherst 1.2 T.B. Macaulay: Macaulay's Minute 1.3 M.K. Gandhi on Place of English Language in India	1. Classroom lectures 2. Slide Show on Politics of English Language in India 3. PPT on pre Independence Indian social, political and academic scenario 4. Youtube Videos on relevant topics	25% 13 Hours
2	Prose 2.1 Two faces of Prose: Behramji Malabari and Goverdhanram Tripathi by Sudhir Chandra	1. Classroom lectures 2. PPT on subtopics 3. Youtube Videos on 'Making of Indian Writing in English 1780-1940'	25% 13 Hours

	<p>2.2 BehramjiMalabari: Chapter III of The Indian Eye on English Life: Rambles of a Pilgrim Reformer</p> <p>2.3 GovardhanramTripathi: The Age of Consent Bill from <i>Scrap Book: 1888-1894</i></p>	4. Videos on the lives and works of GovardhanramTripathi and BehramjiMalabari	
3	<p>Novels</p> <p>3.1 ‘The Beginings of the Indian Novels’Meenakshi Mukherjee.</p> <p>3.2 “Introduction” to <i>Saguna</i></p> <p>3.3 KrupabaiSatthianadhan: <i>Saguna</i></p>	<p>1. Classroom lectures</p> <p>2. PPT on various sub-topics</p> <p>3. Youtube Videos on related topics</p>	<p>25%</p> <p>13 Hours</p>
4	<p>Poetry</p> <p>4.1 “Introduction” to <i>The Golden Treasure of Indo-Anglican Poetry</i></p> <p>4.2 KasiprasadGhosh: To a Young Hindu Widow</p> <p>4.3 Michael MadhusudanDutt: Satan</p> <p>4.4 Toru Dutt: Our Casuarina Tree</p> <p>4.5 Rabindranath Tagore: Where the Mind is without Fear</p> <p>4.6 Sarojni Naidu: The PardahNashin</p> <p>4.7 V.N. Bhushan: Ninth August 1942</p>	<p>1. Classroom lectures</p> <p>2. PPT on early phase of Indian English Poetry</p> <p>3. Intensive reading of poetry prescribed</p>	<p>25%:</p> <p>13 Hours</p>
5	<p>Self Study</p> <p>5.1 Rabindranath Tagore: Indian Nationalism</p> <p>5.2 Mulk Raj Anand: <i>Coolie</i></p> <p>5.3 Michael MadhusudanDutt: From The Anglo-Saxon and the Hindu</p> <p>5.4 Raja Rammohan Roy: The Life of the People</p>	<p>1. Students’ Presentation</p> <p>2. Focus will be on analysis of the selected pieces in the social, political background as well as the literary tendencies of Pre Independence Indian Writing In English</p>	08 Hours

NB: Unit 5 will not be asked in the internal or semester-end examination. It will only for continuous evaluation in the form of students’ presentation.

Recommended Texts:

Bruce Carlisle Robertson: *The English Writings of Raja Rammohan Ray.*

Gokak, V.K. *The Golden Treasury of Indo-Anglian Poetry: 1828-1965.* New Delhi SahityaAkademi, 2014.

Malbari, Behramji. *The Indian Eye on English Life.* Westminister, S.W. 1893.

Mehrotra, Arvind Krishna. Ed. *A Concise History of Indian Literature in English.* Ranikhet: Permanent Black, 2008.

Mukherjee, Meenakshi: *The Beginnings of Indian Novel.*

- Naik, M.K. *History of Indian English Literature*. New Delhi: SahityaAkademi, Sathianadhan, Krupabai: *Saguna*. Ed. Chandani Lokuge. New Delhi: OUP, 1998.
- Singh, A.K. Ed. *Discourse of Resistance in the Colonial Period*. New Delhi: Creative Book, 2005.
- Singh, A.K. Ed. *Indian Renaissance Literature*. New Delhi: Creative Books, 2003.
- Tripathi, Goverdhanram. *Scrape Books I & II*. Bombay: N. M. Tripathi Pvt. Ltd., 1959.
- Walsh, William. *Indo-Anglian Literature: 1800-1970*. Madras: Orient Longman, 1976.

Unit Wise Essential Reading List

Unit 1: Politics of English Language in India

- Roy, Raja Rammohan. Letter to Lord Amherst.
- Macaulay, T.B. "Minute on Education" February 2, 1835.
- Gandhi, M.K. Letters, Speeches and Journalistic Writings from Collected Works of Gandhi.
- Mehrotra, Arvind Krishna. Ed. *A Concise History of Indian Literature in English*.

Internet Resources

<https://www.youtube.com/watch?v=gYeVIUtbKXQ>

Unit 2: Prose

- Mehrotra, Arvind Krishna. Ed. *A Concise History of Indian Literature in English*.
- Malbari, Behramji. *The Indian Eye on English Life*. Westminster, S.W. 1893.
- Tripathi, Goverdhanram. *Scrape Books I&II*.

Internet Resources

<https://www.youtube.com/watch?v=bHr4FIKIU6c>

Unit 3: Novels

- Mukherjee, Meenakshi: *The Beginnings of Indian Novel*.
- Mehrotra, Arvind Krishna. Ed. *A Concise History of Indian Literature in English*.
- Sathianadhan, Krupabai: *Saguna*.

Internet Resources

<https://www.youtube.com/watch?v=fsuarkpIABI>

Unit 4: Poetry

- Naik, M.K. *History of Indian English Literature*.
- Gokak, V.K. *The Golden Treasury of Indo-Anglian Poetry: 1828-1965*.
- Texts of the poems prescribed

Internet Resources

<https://www.youtube.com/watch?v=94gEkoph5SA>

[http://www.tmv.edu.in/pdf/Distance_education/MA\(English\)/Indian%20Literature%20in%20English/Ch-1.pdf](http://www.tmv.edu.in/pdf/Distance_education/MA(English)/Indian%20Literature%20in%20English/Ch-1.pdf)

<https://www.boloji.com/articles/49016/indian-english-poetry--beginning-and-growth>

Unit 5: Self Study

- 5.1 Rabindranath Tagore: Indian Nationalism

5.2 Mulk Raj Anand: Coolie

5.3 Michael MadhusudanDutt: From The Anglo-Saxon and the Hindu

5.4 Raja Rammohan Roy: The Life of the People

Examination Pattern

Unit 1: Politics of English Language in India

1. One long question of 15 marks with internal options.

For example: Describe the political and social scenario of Pre Independence India.

Unit 2: Prose

1. One long question of 15 marks with internal options.

For example: Describe the features of Pre Independence Indian English Prose.

Unit 3: Novels

1. One long question of 15 marks with internal options.

For example: Describe in detail the scenario of Indian English Novel.

Unit 4: Poetry

1. One long question of 15 marks with internal options.

For example: Write a detailed note on Pre Independence Indian English Poetry

OR

2. Two short questions of 7.5 marks each with internal options.

For example: Write a critical appreciation of the poem "Satan"..

Gujarat Vidyapith, Sadra

Department of English

M.A. (English)

Semester I

To Be Effective from Academic Year 2019-20

(2019-20, 2020-21 and 2021-22)

ENG 105 Literary Theory and Criticism – I

Credit: 4

No. of Hours: 60

Internal Evaluation: 40

Semester-End Examination: 60

Objective: This paper seeks to familiarize students with the history of European literary theory and criticism from classical period upto twentieth century. The paper will trace development in the contours of the literary theory over the centuries.

Learning Outcomes:

After completing the course, the students will have:

1. Awareness of the general trends of literary theory and criticism.
2. Understanding of impact of critical theory on literature.
3. Critical understanding of given essays.

Unit No.	Title	Teaching Methodology	Weightage and Duration
1	Background to Literary Theory and Criticism	1. Classroom lectures 2. PPT on Background to Literary Theory and Criticism 3. YouTube Videos on Background to Literary Theory and Criticism	10% 06 Hours
2	Classical Criticism 2.1 Plato: From <i>Republic</i> Book II, III and X 2.2 Aristotle: <i>Poetics</i> 2.3 Longinus: On Sublime	1. Classroom lectures 2. PPT on Plato, Aristotle, and Longinus 3. YouTube Videos on Plato, Aristotle, and Longinus	30% 16 Hours

3	Neoclassical Criticism 3.1 Alexander Pope: An Essay on Criticism 3.2 Samuel Johnson: Preface to Shakespeare	1. Classroom lectures 2. YouTube Videos Alexander Pope and Samuel Johnson	30% 16 Hours
Unit No.	Title	Teaching Methodology	Weightage and Duration
4	Romantic and Victorian Criticism 4.1 Samuel Taylor Coleridge: Chapter XIV of <i>Biographia Literaria</i> 4.2 Mathew Arnold: “The Study of Poetry”	1. Classroom lectures 2. YouTube Videos Samuel Taylor Coleridge and Matthew Arnold	30% 16 Hours
5	Self Study 5.1 Samuel Johnson: From <i>The Life of Cowley</i> 5.2 William Hazlitt: “Macbeth” from <i>Characters of Shakespeare’s Plays</i>	1. Students’ Presentation 2. Focus will be on analysis of the selected essays.	06 Hours

NB: Unit 5 will not be asked in the internal or semester-end examination.. It will only for continuous evaluation in the form of students’ presentation.

Recommended Texts:

Abrams, M.H. *The Mirror and the Lamp: Romantic Theory and the Critical Tradition*. New York: OUP, 1971.

Bradbury, Malcolm and David Palmer, eds. *Contemporary Criticism. Stanford-Upon-Avon Studies 12*. London: Arnold, 1970.

Brooks, Cleanth and William Wimsatt. *Literary Criticism: A Short History*. New Delhi: OUP and IBH, 1957.

Butcher S.H. *Aristotle’s Theory of Poetry and Fine Art*. London: Macmillan, 1932.

Bywater, Ingram. *Aristotle on the Art of Poetry*. Oxford: Clarendon Press, 1909.

Crane, R.S., ed. *Critics and Criticism: Ancient and Modern*. University of Chicago Press, 1952.

Daiches, David. *Critical Approaches to Literature*. Bombay: Longman, 1967.

Dorsch, T.S. *Classical Literary Criticism*. Middlesex: Penguin Books, 1981.

Eagleton, Terry. *Literary Theory: An Introduction*. Oxford: Blackwell, 1983.

Enright, D. J. and Ernest de Chickera, eds. *English Critical Texts*. London: Oxford University Press, 1962

Fowler, Roger. *A Dictionary of Modern Critical Terms*. London: Routledge, 1987.

Frye, Northrop. *Anatomy of Criticism*. Princeton: Princeton University Press, 1948.

Higgins, John. *Raymond Williams: Literature, Marxism and Cultural Materialism*. London: Routledge, 1999.

Hill, Christopher. *Milton and the English Revolution*, U.K.: Faber and Faber, 1977.

Lodge, David, ed. *Twentieth Century Literary Criticism*. London: Longman, 1972.

Lodge, David. *Modern Criticism and Theory: A Reader*, New Delhi: Pearson, 2008.

- Nagarajan, M.S. *English Literary Criticism and Theory: An Introduction*. Hyderabad: Orient BlackSwan, 2010.
- Newton. *20th Century Literary Criticism: A Reader*. London: Palgrave, 1997.
- Plato. *The Republic*. Trans. Desmond Lee. Harmondsworth: Penguin.
- Ramaswami, S. and V.S. Sethuraman. Eds. *The English Critical Tradition: An Anthology of English Literary Criticism* Vol. I and II. Madras: Macmillan, 1986
- Selden Raman. *A Reader's Guide to Contemporary Literary Theory*. Brighton: Harvester Press, 1985.
- Wain, John. Ed. *Lives of the Poets*. London: Everyman's Library, 1986.
- Watson George. *The Literary Critics*. Harmondsworth: Penguin, 1964.
- Wellek, Rene and Austin Warren. *Theory of Literature*. Harmondsworth: Penguin, 1963.
- Wellek, Rene. *A History of Modern Criticism*. New Haven/London: Yale University Press, 1955.
- Westbrook, Max and William J. Hardy, eds. *Twentieth Century Criticism*. New York: Free Press, 1974.
- Wimsatt, W.K. and Cleanth Brooks. *Literary Criticism, A Short History*. Chicago: The University of Chicago Press, 1957.

Unit Wise Essential Reading List

Unit 1: Background to Literary Theory and Criticism

- Butcher S.H. *Aristotle's Theory of Poetry and Fine Art*. London: Macmillan, 1932.
- Bywater, Ingram. *Aristotle on the Art of Poetry*. Oxford: Clarendon Press, 1909.
- Crane, R.S., ed. *Critics and Criticism: Ancient and Modern*. University of Chicago Press, 1952.
- Daiches, David. *Critical Approaches to Literature*. Bombay: Longman, 1967.
- Dorsch, T.S. *Classical Literary Criticism*. Middlesex: Penguin Books, 1981.
- Plato. *The Republic*. Trans. Desmond Lee. Harmondsworth: Penguin.

Internet Resources

Videos on Background to Literary Theory and Criticism

<https://www.youtube.com/watch?v=vh4mb9S5Y7M>

https://www.youtube.com/watch?v=-Xx0E7IPI7Q&list=PL9QS4mSP_yrYMLBm7ykk5Y7M_P6qQ2765&index=2

https://www.youtube.com/watch?v=2Pdk1jwqGMg&list=PL9QS4mSP_yrYMLBm7ykk5Y7M_P6qQ2765&index=3

Unit 2: Classical Criticism

- Butcher S.H. *Aristotle's Theory of Poetry and Fine Art*. London: Macmillan, 1932.
- Bywater, Ingram. *Aristotle On the Art of Poetry*. Oxford: Clarendon Press, 1909.
- Crane, R.S., ed. *Critics and Criticism: Ancient and Modern*. University of Chicago Press, 1952.
- Daiches, David. *Critical Approaches to Literature*. Bombay: Longman, 1967.
- Dorsch, T.S. *Classical Literary Criticism*. Middlesex: Penguin Books, 1981.
- Plato. *The Republic*. Trans. Desmond Lee. Harmondsworth: Penguin.

Internet Resources

PPT on Plato and Aristotle

<https://www.youtube.com/watch?v=Q7K59sHKCTM>

<https://www.youtube.com/watch?v=GY98ODtaeFA>

Video lecture on Plato:

<https://www.youtube.com/watch?v=4tMUERSdNRU>

Video lecture on Aristotle:

<https://www.youtube.com/watch?v=fpVy0YgcFJI>

Unit 3: Neoclassical Criticism

Crane, R.S., ed. *Critics and Criticism: Ancient and Modern*. University of Chicago Press, 1952.

Daiches, David. *Critical Approaches to Literature*. Bombay: Longman, 1967.

Nagarajan, M.S. *English Literary Criticism and Theory: An Introduction*, Hyderabad: Orient BlackSwan, 2010.

Frye, Northrop. *Anatomy of Criticism*. Princeton: Princeton University Press, 1948.

Ramaswami, S. and V.S. Sethuraman. Eds. *The English Critical Tradition: An Anthology of English Literary Criticism* Vol. I and II. Madras: Macmillan, 1986.

Wain, John. Ed. *Lives of the Poets*. London: Everyman's Library, 1986.

Wellek, Rene and Austin Warren. *Theory of Literature*. Harmondsworth: Penguin, 1963.

Wimsatt, W.K. and Cleanth Brooks. *Literary Criticism, A Short History*. Chicago: The University of Chicago Press, 1957.

Internet Resources

Critical Thoughts of Alexander Pope:

<https://www.youtube.com/watch?v=u3AvlpFHdTU>

Samuel Johnson's Preface to Shakespeare:

<https://www.youtube.com/watch?v=E5ITcUYWdZQ>

Unit 4: Romantic and Victorian Criticism

Crane, R.S., ed. *Critics and Criticism: Ancient and Modern*. University of Chicago Press, 1952.

Daiches, David. *Critical Approaches to Literature*. Bombay: Longman, 1967.

Nagarajan, M.S. *English Literary Criticism and Theory: An Introduction*, Hyderabad: Orient BlackSwan, 2010.

Frye, Northrop. *Anatomy of Criticism*. Princeton: Princeton University Press, 1948.

Ramaswami, S. and V.S. Sethuraman. Eds. *The English Critical Tradition: An Anthology of English Literary Criticism* Vol. I and II. Madras: Macmillan, 1986.

Wain, John. Ed. *Lives of the Poets*. London: Everyman's Library, 1986.

Wellek, Rene and Austin Warren. *Theory of Literature*. Harmondsworth: Penguin, 1963.

Wimsatt, W.K. and Cleanth Brooks. *Literary Criticism, A Short History*. Chicago: The University of Chicago Press, 1957.

Internet Resources

Coleridge's Chapter XIV of *Biographia Literaria*

<https://www.youtube.com/watch?v=TqWbiaO8KJI>

Study of Poetry by Matthew Arnold

<https://www.youtube.com/watch?v=nJOoPJG7Rts>

Unit 5: Self Study

5.1 Samuel Johnson: From *The Life of Cowley*
<https://www.youtube.com/watch?v=imayNnrL8yA>
 William Hazlitt: Macbeth from *Characters of Shakespeare's Plays*
<https://www.youtube.com/watch?v=S6Y250IRPqs>

Examination Pattern

Continuous Evaluation: **Total Marks: 20**

Components

7. Student's Presentation from Unit 5: Self Study Marks: 10
- a. Understanding of the subject matter
 - b. Command over the language
 - c. Confidence
 - d. Answering questions

8. Assignment Marks: 10
- a. Understanding of the question
 - b. Use of multiple textual material
 - c. Grammatical accuracy

Internal Examination **Total Marks: 20**

Total internal examinations of 20 marks each will be conducted and the higher marks from either of the examinations will be considered.

Semester End Examination **Total Marks: 60**

This will have equal representation from each unit. Following is a sample from each unit:

Unit 1: Background to Literary Theory and Criticism

1. One long question of 15 marks with internal options.
 For example: What is literary criticism? Also, discuss its functions.

Unit 2: Classical Criticism

1. One long question of 15 marks with internal options.
 For example: Critically examine the salient features of Plato's and Aristotle's views on theory of imitation.

Unit 3: Neoclassical Criticism

1. One long question of 15 marks with internal options.
 For example: Critically examine Sir Alexander Pope's *An Essay on Criticism*.

Unit 4: Romantic and Victorian Criticism

1. One long question of 15 marks with internal options.
 For example: Discuss Samuel Taylor Coleridge's Chapter XIV of *Biographia Literaria* in your words.

Gujarat Vidyapith, Ahmedabad

Department of English

M.A. (English)

Semester I

To Be Effective from Academic Year 2023-24

(2023-24, 2024-25 and 2025-26)

ENG 102: Gandhi in English – I (Food, Culture, Nationalism)

Credit: 4

No. of Hours: 60

Internal Evaluation: 40

Semester-End Examination: 60

Objective: This paper aims to explore Gandhi's thoughts and writings on food and how it impinges on the cultural life of India. Food occupies an important place in Gandhi's thoughts and his very first public writing was on food. The paper will trace the contours of Gandhi's thoughts on food from his early writings to later phase. The paper will also study responses or critiques of vegetarian food culture in India. Some literary texts will be analyzed to see how food configures the idea of self and/or the idea of the cultural nationalism which excludes cultural minorities of India.

Learning Outcomes:

After completing the course, the students will have:

1. Awareness of how food became an entry point into politics for Gandhi
2. Understanding of shifts in Gandhi's life vis-à-vis the question of food
3. Critical understanding of how vegetarian food came to occupy hegemonic place in India to exclude many cultural groups in India who consume non-vegetarian food
4. Critical understanding of food as a potent cultural tool as well as the site of resistance for the marginalized in India

Unit No.	Title	Teaching Methodology	Weightage and Duration
1	Gandhi and Vegetarian Nationalism: Gandhi's Early Writings on Food 1.1 A Tragedy (from <i>An Autobiography</i>) 1.2 Experiments in Dietetics (from <i>An Autobiography</i>) 1.3 Indian Vegetarians – I to VI	1. Classroom lectures 2. Classroom discussions	25% 13 Hours

	(from CWMG Vol. 1) 1.4 Foods of India (from CWMG Vol. 1) 1.5 A Band of Vegetarian Missionaries (from CWMG Vol. 1)		
Unit No.	Title	Teaching Methodology	Weightage and Duration
2	Moral Basis of Vegetarianism 2.1 Food and Brahmacharya (from <i>An Autobiography</i>) 2.2 Food, Fasting and Satyagraha (from <i>An Autobiography</i>) 2.3 “Body” from <i>Key to Health</i> 2.4 “The Moral Basis of Vegetarianism”	1. Classroom lectures 2. Classroom discussions	25% 13 Hours
3	Responses/Critiques of Vegetarianism 3.1 Tristram Stuart: Diet and Diplomacy: Eating Beef in the Land of the Holy Cow 3.2 Dalit Celebration of Non-Vegetarianism 3.3 Food Politics and Hegemony 3.4 Sneha Raj: Why is Modern India Vegetarian?	1. Classroom lectures 2. Classroom discussions	25% 13 Hours
4	The Food Question in Literary Texts 4.1 Githa Hariharan: The Remains of the Feast 4.2 Sky Baba: Vegetarians Only 4.3 Gulvadi Venkatrap: Shuddhodaka for Purification of food/water 4.4 Gogu Shyamala: Beef, Our Life	1. Classroom lectures 2. Classroom discussions	25% 13 Hours
5	Self Study 5.1 Tristram Stuart: Vegetarianism and the Politics of Ecology: Thoreau, Gandhi and Hitler 5.2 James Gregory: Representing the Vegetarian 5.3 Sharankumar Limbale: Selections	1. Students’ Presentation 2. Focus will be on analysis of the selected pieces in the background of the issues discussed in rest of the four units.	08 Hours

	from <i>Akkarmashi</i> 5.4 Omprakash Valmiki: Selections from <i>Joothan</i>		
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NB: Unit 5 will not be asked in the internal or semester-end examination. It will only for continuous evaluation in the form of students' presentation.

Recommended Texts:

- Bose, NirmalKumar. *Selections from Gandhi*. Ahmedabad: Navjivan, 1972. Print.
- Broadsheet on Contemporary Politics*. Anveshi Research Centre for Women's Studies. Vol 1, No. 4. September 2012.
- Dangle, Arjun. Ed. "Dalit Literature Past, Present and Future." *Poisoned Bread: Translations from Modern Marathi Dalit Literature*. Hyderabad: Orient BlackSwan, 2009. xix-liv. Print.
- Gandhi, M.K. *An Autobiography or The Story of My Experiments With Truth*. Ahmedabad: Navjivan.
- Gandhi, M.K. *Collected Works of Mahatma Gandhi* Vol. I. New Delhi: Publication Division.
- Gandhi, M.K. *Key to Health*. Ahmedabad: Navjivan.
- Gandhi, M.K. *The Moral Basis of Vegetarianism*. Ahmedabad: Navjivan.
- Gregory, James. *Victorians and Vegetarians: The Vegetarian Movement in Nineteenth Century Britain*. London and New York: Tauris Academic Studies, 2007.
- Hariharan, Githa. *The Art of Dying and Other Stories*. Gurgaon: Penguin, 1993.
- Limbale, Sharankumar. *Towards an Aesthetic of Dalit Literature: History, Controversies, and Considerations*. Trans. Alok Mukherjee. Hyderabad: Orient Longman, 2004. Print.
- Shinde, Shobha. "From Erasure to Assertion: The Text and Context of *Joothan*." *Critical Practice* Vol. XIV (2007): 97-8. Print.
- Stuart, Tristram. *Bloodless Revolution: A Cultural History of Vegetarianism from 1600 to the Modern Times*. New York and London: W.W. Norton, 2008.

Unit Wise Essential Reading List

Unit 1: Gandhi and Vegetarian Nationalism: Gandhi's Early Writings on Food

- Gandhi, M.K. *An Autobiography or The Story of My Experiments With Truth*. Ahmedabad: Navjivan.
- Gandhi, M.K. *Collected Works of Mahatma Gandhi* Vol. I. New Delhi: Publication Division.

Unit 2: Moral Basis of Vegetarianism

Gandhi, M.K. *An Autobiography or The Story of My Experiments With Truth*. Ahmedabad: Navjivan.

Gandhi, M.K. *Collected Works of Mahatma Gandhi* Vol. I. New Delhi: Publication Division.

Gandhi, M.K. *Key to Health*. Ahmedabad: Navjivan.

Gandhi, M.K. *The Moral Basis of Vegetarianism*. Ahmedabad: Navjivan.

Unit 3: Responses/Critiques of Vegetarianism

Stuart, Tristram. "Diet and Diplomacy: Eating Beef in the Land of Holy Cow" From *Bloodless Revolution: A Cultural History of Vegetarianism from 1600 to the Modern Times*. New York and London: W.W. Norton, 2008.

Anveshi. *Anveshi Broadsheet on Contemporary Politics* Volume 1 No. 4. *What's the Menu? Food Politics and Hegemony*.

Unit 4: The Food Question in Literary Texts

Hariharan, Githa. "The Remains of the Feast" from *The Art of Dying and Other Stories*. Gurgaon: Penguin, 1993.

Anveshi. *Anveshi Broadsheet on Contemporary Politics* Volume 1 No. 4. *What's the Menu? Food Politics and Hegemony*.

Unit 5: Self Study

Gregory, James. *Victorians and Vegetarians: The Vegetarian Movement in Nineteenth Century Britain*. London and New York: Tauris Academic Studies, 2007.

Limbale, Sharankumar. *Towards an Aesthetic of Dalit Literature: History, Controversies, and Considerations*. Trans. Alok Mukherjee. Hyderabad: Orient Longman, 2004. Print.

Stuart, Tristram. "Vegetarianism and the Politics of Ecology: Thoreau, Gandhi and Hitler" from *Bloodless Revolution: A Cultural History of Vegetarianism from 1600 to the Modern Times*. New York and London: W.W. Norton, 2008

Examination Pattern

Continuous Evaluation:

Components

1. Student's Presentation from Unit 5: Self Study
 - a. Understanding of the subject matter
 - b. Command over the language
 - c. Confidence
 - d. Answering questions

Total Marks: 20

Marks: 10

2. Assignment

Marks: 10

- a. Understanding of the question
- b. Use of multiple textual material
- c. Grammatical accuracy

Internal Examination**Total Marks: 20**

Total internal examinations of 20 marks each will be conducted and the higher marks from either of the examinations will be considered.

Semester End Examination**Total Marks: 60**

This will have equal representation from each unit. Following is a sample from each unit:

Unit 1: Gandhi and Vegetarian Nationalism: Gandhi's Early Writings on Food

1. One long question of 15 marks with internal options.
For example: In Gandhi's childhood, food became a site of anti-colonial struggle. Discuss with suitable examples. .

Unit 2: Moral Basis of Vegetarianism

1. One long question of 15 marks with internal options.
For example: In his long life, food moved from being a national question to become a spiritual and moral question for Gandhi. Discuss.

Unit 3: Responses/Critiques of Vegetarian

1. One long question of 15 marks with internal options.
For example: How does emphasis on vegetarianism excludes a large section of population in India from mainstream national and cultural life? Discuss in the light of texts you have read.

OR

2. Two short questions of 7.5 marks each with internal options.
For example: Write a short note on Akbar's use of diet as a diplomatic tool.

Unit 4: The Food Question in Literary Texts

1. One long question of 15 marks with internal options.
For example: Describe how the grandmother challenges the hegemony of upper caste and class cultural practices by consuming non-vegetarian food in the very last days of her life in the story "The Remains of the Feast." .

OR

2. Two short questions of 7.5 marks each with internal options.
For example: Write a short note on GoguShyamala's "Beef, Our Life."

Gujarat Vidyapith, Ahmedabad

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Semester I

To Be Effective from Academic Year 2023-24

(2023-24, 2024-25 and 2025-26)

ENG 103: Gujarati Writings in Translation

Credit: 4

No. of Hours: 60

Internal Evaluation: 40

Semester-End Examination: 60

Objective: This paper aims to look at some important Gujarati texts which have been translated into English. The paper will examine the texts in their historical background and trace the contours of different genres.

Learning Outcomes:

After completing the course, the students will have:

1. Awareness of the general literary trends of Gujarati Literature in Translation.
2. Understanding of impact of English literature and literary movements on Gujarati literature.
3. Critical understanding of given literary pieces.

Unit No.	Title	Teaching Methodology	Weightage and Duration
1	Literary Form: Novel 1.1 Meenakshi Mukherjee: "From Purana to Nutana" 1.2 Dalpat Chauhan: <i>Malak</i> (Trans. Nilufer E. Bharucha)	1. Classroom lectures 2. Classroom discussions	25% 15 Hours
2	Literary Form: Biography Suhrod, Tridip. Introduction to <i>Lilavati: A Life</i> Govardhanram Tripathi: <i>Lilavati: A Life</i> (Tran. Tridip Suhrod)	1. Classroom lectures 2. Classroom discussions	25% 15 Hours
3	Literary Form: Poetry 3.1 K.Satchidanandan: Introduction to <i>Indian Poetry: Modernism and After</i> 3.2 Poems: 1. Umashankar Joshi: "Passing through Rajasthan"	1. Classroom lectures 2. Classroom discussions	25% 12 Hours

	2. Ravji Patel: “Whirlwind” 3. Ghulam Mohammed Sheikh: “Jaisalmer, I” 4. Krushna Trivedi: “Nest” 5. Raju Solanki: Midas 6. Neerav Patel: “Kaliyo”		
4	Literary Form: Short Story 4.1 Rita Kothari: Introduction to <i>Greatest Gujarati Stories Ever Told</i> 4.2 Short Stories: 1. Dhumketu: “Jumo Bhisti” 2. Neerav Patel: “Creamy Layer” 3. Himanshi Shelat: “Doors” 4. Dashrath Parmar: “Nandu” 5. Raam Mori: “The Twenty-first Tiffin”	1. Classroom lectures 2. Classroom discussions	25% 12 Hours
5	Self Study 1. Gani Dahiwala: “Getting to the Beloved” 2. Zaverchand Meghani: “Poet How Can you Relish This” 3. Ravji Patel: “Swan Song” 4. Harshad Trivedi: “Thus I Must Go” 5. Sitanshu Yashashchandra: “Drought”	1. Students’ Presentation 2. Focus will be on analysis of the selected literary pieces in the background of the trends in Gujarati literature	06 Hours

NB: Unit 5 will not be asked in the internal or semester-end examination. It will only for continuous evaluation in the form of students’ presentation.

Recommended Texts:

Jaaware, Aniket. “Eating, and Eating with, the Dalit: A Re-Consideration Touching upon Marathi Poetry.” *Indian Poetry: Modernism and After*. Ed. K. Satchidanandan. New Delhi: SahityaAkademi, 2001. 262–93.

Khandwala, Pradip. *Beyond the Beaten Tracks: Offbeat Poems from Gujarat*. Ahmedabad: Gujarati Sahitya Parishad. 2009.

Kothari, Rita. *Greatest Gujarati Stories Ever Told*. New Delhi: Aleph Book Company. 2022

Kothari, Rita. *Translating India*. New Delhi: Foundation Books, 2006.

Mukherjee, Meenakshi. *Realism and Reality: The Novel and Society in India*. New Delhi:OUP, 1994.

Niranjana, Tejaswini. *Siting Translation: History, Post-Structuralism, and the Colonial Context*. Berkeley: University of California Press,1992.

Ramakrishnan, E.V. *Indian Short Stories: 1900-2000*. New Delhi: Sahitya Akademi, 2011.

Dharwadker, Vinay and Ramanujan, A.K. ed. *The Oxford Anthology of Modern Indian Poetry*. New Delhi: Oxford University Press. 1994.

Satchidanandan, K. *Indian Poetry: Modernism and After*. New Delhi: SahityaAkademi, 2001.
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Unit Wise Essential Reading List

Unit 1: Literary Form: Novel

Mukherjee, Meenakshi. *Realism and Reality: The Novel and Society in India*. New Delhi: OUP, 1994.

Chauhan Dalpat. *Malak*. Tran. Nilufer Bharucha. New Delhi: Sahitya Akademi. 2023.

Unit 2: Literary Form: Biography

Govardhanram Tripathi: *Lilavati: A Life* (Tran. Tridip Suhrud) New Delhi: Penguin. 2022.

Internet Resources

Unit 3: Literary Form: Poetry

Dharwadker, Vinay and Ramanujan, A.K. ed. *The Oxford Anthology of Modern Indian Poetry*. New Delhi: Oxford University Press. 1994.

Khandwala, Pradip. *Beyond the Beaten Tracks: Offbeat Poems from Gujarat*.

Satchidanandan, K. *Indian Poetry: Modernism and After*. New Delhi: Sahitya Akademi, 2001.

Topiwala, Chandrakant. "The Legacy of Modernism in Gujarati" in *Indian Poetry: Modernism and After*. Ed. K. Satchidanandan. New Delhi: Sahitya Akademi, 2001.91-96.

Internet Resources

Article on Gujarati Poetry:

https://www.researchgate.net/publication/299007508_Between_'Swakiya'_and_'Parkiya'_Modeling_Literary_Modernisms_in_Gujarati_Poetry

file:///C:/Users/hp/Downloads/Ashar_literature_CS_2012.pdf

Unit 4: Literary Form: Short Story

Kothari, Rita. *Greatest Gujarati Stories Ever Told*. New Delhi: Aleph Book Company. 2022

Unit 5: Self Study

1. Gani Dahiwala: "Getting to the Beloved"
2. Zaverchand Meghani: "Poet How Can you Relish This"
3. Ravji Patel: "Swan Song"
4. Harshad Trivedi: "Thus I Must Go"
5. Sitanshu Yashashchandra: "Drought"

Examination Pattern

Continuous Evaluation:

Components

1. Student's Presentation from Unit 5: Self Study

Total Marks: 20

Marks: 10

- a. Understanding of the subject matter
 - b. Command over the language
 - c. Confidence
 - d. Answering questions
2. Assignment
 - a. Understanding of the question
 - b. Use of multiple textual material
 - c. Grammatical accuracy

Marks: 10

Internal Examination

Total Marks: 20

Total internal examinations of 20 marks each will be conducted and the higher marks from either of the examinations will be considered.

Semester End Examination

Total Marks: 60

This will have equal representation from each unit. Following is a sample from each unit:

Unit 1: Literary Form: Novel

1. One long question of 15 marks with internal options.
For example: Does *Malak* succeed in presenting reality of the Indian society? Elaborate your answer with some examples.
- OR
2. Two short questions of 7.5 marks each with internal options.
For example: Write a short note on character of Chhagan.

Unit 2: Literary Form: Biography

1. One long question of 15 marks with internal options.
For example: Explain “biography” and discuss Govardhanram Tripathi’s *Lilavati: A Life* in your words.
- OR
2. Two short questions of 7.5 marks each with internal options.
For example: Write a short note on Lilavati’s questions on the Indian society.

Unit 3: Literary Form: Poetry

1. One long question of 15 marks with internal options.
For example: Discuss modernist and postmodernist characteristics in the poems of Umashankar Joshi and Raju Solanki.
- OR
2. Two short questions of 7.5 marks each with internal options.
For example: Write a short note on Krushna Dave’s “Nest”.

Unit 4: Literary Form: Short Story

1. One long question of 15 marks with internal options.
For example: Discuss modernist and postmodernist characteristics in the short stories of Neerav Patel and Himanshi Shelat.
- OR
2. Two short questions of 7.5 marks each with internal options.
For example: Write a short note on the Dhumketu’s “Jumo Bhisti”.

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Department of English

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Semester I

To Be Effective from Academic Year 2023-24

(2023-24, 2024-25 and 2025-26)

ENG 104: Pre-Independence Indian Writing in English

Credit: 4

No. of Hours: 60

Internal Evaluation: 40

Semester-End Examination: 60

Objective: This paper looks at selected pre-independence writings in English in India. The objective is to see how these writings reflected their times and the complex cultural negotiation in the colonial period. The paper will look at both literary and non-literary writings to understand the impact colonialism had on the native society.

Learning Outcomes:

After completing the course, the students will have:

1. Understanding to locate the place and significance of English language in the most multilingual terrains of India and critically comprehend various discourses and debates that run through the course of modern Indian history.
2. Understanding of how literature is shaped by political, social, economic and cultural background of the time and place.
3. Insight of how Indian creative sensibilities felt a great and avid need to express themselves in English language, and thus gave a flux to a new corpus of creative writing which was later going to get the label as Indian Writing In English.

Unit No.	Title	Teaching Methodology	Weightage and Duration
1	Politics of English Language in India 1.1 Raja Rammohan Roy: Letter to Lord Amherst 1.2 T.B. Macaulay: Macaulay's Minute 1.3 M.K. Gandhi on Place of English Language in India	1. Classroom lectures 2. Slide Show on Politics of English Language in India 3. PPT on pre Independence Indian social, political and academic scenario 4. YouTube Videos on relevant topics	25% 13 Hours

2	Prose 2.1 Anonymous: The Colonisation of India 2.2 Bankim Chandra Chattopadyay: The Confession of Young Bengal 2.3 Shoshee Chandar Datt: The Street Music of Calcutta 2.4 Rabindranath Tagore: The Nation 2.5 Jawaharlal Nehru: Tribal Folk 2.6 Salim Ali: The Indian House Crow	1. Classroom lectures 2. PPT on subtopics 3. YouTube Videos on the prescribed prose	25% 13 Hours
3	Novel 3.1 ‘The Beginings of the Indian Novels’ Meenakshi Mukherjee. 3.2 “Introduction” to <i>Saguna</i> 3.3 Krupabai Sathianadhan: <i>Saguna</i>	1. Classroom lectures 2. PPT on various sub-topics 3. Youtube Videos on related topics	25% 13 Hours
4	Poetry 4.1 “Introduction” to <i>The Golden Treasury of Indo-Anglican Poetry, 1828-1965</i> 4.2 Kasiprasad Ghosh: To a Dead Crow 4.3 Michael Madhusudan Dutt: King Porus – A Legend of the Old 4.4 Toru Dutt: Lakshman 4.5 Rabindranath Tagore: Heaven of Freedom 4.6 Sarojni Naidu: Awake! 4.7 V.N. Bhushan: The Promise	1. Classroom lectures 2. PPT on early phase of Indian English Poetry 3. Intensive reading of poetry prescribed	25%: 13 Hours
5	Self Study 5.1 Rabindranath Tagore: Indian Nationalism 5.2 Mulk Raj Anand: <i>Coolie</i> 5.3 Michael Madhusudan Dutt: From The Anglo-Saxon and the Hindu 5.4 Raja Rammohan Roy: The Life of the People	1. Students’ Presentation 2. Focus will be on analysis of the selected pieces in the social, political background as well as the literary tendencies of Pre Independence Indian Writing In English	08 Hours

NB: Unit 5 will not be asked in the internal or semester-end examination. It will only for continuous evaluation in the form of students’ presentation.

Recommended Texts:

- Bruce Carlisle Robertson: *The English Writings of Raja Rammohan Ray*.
- Gokak, V.K. *The Golden Treasury of Indo-Anglian Poetry: 1828-1965*. New Delhi Sahitya Akademi, 2014.
- Malbari, Behramji. *The Indian Eye on English Life*. Westminster, S.W. 1893.
- Mehrotra, Arvind Krishna. Ed. *A Concise History of Indian Literature in English*. Ranikhet: Permanent Black, 2008.
- Ibid. *The Book of Indian Essays*. Ranikhet: Permanent Black, 2008.
- Mukherjee, Meenakshi: *The Beginnings of Indian Novel*.
- Naik, M.K. *History of Indian English Literature*. New Delhi: SahityaAkademi,
- Sathianadhan, Krupabai: *Saguna*. Ed. Chandani Lokuge. New Delhi: OUP, 1998.
- Singh, A.K. Ed. *Discourse of Resistance in the Colonial Period*. New Delhi: Creative Book, 2005.
- Singh, A.K. Ed. *Indian Renaissance Literature*. New Delhi: Creative Books, 2003.
- Tagore, Rabindranath. *The Post Office*. New Delhi: Rupa and Co. 2002.
- Walsh, William. *Indo-Anglian Literature: 1800-1970*. Madras: Orient Longman, 1976.

Unit Wise Essential Reading List**Unit 1: Politics of English Language in India**

- Roy, Raja Rammohan. Letter to Lord Amherst.
- Macaulay, T.B. "Minute on Education" February 2, 1835.
- Gandhi, M.K. Letters, Speeches and Journalistic Writings from Collected Works of Gandhi.
- Mehrotra, Arvind Krishna. Ed. *A Concise History of Indian Literature in English*.

Internet Resources

<https://www.youtube.com/watch?v=gYeVIUtbKXQ>

Unit 2: Prose

- 2.1 Anonymous: The Colonisation of India
- 2.2 Bankim Chandra Chattopadhyay: The Confession of Young Bengal
- 2.3 Shoshee Chandar Datt: The Street Music of Calcutta
- 2.4 Rabindranath Tagore: The Nation
- 2.5 Jawaharlal Nehru: Tribal Folk
- 2.6 Salim Ali: The Indian House Crow

Internet Resources

<https://www.youtube.com/watch?v=bHr4FIKIU6c>

Unit 3: Novels

- Mukherjee, Meenakshi: *The Beginnings of Indian Novel*.
- Mehrotra, Arvind Krishna. Ed. *A Concise History of Indian Literature in English*.
- Sathianadhan, Krupabai: *Saguna*.

Internet Resources

<https://www.youtube.com/watch?v=fsuarkpIABI>

Unit 4: Poetry

Naik, M.K. *History of Indian English Literature*.

Gokak, V.K. *The Golden Treasury of Indo-Anglian Poetry: 1828-1965*.

Texts of the poems prescribed

Internet Resources

<https://www.youtube.com/watch?v=94gEkoph5SA>

[http://www.tmv.edu.in/pdf/Distance_education/MA\(English\)/Indian%20Literature%20in%20English/Ch-1.pdf](http://www.tmv.edu.in/pdf/Distance_education/MA(English)/Indian%20Literature%20in%20English/Ch-1.pdf)

<https://www.boloji.com/articles/49016/indian-english-poetry--beginning-and-growth>

Unit 5: Self Study

5.1 Rabindranath Tagore: Indian Nationalism

5.2 Mulk Raj Anand: *Coolie*

5.3 Michael MadhusudanDutt: From The Anglo-Saxon and the Hindu

5.4 Raja Rammohan Roy: The Life of the People

Examination Pattern

Unit 1: Politics of English Language in India

1. One long question of 15 marks with internal options.
For example: Describe the political and social scenario of Pre Independence India.

Unit 2: Prose

1. One long question of 15 marks with internal options.
For example: Describe the features of Pre Independence Indian English prose.

Unit 3: Novel

1. One long question of 15 marks with internal options.
For example: Describe in detail the scenario of Indian English Novel.

Unit 4: Poetry

1. One long question of 15 marks with internal options.
For example: Write a detailed note on Pre Independence Indian English Poetry.

OR

2. Two short questions of 7.5 marks each with internal options.
For example: Write a critical appreciation of the poem “Awake!”

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Semester I

To Be Effective from Academic Year 2023-24

(2023-24, 2024-25 and 2025-26)

ENG 105: Literary Theory and Criticism – I

Credit: 4

No. of Hours: 60

Internal Evaluation: 40

Semester-End Examination: 60

Objective: This paper seeks to familiarize students with the history of European literary theory and criticism from classical period up to twentieth century. The paper will trace development in the contours of the literary theory over the centuries.

Learning Outcomes:

After completing the course, the students will have:

1. Awareness of the general trends of literary theory and criticism.
2. Understanding of impact of critical theory on literature.
3. Critical understanding of given essays.

Unit No.	Title	Teaching Methodology	Weightage and Duration
1	Introduction to Theory and Criticism and Classical Criticism 1.1 Background to Literary Theory and Criticism 1.2 Plato: From <i>Republic</i> Book II, III and X 1.3 Aristotle: <i>Poetics</i>	1. Classroom lectures 2. PPT on Background to Literary Theory and Criticism, Plato and Aristotle. 3. YouTube Videos on Background to Literary Theory and Criticism, Plato and Aristotle.	25% 15 Hours
2	Neoclassical Criticism 3.1 John Dryden: An Essay of Dramatic Poesy 3.2 Samuel Johnson: Preface to Shakespeare	1. Classroom lectures 2. YouTube Videos John Dryden and Samuel Johnson	25% 15 Hours

3	Romantic Criticism 3.1 William Wordsworth: ‘Preface’ to <i>Lyrical Ballads</i> 3.2 Samuel Taylor Coleridge: Chapter XIII of <i>Biographia Literaria</i>	1. Classroom lectures 2. YouTube Videos William Wordsworth and Samuel Taylor Coleridge.	25% 12 Hours
4	Victorian Criticism 4.1 Mathew Arnold: “The Study of Poetry” 4.2 Walter Pater: On Style	1. Classroom lectures 2. YouTube Videos Samuel Taylor Coleridge and Matthew Arnold	25 % 12 Hours
5	Self Study 5.1 Samuel Johnson: From <i>The Life of Cowley</i> 5.2 William Hazlitt: “Macbeth” from <i>Characters of Shakespeare’s Plays</i>	1. Students’ Presentation 2. Focus will be on analysis of the selected essays.	06 Hours

NB: Unit 5 will not be asked in the internal or semester-end examination.. It will only for continuous evaluation in the form of students’ presentation.

Recommended Texts:

- Abrams, M.H. *The Mirror and the Lamp: Romantic Theory and the Critical Tradition*. New York: OUP, 1971.
- Bradbury, Malcolm and David Palmer, eds. *Contemporary Criticism. Stanford-Upon-Avon Studies 12*. London: Arnold, 1970.
- Brooks, Cleanth and William Wimsatt. *Literary Criticism: A Short History*. New Delhi: OUP and IBH, 1957.
- Butcher S.H. *Aristotle’s Theory of Poetry and Fine Art*. London: Macmillan, 1932.
- Bywater, Ingram. *Aristotle on the Art of Poetry*. Oxford: Clarendon Press, 1909.
- Crane, R.S., ed. *Critics and Criticism: Ancient and Modern*. University of Chicago Press, 1952.
- Daiches, David. *Critical Approaches to Literature*. Bombay: Longman, 1967.
- Dorsch, T.S. *Classical Literary Criticism*. Middlesex: Penguin Books, 1981.
- Eagleton, Terry. *Literary Theory: An Introduction*. Oxford: Blackwell, 1983.
- Enright, D. J. and Ernest de Chickera, eds. *English Critical Texts*. London: Oxford University Press, 1962
- Fowler, Roger. *A Dictionary of Modern Critical Terms*. London: Routledge, 1987.
- Frye, Northrop. *Anatomy of Criticism*. Princeton: Princeton University Press, 1948.
- Higgins, John. *Raymond Williams: Literature, Marxism and Cultural Materialism*. London: Routledge, 1999.
- Hill, Christopher. *Milton and the English Revolution*, U.K.: Faber and Faber, 1977.
- Lodge, David. ed. *Twentieth Century Literary Criticism*. London: Longman, 1972.
- Lodge, David. *Modern Criticism and Theory: A Reader*, New Delhi: Pearson, 2008.
- Nagarajan, M.S. *English Literary Criticism and Theory: An Introduction*. Hyderabad: Orient BlackSwan, 2010.
- Newton. *20th Century Literary Criticism: A Reader*. London: Palgrave, 1997.
- Plato. *The Republic*. Trans. Desmond Lee. Harmondsworth: Penguin.

- Ramaswami, S. and V.S. Sethuraman. Eds. *The English Critical Tradition: An Anthology of English Literary Criticism* Vol. I and II. Madras: Macmillan, 1986
- Selden Raman. *A Reader's Guide to Contemporary Literary Theory*. Brighton: Harvester Press, 1985.
- Wain, John. Ed. *Lives of the Poets*. London: Everyman's Library, 1986.
- Watson George. *The Literary Critics*. Harmondsworth: Penguin, 1964.
- Wellek, Rene and Austin Warren. *Theory of Literature*. Harmondsworth: Penguin, 1963.
- Wellek, Rene. *A History of Modern Criticism*. New Haven/London: Yale University Press, 1955.
- Westbrook, Max and William J. Hardy, eds. *Twentieth Century Criticism*. New York: Free Press, 1974.
- Wimsatt, W.K. and Cleanth Brooks. *Literary Criticism, A Short History*. Chicago: The University of Chicago Press, 1957.

Unit Wise Essential Reading List

Unit 1: Introduction to Theory and Criticism and Classical Criticism

- Butcher S.H. *Aristotle's Theory of Poetry and Fine Art*. London: Macmillan, 1932.
- Bywater, Ingram. *Aristotle on the Art of Poetry*. Oxford: Clarendon Press, 1909.
- Crane, R.S., ed. *Critics and Criticism: Ancient and Modern*. University of Chicago Press, 1952.
- Daiches, David. *Critical Approaches to Literature*. Bombay: Longman, 1967.
- Dorsch, T.S. *Classical Literary Criticism*. Middlesex: Penguin Books, 1981.
- Plato. *The Republic*. Trans. Desmond Lee. Harmondsworth: Penguin.

Internet Resources

Videos on Background to Literary Theory and Criticism

<https://www.youtube.com/watch?v=vh4mb9S5Y7M>

https://www.youtube.com/watch?v=-Xx0E7IPI7Q&list=PL9QS4mSP_yrYMLBm7ykk5Y7M_P6qQ2765&index=2

https://www.youtube.com/watch?v=2Pdk1jwqGMg&list=PL9QS4mSP_yrYMLBm7ykk5Y7M_P6qQ2765&index=3

PPT on Plato and Aristotle

<https://www.youtube.com/watch?v=Q7K59sHKCTM>

<https://www.youtube.com/watch?v=GY98ODtaeFA>

Video lecture on Plato:

<https://www.youtube.com/watch?v=4tMUERSdNRU>

Video lecture on Aristotle:

<https://www.youtube.com/watch?v=fpVy0YgcFJI>

Unit 2: Neoclassical Criticism

- Crane, R.S., ed. *Critics and Criticism: Ancient and Modern*. University of Chicago Press, 1952.
- Daiches, David. *Critical Approaches to Literature*. Bombay: Longman, 1967.
- Nagarajan, M.S. *English Literary Criticism and Theory: An Introduction*, Hyderabad: Orient

BlackSwan, 2010.

Frye, Northrop. *Anatomy of Criticism*. Princeton: Princeton University Press, 1948.

Ramaswami, S. and V.S. Sethuraman. Eds. *The English Critical Tradition: An Anthology of English Literary Criticism* Vol. I and II. Madras: Macmillan, 1986.

Wain, John. Ed. *Lives of the Poets*. London: Everyman's Library, 1986.

Wellek, Rene and Austin Warren. *Theory of Literature*. Harmonds-Worth: Penguin, 1963.

Wimsatt, W.K. and Cleanth Brooks. *Literary Criticism, A Short History*. Chicago: The University of Chicago Press, 1957.

Internet Resources

Critical Thoughts of John Dryden:

<https://www.youtube.com/watch?v=u3AvlpFHdTU>

Samuel Johnson's Preface to Shakespeare:

<https://www.youtube.com/watch?v=E5lTcUYWdZQ>

Unit 3: Romantic Criticism

Crane, R.S., ed. *Critics and Criticism: Ancient and Modern*. University of Chicago Press, 1952.

Daiches, David. *Critical Approaches to Literature*. Bombay: Longman, 1967.

Nagarajan, M.S. *English Literary Criticism and Theory: An Introduction*, Hyderabad: Orient BlackSwan, 2010.

Frye, Northrop. *Anatomy of Criticism*. Princeton: Princeton University Press, 1948.

Ramaswami, S. and V.S. Sethuraman. Eds. *The English Critical Tradition: An Anthology of English Literary Criticism* Vol. I and II. Madras: Macmillan, 1986.

Wain, John. Ed. *Lives of the Poets*. London: Everyman's Library, 1986.

Wellek, Rene and Austin Warren. *Theory of Literature*. Harmonds-Worth: Penguin, 1963.

Wimsatt, W.K. and Cleanth Brooks. *Literary Criticism, A Short History*. Chicago: The University of Chicago Press, 1957.

Internet Resources

'Preface' to *Lyrical Ballads* by William Wordsworth

<https://www.youtube.com/watch?v=nJOoPJG7Rts>

Coleridge's Chapter XIII of *Biographia Literaria*

<https://www.youtube.com/watch?v=TqWbiaO8KJI>

Unit 4: Victorian Criticism

Crane, R.S., ed. *Critics and Criticism: Ancient and Modern*. University of Chicago Press, 1952.

Daiches, David. *Critical Approaches to Literature*. Bombay: Longman, 1967.

Nagarajan, M.S. *English Literary Criticism and Theory: An Introduction*, Hyderabad: Orient BlackSwan, 2010.

Frye, Northrop. *Anatomy of Criticism*. Princeton: Princeton University Press, 1948.

Ramaswami, S. and V.S. Sethuraman. Eds. *The English Critical Tradition: An Anthology of English Literary Criticism* Vol. I and II. Madras: Macmillan, 1986.

Wain, John. Ed. *Lives of the Poets*. London: Everyman's Library, 1986.

Wellek, Rene and Austin Warren. *Theory of Literature*. Harmonds-Worth: Penguin, 1963.

Wimsatt, W.K. and Cleanth Brooks. *Literary Criticism, A Short History*. Chicago: The University of Chicago Press, 1957.

Internet Resources

Coleridge's Chapter XIV of *Biographia Literaria*

<https://www.youtube.com/watch?v=TqWbiaO8KJI>

Study of Poetry by Matthew Arnold

<https://www.youtube.com/watch?v=nJOoPJG7Rts>

Unit 5: Self Study

5.1 Samuel Johnson: From *The Life of Cowley*

<https://www.youtube.com/watch?v=imayNnrL8yA>

William Hazlitt: Macbeth from *Characters of Shakespeare's Plays*

<https://www.youtube.com/watch?v=S6Y250IRPqs>

Examination Pattern

Continuous Evaluation:

Total Marks: 20

Components

1. Student's Presentation from Unit 5: Self Study
 - a. Understanding of the subject matter
 - b. Command over the language
 - c. Confidence
 - d. Answering questions

Marks: 10

2. Assignment
 - a. Understanding of the question
 - b. Use of multiple textual material
 - c. Grammatical accuracy

Marks: 10

Internal Examination

Total Marks: 20

Total internal examinations of 20 marks each will be conducted and the higher marks from either of the examinations will be considered.

Semester End Examination

Total Marks: 60

This will have equal representation from each unit. Following is a sample from each unit:

Unit 1: Background to Literary Theory and Criticism

1. One long question of 15 marks with internal options.
For example: Critically examine the salient features of Plato's and Aristotle's views on theory of imitation.

Unit 2: Neoclassical Criticism

1. One long question of 15 marks with internal options.
For example: Critically examine John Dryden's *An Essay of Dramatic Poesy*.

Unit 3: Romantic Criticism

1. One long question of 15 marks with internal options.
For example: Critically examine William Wordsworth's 'Preface' to *Lyrical Ballads*.

Unit 4: Victorian Criticism

1. One long question of 15 marks with internal options.
For example: Discuss Matthew Arnold's "Study of Poetry" in your words.

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Semester II

To Be Effective from Academic Year 2023-24

(2023-24, 2024-25 and 2025-26)

ENG 201: History of British Literature: 1700 CE – 1900 CE

Credit: 4

No. of Hours: 60

Internal Evaluation: 40

Semester-End Examination: 60

Objective: The paper aims to explore the history of British literature during eighteenth and nineteenth centuries. The period under study was different from the preceding periods of literature in more ways than one. The paper aims to explore the material and socio-political conditions which produced different kinds of literature in these centuries. The paper will cover Augustan Age, Age of Sensibility, Romantic Age and Victorian Age.

Learning Outcomes:

After completing the course, the students will have:

1. Understanding of socio-political, economic and cultural background of the 18th& 19th century England.
2. Awareness of different genres of literature during the 18th& 19th century England.
3. Awareness of relationship between literature and society.

Unit No.	Title	Teaching Methodology	Weightage and Duration
1	Augustan Age and the Rise of the Novel 1.1 Socio-political background of the eighteenth century 1.2 Major genres of literature in the eighteenth century 1.3 Reasons for Emergence of Novel 1.4 Early 18 th century novelists and their concerns 1.5 Detailed Study: Daniel Defoe's <i>Moll Flanders</i>	1. Classroom lectures 2. Classroom discussions 3. YouTube lecture videos	25% 16 Hours
2	Romantic Age 2.1 Background to the Romantic Age	1. Classroom lectures 2. Classroom discussions	25%

	<p>2.2 Features of Romantic Poetry</p> <p>2.3 Detailed Study</p> <p>1 William Wordsworth: I Wandered Lonely as a Cloud</p> <p>2 S.T. Colderidge: Kublakhan</p> <p>3 George Gordon Byron: She Walks in a Beauty</p> <p>4 John Keats: Ode to Nightingale</p> <p>5 P.B. Shelley: Ode to the West Wind</p>	<p>3. YouTube lecture videos</p>	<p>12 Hours</p>
3	<p>Victorian Age – Poetry</p> <p>3.1 Characteristics of Victorian Poetry</p> <p>3.2 Samples of Poetry</p> <p>1. Alfred Tennyson: “Ulysses”, “All Things Will Die”</p> <p>2. Robert Browning: “Life in a Love” , “Among the Rocks”</p> <p>3. Elizabeth Barrett Browning: “Grief” , “Sabbath Morning at Sea”</p> <p>4. Matthew Arnold – “Longing” “Philomena”</p>	<p>1. Classroom lectures</p> <p>2. Classroom discussions</p> <p>3. YouTube lecture videos</p>	<p>25%</p> <p>13 Hours</p>
4	<p>Victorian Age – Novel</p> <p>4.1 Characteristics of Victorian Novel</p> <p>4.2 Contribution of Women Writers</p> <p>4.3 Detailed Study: Emily Bronte’s <i>Wuthering Heights</i></p>	<p>1. Classroom lectures</p> <p>2. Classroom discussions</p> <p>3. YouTube lecture videos</p> <p>4. Film Screening</p>	<p>25%</p> <p>13 Hours</p>
5	<p>Self-Study</p> <p>5.1 Any Eight Victorian Poems</p> <p>5.2 Any Eight essays from Charles Lamb’s <i>Essays of Elia</i></p>	<p>1. Students’ Presentation</p> <p>2. Focus will be on analysis of the selected pieces in the background of the issues discussed in rest of the four units.</p>	<p>06 Hours</p>

NB: Unit 5 will not be asked in the internal or semester-end examination. It will only for continuous evaluation in the form of students’ presentation.

Recommended Texts:

Austen, Jane. *Emma*.

Daiches, David. *A Critical History of English Literature. Vol. 1 and 2.*

Day, Aidan. *Romanticism*. Oxon: Routledge, 1996.

Dickens, Charles. *Hard Times*.

Klarer, Mario. *An Introduction to Literary Studies*. London and New York: Routledge, 2004.
Lamb, Charles. *Essays of Elia*.
Long, William J. *English Literature: Its History and Significance for the Life of the English Speaking World*.
Nayar, Pramod K. *A Short History of English Literature*.
Watt, Ian. *The Rise of the Novel*.
Sanders, Andrew. *The Short Oxford History of English Literature*. Oxford: Oxford University Press, 2004.

Unit Wise Essential Reading List

Unit 1: Augustan Age and the Rise of the Novel

Daiches, David. *A Critical History of English Literature. Vol. 1 and 2*.
Long, William J. *English Literature: Its History and Significance for the Life of the English Speaking World*.
Nayar, Pramod K. *A Short History of English Literature*.
Defoe, Daniel. *Moll Flanders*
Watt, Ian. *The Rise of the Novel*.

Internet Resources

Age of Pope <https://www.youtube.com/watch?v=EzbLSG8CTts&t=1164s>
Rise of the novel <https://www.youtube.com/watch?v=cNf2G-37nkE>

Unit 2: Romantic Age

Daiches, David. *A Critical History of English Literature. Vol. 1 and 2*.
Long, William J. *English Literature: Its History and Significance for the Life of the English Speaking World*.
Nayar, Pramod K. *A Short History of English Literature*.

Internet Resources

The Age of Romanticism <https://www.youtube.com/watch?v=k5r80WIZoEw>
The Age of Wordsworth https://www.youtube.com/watch?v=h0a_EBiJhtM

Unit 3: Victorian Age – Poetry

Daiches, David. *A Critical History of English Literature. Vol. 1 and 2*.
Day, Aidan. *Romanticism*. Oxon: Routledge, 1996.
Long, William J. *English Literature: Its History and Significance for the Life of the English Speaking World*.
Nayar, Pramod K. *A Short History of English Literature*.

Internet Resources

Internet Resources

The Age of Tennyson : Victorian Poetry
<https://www.youtube.com/watch?v=FWgjWJbQTYw>
<https://www.youtube.com/watch?v=3IOtV6kIWuU>

The Victorian Poets

<https://www.youtube.com/watch?v=HXSyyEgu2P8>

Unit 4: Victorian Age – Novel

Daiches, David. *A Critical History of English Literature. Vol. 1 and 2.*

Long, William J. *English Literature: Its History and Significance for the Life of the English Speaking World.*

Nayar, Pramod K. *A Short History of English Literature.*

Bronte, Emily. *Wuthering Heights.*

Internet Resources

The Victorian Temper <https://www.youtube.com/watch?v=JOSzsz8hfks>

Victorian Novel and Late Victorian Period

<https://www.youtube.com/watch?v=E8NDuqI4zaU>

Unit 5: Self-Study

5.1 Any five Victorian Poems

5.2 Charles Lamb: The South-Sea House (from *Essays of Elia*)

5.3 Samuel Richardson: *Pamela or Virtue Rewarded*

Examination Pattern

Continuous Evaluation:

Total Marks: 20

Components

1. Student's Presentation from Unit 5: Self Study

Marks: 10

- a. Understanding of the subject matter
- b. Command over the language
- c. Confidence
- d. Answering questions

2. Assignment

Marks: 10

- a. Understanding of the question
- b. Use of multiple textual material
- c. Grammatical accuracy

Internal Examination

Total Marks: 20

Total internal examinations of 20 marks each will be conducted and the higher marks from either of the examinations will be considered.

Semester End Examination

Total Marks: 60

This will have equal representation from each unit. Following is a sample from each unit:

Unit 1: Augustan Age

1. One long question of 15 marks with internal options.

For example: Discuss *Moll Flanders* as a representative text of the Augustan age.

Unit 2: Romantic Age

1. One long question of 15 marks with internal options.

For example: Discuss Romantic Age as a reaction against the Neo-classical Age.

Unit 3: Victorian Age – Poetry

1. One long question of 15 marks with internal options.

For example: Critically examine Robert Browning and Elizabethan Browning's poems that you have studied.

OR

1. Two short questions of 7.5 mark each.

For example: Write short note on Matthew Arnold's "Philomena"

Unit 4: Victorian Age – Novel

1. One long question of 15 marks with internal options.

For example: Critically examine *Wuthering Heights* as a representative text of the Victorian Age.

Gujarat Vidyapith, Ahmedabad

Department of English

M.A. (English)

Semester II

To Be Effective from Academic Year 2023-24

(2023-24, 2024-25 and 2025-26)

ENG 202: Gandhi in English – II (Engaging with Gandhi’s Non-Violence)

Credit: 4

No. of Hours: 60

Internal Evaluation: 40

Semester-End Examination: 60

Objective: This paper aims to discuss the Gandhian idea of non-violence and its trajectory in Gandhi’s thinking as well as its impact on literature of India. The paper will also look at how non-violence has been responded to or critiqued by select thinkers and writers. The paper will analyze a literary text to understand how the questions of violence and non-violence have figured in literature.

Learning Outcomes:

After completing the course, the students will have:

1. Awareness of Gandhian theory and praxis of non-violence.
2. Critical understanding of how Gandhi sought to use non-violence in extreme cases of violence in the world.
3. Awareness of different theories of violence.

Unit No.	Title	Teaching Methodology	Weightage and Duration
1	Gandhi’s Understanding of Non-Violence 1.1 The Doctrine of Sword 1.2 Theory and Praxis of Non-violence 1.3 A Talk on Non-violence 1.4 A Discourse on Non-violence 1.5 Qualification of a Peace Brigade 1.6 Has Non-violence Limits? 1.7 My Attitude towards War 1.8 Is Non-violence Impossible? 1.9 An Interesting Discourse – I and II 1.10 Non-violent Technique and	1. Classroom lectures 2. Classroom discussions 3. YouTube videos lectures on Gandhi’s non-violence	25% 13 Hours

	<p>Parallel Government</p> <p>1.11 Atom Bomb and Ahmisa</p> <p>1.12 Non-violence and Free India</p> <p>1.13 Passive Resistance versus Non-violence</p>		
2	<p>Gandhi's Non-Violence in Extreme Cases</p> <p>2.1 If I were Czech</p> <p>2.2 The Jews</p> <p>2.3 Some Questions Answered</p> <p>2.4 Non-violence and World Crisis</p> <p>2.5 Is Non-violence Ineffective?</p> <p>2.6 A World in Agony – I and II</p> <p>2.7 How to Combat Hitlerism?</p> <p>2.8 To Every Briton</p> <p>2.9 What Should a Briton Do and Not Do?</p> <p>2.10 To Adolf Hitler</p> <p>2.11 To Every Japanese</p> <p>2.12 Jews and Palestine</p>	<p>1. Classroom lectures</p> <p>2. Classroom discussions</p> <p>3. YouTube videos lectures on Gandhi's non-violence</p>	<p>25%</p> <p>13 Hours</p>
3	<p>Responses/Critiques of Non-Violence</p> <p>3.1 Jean-Paul Sartre: 'Preface' to <i>The Wretched of the Earth</i></p> <p>3.2 Frantz Fanon: "On Violence" from <i>The Wretched of the Earth</i></p> <p>3.3 Georges Sorel: "Ethics of Violence"</p> <p>3.4 Hannah Arendt: "On Violence" Part I</p> <p>3.5 Deepak Mehta: "Collective Violence, Public Space, and the Unmaking of Man"</p>	<p>1. Classroom lectures</p> <p>2. Classroom discussions</p> <p>3. YouTube videos lectures on relevant topics</p>	<p>25%</p> <p>13 Hours</p>
4	<p>Literary Text</p> <p>4.1 SatinathBhaduri's <i>DhoraiCharitManas</i></p>	<p>1. Classroom lectures</p> <p>2. Classroom discussions</p>	<p>25%</p> <p>13 Hours</p>
5	<p>Self Study</p> <p>5.1 PeriyarLalayee Singh's <i>Angulimal</i></p>	<p>1. Students' Presentation</p> <p>2. Focus will be on analysis of the selected pieces in the</p>	<p>08 Hours</p>

	5.2 Faisal Devji: “Hitler’s Conversion” 5.3 Ronald J. Terchek: “Conflict and Non-violence” 5.4 A.L. Basham: “Traditional Influences on the Thought of Mahatma Gandhi” 5.5 Neera Chandoke: “Negating Violence: The Gandhi Way”	background of the issues discussed in rest of the four units.	
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NB: Unit 5 will not be asked in the internal or semester-end examination. It will only for continuous evaluation in the form of students’ presentation.

Recommended Texts:

Amin, Shahid. *Event, Metaphor, Memory: ChauriChaura 1922-1992*. New Delhi: Penguin, 2006.

Arendt, Hannah. *Crisis of the Republic*. San Diego, New York and London: A Harvest Book.

Bhaduri, Satinath. *DhoraiCharitManas*. Trans. Ipsita Chanda. New Delhi: Sahitya Akademi, 2015.

Brown, Judith M. and Anthony Parel. *The Cambridge Companion to Gandhi*. New Delhi: Cambridge University Press, 2011.

Devji, Faisal. *The Impossible Indian: Gandhi and the Temptation of Violence*. Massachusetts: Harvard University Press, 2012.

Fanon, Frantz. *The Wretched of the Earth*.

Gandhi, M.K. *An Autobiography or The Story of My Experiments With Truth*. Ahmedabad: Navjivan.

Gandhi, M.K. *My Non-Violence*. Compl. & Ed. Salilesh Kumar Bandopadhaya. Ahmedabad: Navjivan, 2012.

Mehta, Deepak: “Collective Violence, Public Space, and the Unmaking of Man.” *Man and Masculinities*, 9.2 (2006): 204-225.

Pfostl, Eva. Ed. *Between Ethics and Politics: Gandhi Today*. London and New York: Routledge, 2014.

Sorel, Georges. *Reflections on Violence*. Ed. Jeremy Jennings. Cambridge: Cambridge University Press, 2004.

Unit Wise Essential Reading List

Unit 1: Gandhi’s Understanding of Non-Violence

Gandhi, M.K. *My Non-Violence*. Compl. & Ed. Salilesh Kumar Bandopadhaya. Ahmedabad: Navjivan, 2012.

Internet Resources

Mahatma Gandhi and Non-violent

Revolution <https://www.youtube.com/watch?v=7afSbwgJxHw>

Gandhi's Concept of Non-violence <https://www.youtube.com/watch?v=sSUTuAw8K90>

Unit 2: Gandhi's Non-Violence in Extreme Cases

Gandhi, M.K. *My Non-Violence*. Compl. & Ed. Salilesh Kumar Bandopadhaya. Ahmedabad: Navjivan, 2012.

Unit 3: Responses/Critiques of Non-Violence

3.1 Jean-Paul Sartre: 'Preface' to *The Wretched of the Earth*

3.2 Frantz Fanon: "On Violence" from *The Wretched of the Earth*

3.3 Georges Sorel: "Ethics of Violence"

3.4 Hannah Arendt: "On Violence" Part I

3.5 Deepak Mehta: "Collective Violence, Public Space, and the Unmaking of Man"

Internet Resources

On Violence: A Comparison of Georges Sorel and Frantz Fanon

<https://www.youtube.com/watch?v=yNLN3anBByY>

Unit 4: Literary Text: SatinathBhaduri'sDhoraiCharitManas

SatinathBhaduri's*DhoraiCharitManas*

Unit 5: Self Study

5.1 PeriyarLalaye Singh's *Angulimal*

5.2 Faisal Devji: "Hitler's Conversion"

5.3 Ronald J. Terchek: "Conflict and Non-violence"

5.4 A.L. Basham: "Traditional Influences on the Thought of Mahatma Gandhi"

5.5 NeeraChandoke: "Negating Violence: The Gandhi Way"

Examination Pattern

Continuous Evaluation:

Total Marks: 20

Components

1. Student's Presentation from Unit 5: Self Study

Marks: 10

a. Understanding of the subject matter

b. Command over the language

c. Confidence

d. Answering questions

2. Assignment

Marks: 10

a. Understanding of the question

b. Use of multiple textual material

c. Grammatical accuracy

Internal Examination**Total Marks: 20**

Total internal examinations of 20 marks each will be conducted and the higher marks from either of the examinations will be considered.

Semester End Examination**Total Marks: 60**

This will have equal representation from each unit. Following is a sample from each unit:

Unit 1: Gandhi's Understanding of Non-Violence

1. One long question of 15 marks with internal options.
For example: Discuss Gandhi's theory of non-violence in detail. .

Unit 2: Gandhi's Non-Violence in Extreme Cases

1. One long question of 15 marks with internal options.
For example: Write a detailed essay on Gandhi's advocacy of non-violence in extreme cases. .

Unit 3: Responses/Critiques of Non-Violence

1. One long question of 15 marks with internal options.
For example: Discuss Sorel, Sartre and Fanon's use of violence as a method against exploitation.

Unit 4: Literary Text: SatinathBhaduri's *Dhorai Charit Manas*

1. One long question of 15 marks with internal options.
For example: *Dhorai Charit Manas* explores the futility of both non-violence and violence in the rural India during freedom movement.

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Semester II

To Be Effective from Academic Year 2023-24

(2023-24, 2024-25 and 2025-26)

ENG 203: Post-Independence Indian Writing in English

Credit: 4

No. of Hours: 60

Internal Evaluation: 40

Semester-End Examination: 60

Objective: This paper will look at the Indian Writing in English from 1947 to the present times. The focus will be to study different genres of literature to find out what are the themes which guides the writers in post-independent era in India.

Learning Outcomes:

After completing the course, the students will have:

1. Awareness of the general literary trends of Indian English Literature in the Post Independence India
2. Understanding how literature is shaped by political, social, economic and cultural background of the time and place.
3. Critical understanding of different genres being attempted in English by the Indian Authorship.

Unit No.	Title	Teaching Methodology	Weightage and Duration
1	Plays 1.1 Mahesh Dattani: <i>Thirty Days in September</i>	1. Classroom lectures 2. YouTube Videos on Mahesh Dattani's <i>Thirty Days in September</i>	25% 14 Hours
2	Novel 2.1 Anita Nair: <i>The Better Man</i>	1. Classroom lectures 2. Video lectures on <i>The Better Man</i> available on the Internet resources	25% 14 Hours
3	Poetry 3.1 Nissim Ezekiel: The Patriot 3.2 Arun Kolatkar: A Game of Tigers and Sheep 3.3 Dilip Chitre: Father Returning Home 3.4 Jayant Mahapatra: Freedom 3.5 Kamla Das: Words	1. Classroom lectures 2. Video lectures on Indian English Poetry and if available on the individual poems.	25% 10 Hours

	3.6 Meena Kandasamy: Marriamma		
4	Short Story 4.1 Githa Hariharan: The Remains of the Feast 4.2 Manoj Das: The Tree 4.3 Manjula Padmanabham: The Copper-tailed Skink 4.4 Anita Desai: Games at Twilight	1. Classroom lectures 2. PPT on Indian English Short Stories: Masters 3. Video lectures, if available, on the individual short stories.	25% 14 Hours
5	Self Study 5.1 Anita Desai: <i>Cry, the Peacock</i>	1. Students' Presentation 2. Focus will be on analysis of the selected text.	08 Hours

NB: Unit 5 will not be asked in the internal or semester-end examination. It will only for continuous evaluation in the form of students' presentation.

Recommended Texts:

Dattani, Mahesh. *Thirty Days in September*. New Delhi: Penguin Books. 2013.
Desai, Anita. *Cry, the Peacock*. New Delhi: Orient Paperbacks. 1980.
Narsimhaiah, C.D. Ed. *Makers of Indian English Literature*. New Delhi: Pencraft International, 2003.
Paranjape, Makarand. Ed. *Indian Poetry in English*. New Delhi: Macmillan, 2009.
Nair, Anita. *The Better Man*. New Delhi: Penguin Books. 2015.

Unit Wise Essential Reading List

Unit 1: Plays

Mahesh Dattani: *Thirty Days in September*.
Mehrotra, Arvind Krishna. Ed. *A Concise History of Indian Literature in English*. Permanent Black, Delhi, 2002.
Iyengar, K.R. Srinivasa. *Indian Writing in English*. Sterling Publishers Pvt. Ltd., 2012.

Internet Resources

Post Independence Theatre in India
http://www.culturopedia.net/Theatre/postindependence_theatre.html

Unit 2: Novel

2.1 Anita Nair: *The Better Man*.

Internet Resources

Unit 3: Poetry

3.1 Nissim Ezekiel: The Patriot
3.2 Arun Kolatkar: A Game of Tigers and Sheep
3.3 Dilip Chitre: Father Returning Home
3.4 Jayant Mahapatra: Freedom
3.5 Kamla Das: Words
3.6 Meena Kandasamy: Marriamma

Internet Resources

Introduction/Background/Evolution of Indian English Poetry

<https://www.youtube.com/watch?v=ZTh5mM5kBQU>

Indian Poetry Post Independence <https://www.youtube.com/watch?v=eUjcfxNqXe4>

Unit 4: Short Story

4.1 Githa Hariharan: The Remains of the Feast

4.2 Manoj Das: The Tree

4.3 Manjula Padmanabham: The Copper-tailed Skink

4.4 Anita Desai: Games at Twilight

Internet Resources

Short Story in Modern India https://www.youtube.com/watch?v=eff5oKQ0_HE

Unit 5: Self Study

Anita Desai: *Cry, the Peacock*

Examination Pattern**Unit 1: Plays**

1. One long question of 15 marks with internal options.

For example: Discuss various themes in Dattani's *Thirty Days in September*.

OR

2. Two short questions of 7.5 mark each with internal options from the text of Drama.

Unit 2: Novel

1. One long question of 15 marks with internal options.

For example: Write a detailed note on central theme of *The Better Man*.

OR

2. Two short questions of 7.5 mark each with internal options the topics from the novel.

Unit 3: Poetry

1. One long question of 15 marks with internal options.

For example: Discuss various themes and variety of subject matter in the poems you have studied.

OR

2. Two short questions of 7.5 mark each with internal options.

For example: Write a short note on Kamala Das' "Words".

Unit 4: Short Story

1. One long question of 15 marks with internal options.

For example: Describe various themes in the short stories you have studied.

OR

2. Two short questions of 7.5 marks each with internal options.

For example: Write short notes on the any two of the topics from the stories you have studied.

Gujarat Vidyapith, Ahmedabad

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Semester II

To Be Effective from Academic Year 2023-24

(2023-24, 2024-25 and 2025-26)

ENG 204: Translation Studies

Credit: 4

No. of Hours: 60

Internal Evaluation: 40

Semester-End Examination: 60

Objective: This paper aims to look at theoretical as well as practical aspects of translation studies. The paper will explore various dimensions of translation studies and critically evaluate a major Gujarati literary text translated into English. The paper will also provide the scope for practical translation and encourage students to enrich Gujarati as well as English literature.

Learning Outcomes:

After completing the course, the students will have:

1. understanding to look into the translation activity and exercise as a serious branch of learning and to take it as an important contributory discipline in the spread of knowledge and information.
2. critical glimpses of multi-lingual scenario of Indian cultural landscape and nature and expressive variety among different languages in India.
3. clear visions of the requisite skills and scopes of professional translator and translation competence.
4. understanding regarding the difficulties encountered while translating literary texts from one language to another one, and the issues of acquiring perfection at such exercises.

Unit No.	Title	Teaching Methodology	Weightage and Duration
1	What is Translation? Source language and Target Language 1.1 Loss of Meaning 1.2 Translation as mapping one world view with another 1.3 Purpose and Importance of Translation	1. Classroom lectures 2. Slide Show on Language Landscape of India 3. PPT on Translation: Meaning and Exercise 4. YouTube Videos on relevant topics 5. Comparison of Translated and original Texts.	25%: 12 Hours
2	Types of Translations	1. Classroom lectures	25%

	2.1 Metaphrase 2.2 Paraphrase 2.3 Bilingual/Multilingual Collaborative Translation 2.4 Back Translation as an Emerging Trend	2. PPT on various terms involved in Translation Studies 3. PPTs on different scopes and types of translation	12 Hours
3	Critical Study of a Translated Text: Joseph Mewan: <i>Angliyat</i>	1. Classroom lectures 2. Discussion on the translation of various typical dialectical expressions in the source language and their adaptation in the target language.	25% 15 Hours
4.	Critical Study of a Translated Text: Premchand: <i>Nirmala</i>	3. Classroom lectures Discussion on the translation of various typical dialectical expressions in the source language and their adaptation in the target language.	25% 15 Hours
5	Self Study Practical Translation	Students' Presentation A list of short stories and prose in regional language will be provided to students for translation into English. Each student will be given a short story and a poem for translation into English. The work will be discussed in the classroom in the given number of contact hours.	6 Hours

NB: Unit 5 will not be asked in the internal or semester-end examination. It will only for continuous evaluation in the form of students' presentation.

Recommended Texts:

- Bassnett, Susan. *Translation Studies*. Routledge, 1991.
Mukherjee, Sujit. *Translation as Discovery*. Hyderabad: Orient Longman, 1994.
Niranjana, Tejaswini. *Siting Translations: History, Post-Structuralism, and the Colonial Context*. Berkeley: University of California Press. 1992.
Selver, Paul. *The Art of Translating Poetry*. London: John Baker, 1966.
Singh, A.K. *Translation: Its Nature and Strategies*.
Singh, A.K. *Translation: Its Theory and Practice*.
Venuti, Lawrence. *The Translation Studies Reader*. London and New York: Routledge, 2000.

Unit Wise Essential Reading List

Unit 1. What is Translation?

- Bassnett, Susan. *Translation Studies*. London and New York: Routledge, 1991.
- Mukherjee, Sujit. *Translation as Discovery*. Hyderabad: Orient Longman, 1994.
- Niranjana, Tejaswini. *Siting Translations: History, Post-Structuralism, and the Colonial Context*. Berkeley: University of California Press. 1992.
- Selver, Paul. *The Art of Translating Poetry*. London: John Baker, 1966.
- Singh, A.K. *Translation: Its Nature and Strategies*.
- Singh, A.K. *Translation: Its Theory and Practice*.
- Venuti, Lawrence. *The Translation Studies Reader*. London and New York: Routledge, 2000.

Internet Resources

Introduction to Translation Studies

<https://www.youtube.com/watch?v=stlpQeYxguM>

Naom Chomsky "Concept of Language"

<https://www.youtube.com/watch?v=hdUblwHRkY>

Meaning, Nature and Scopes of Translation

[http://osou.ac.in/eresources/CIT-01-Unit-01-](http://osou.ac.in/eresources/CIT-01-Unit-01-Meaning,%20Nature%20and%20Scope%20of%20Translation.pdf)

[Meaning,%20Nature%20and%20Scope%20of%20Translation.pdf](http://osou.ac.in/eresources/CIT-01-Unit-01-Meaning,%20Nature%20and%20Scope%20of%20Translation.pdf)

Loss in Translation <https://www.publicbooks.org/loss-in-translation/>

Unit 2. Types of Translations:

- Bassnett, Susan. *Translation Studies*. Routledge, 1991.
- Mukherjee, Sujit. *Translation as Discovery*. Hyderabad: Orient Longman, 1994.
- Selver, Paul. *The Art of Translating Poetry*. London: John Baker, 1966.
- Singh, A.K. *Translation: Its Nature and Strategies*.
- Singh, A.K. *Translation: Its Theory and Practice*.

Internet Resources

Types of Translation <https://www.amu.ac.in/emp/studym/99994902.pdf>

All Types of Translation <https://pecattestation.com/translation-types>

Paraphrase and Metaphrase

<https://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780198718390.001.0001/oxfordhb-9780198718390-e-12>

Translation http://www.muteba.de/index.php?option=com_content&view=article&id=236&catid=14&Itemid=272&lang=en

Unit 3. Critical Study of a Translated Text: Joseph Mcwan's *Angliyat*

Macwan, Joseph. *Angliyat*. Trans. *The Step-Child* by Rita Kothari. New Delhi: OUP. 2003.

Unit 4 Critical Study of a Translated Text:

Premchand. *Nirmala* Trans. Alka Goyal. New Delhi: Original Black Classics. 2023.

Examination Pattern

Continuous Evaluation: Components

Total Marks: 20

1. Student's Presentation from Unit 5: Self Study
 - a. Understanding of the subject matter
 - b. Command over the language
 - c. Confidence
 - d. Answering questions

2. Assignment
 - a. Understanding of the question
 - b. Use of multiple textual material
 - c. Grammatical accuracy

Marks: 10

Marks: 10

Internal Examination

Total Marks: 20

Total internal examinations of 20 marks each will be conducted and the higher marks from either of the examinations will be considered.

Semester End Examination

Total Marks: 60

This will have equal representation from each unit. Following is a sample from each unit:

Unit 1: What is Translation?

1. One long question of 15 marks with internal options.
For example: Define translation and comment on the process of translation

Unit 2: Types of Translations

1. Two short questions of 7.5 marks each.
2. For example: Write Short notes on any two of the following:
 1. Metaphrase
 2. Paraphrase
 3. Back Translation
 4. Bilingual Translation

Unit 3: Critical Study of a Translated Text: Joseph Mcwan's *Angliyat*

1. One long question of 15 marks with internal options.
For example: Describe in detail the quality of Translation and the difficulties the translator might have encountered in translating the given text.

Unit 4: Critical Study of a Translated Text: Premchand's *Nirmala*

Two short questions of 7.5 marks each.

The examiner can ask short notes based on the novel/ the translation process/ and any other issue related to the translation exercise of the novel.

Gujarat Vidyapith, Ahmedabad
Department of English
M.A. (English)
Semester II
To Be Effective from Academic Year 2023-24
(2023-24, 2024-25 and 2025-26)
ENG 205: Literary Theory and Criticism – II

Credit: 4

No. of Hours: 60

Internal Evaluation: 40

Semester-End Examination: 60

Objective: This paper aims to familiarize students with the major trends in twentieth century literary criticism and theory. The paper will use certain key essays for each of the major trends for critical reading.

Learning Outcomes:

After completing the course, the students will have:

1. awareness of the general trends of literary theory and criticism.
2. understanding of impact of critical theory on literature.
3. critical understanding of given essays.

Unit No.	Title	Teaching Methodology	Weightage and Duration
1	Twentieth Century Criticism 1.1 T.S. Eliot: Tradition and Individual Talent 1.2 I.A. Richards: Two Uses of Language 1.3 Cleanth Brooks: Irony as a Principle Structure	1. Classroom lectures 2. PPT on Background to Twentieth Century Criticism and given essays 3. YouTube Videos on Background to Twentieth Century Criticism and given essays	25% 10 Hours
2	Structuralism and Poststructuralism 2.1 Jonathan Culler: Structuralism and Literature 2.2 Roland Barthes: The Death of the Author	1. Classroom lectures 2. PPT on Jonathan Culler and Roland Barthes 3. YouTube Videos on Jonathan Culler and Roland Barthes	25% 18 Hours

3	Feminist Criticism and Marxist Criticism 3.1 Toril Moi: Feminist, Female, Feminine 3.2 Louis Althusser: “Ideology and Ideological State Apparatuses (Notes Towards an Investigation)”	1. Classroom lectures 2. PPT on Toril Moi and Louis Althusser	25% 12 Hours
4	Postcolonial and Postmodern Criticism Edward Said: <i>Orientalism</i> Lyotard, Jean Francois. “Answering the Question: What is Postmodernism”	1. Classroom lectures 2. PPT on Edward Said’s <i>Orientalism</i> and Jean Francois Lyotard 3. You Tube videos on Edward Said’s <i>Orientalism</i> and Jean Francois Lyotard	25% 14 Hours
5	Self Study 5.1 Wolfgang Iser: The Implied Reader 5.2 I.A. Richards: Four Kinds of Meaning 5.3 Nivedita Menon: Feminists and “Women” 5.4 M.H. Abrams: The Deconstructive Angel	1. Students’ Presentation 2. Focus will be on analysis of the selected essays.	06 Hours

NB: Unit 5 will not be asked in the internal or semester-end examination.. It will only for continuous evaluation in the form of students’ presentation.

Recommended Texts:

- Abrams, M.H. *The Mirror and the Lamp: Romantic Theory and the Critical Tradition*. New York: OUP, 1971.
- Bradbury, Malcolm and David Palmer, eds. *Contemporary Criticism. Stanford-Upon-Avon Studies 12*. London: Arnold, 1970.
- Brooks, Cleanth and William Wimsatt. *Literary Criticism: A Short History*. New Delhi: OUP and IBH, 1957.
- Butcher S.H. *Aristotle’s Theory of Poetry and Fine Art*. London: Macmillan, 1932.
- Bywater, Ingram. *Aristotle on the Art of Poetry*. Oxford: Clarendon Press, 1909.
- Crane, R.S., ed. *Critics and Criticism: Ancient and Modern*. University of Chicago Press, 1952.
- Daiches, David. *Critical Approaches to Literature*. Bombay: Longman, 1967.
- Dorsch, T.S. *Classical Literary Criticism*. Middlesex: Penguin Books, 1981.
- Eagleton, Terry. *Literary Theory: An Introduction*. Oxford: Blackwell, 1983.
- Enright, D. J. and Ernest de Chickera, eds. *English Critical Texts*. London: Oxford University Press, 1962

- Fowler, Roger. *A Dictionary of Modern Critical Terms*. London: Routledge, 1987.
- Frye, Northrop. *Anatomy of Criticism*. Princeton: Princeton University Press, 1948.
- Higgins, John. *Raymond Williams: Literature, Marxism and Cultural Materialism*. London: Routledge, 1999.
- Hill, Christopher. *Milton and the English Revolution*, U.K.: Faber and Faber, 1977.
- Leitch, Vincent B. *The Norton Anthology of Theory and Criticism*. New York and London: W.W. Norton & Company Inc., 2001.
- Lodge, David. ed. *Twentieth Century Literary Criticism*. London: Longman, 1972.
- Lodge, David. *Modern Criticism and Theory: A Reader*, New Delhi: Pearson, 2008.
- Nagarajan, M.S. *English Literary Criticism and Theory: An Introduction*. Hyderabad: Orient BlackSwan, 2010.
- Newton. *20th Century Literary Criticism: A Reader*. London: Palgrave, 1997.
- Plato. *The Republic*. Trans. Desmond Lee. Harmondsworth: Penguin.
- Ramaswami, S. and V.S. Sethuraman. Eds. *The English Critical Tradition: An Anthology of English Literary Criticism* Vol. I and II. Madras: Macmillan, 1986
- Selden Raman. *A Reader's Guide to Contemporary Literary Theory*. Brighton: Harvester Press, 1985.
- Wain, John. Ed. *Lives of the Poets*. London: Everyman's Library, 1986.
- Watson George. *The Literary Critics*. Harmondsworth: Penguin, 1964.
- Wellek, Rene and Austin Warren. *Theory of Literature*. Harmondsworth: Penguin, 1963.
- Wellek, Rene. *A History of Modern Criticism*. New Haven/London: Yale University Press, 1955.
- Westbrook, Max and William J. Hardy, eds. *Twentieth Century Criticism*. New York: Free Press, 1974.
- Wimsatt, W.K. and Cleanth Brooks. *Literary Criticism, A Short History*. Chicago: The University of Chicago Press, 1957.

Unit Wise Essential Reading List

Unit 1: Twentieth Century Criticism

- Bradbury, M. *The Social Context of Modern English Literature*. London : 1971.
- De-Molina, David Newton. *The Literary Criticism of T.S. Eliot*. London : The Athlone Press, 1977.
- Dwivedi, Ramawadh and Vikramaditya Rai. *Literary Criticism*. Delhi: Motilal Banarasidass, 1968.
- Eliot, T.S. *Selected Essays*. London: Faber and Faber Ltd.
- Fowler, Roger. *Essays on Style and Language : Linguistic and Critical Approaches to Literary Style*. New York: Humanities, 1966.
- Guerin, Wilfred. L. and others. *A Handbook of Critical Approaches*. London : Harper and Row. Publishers, 1966.
- Handy, William J. and Max Westbrook. ed. *Twentieth Century Criticism : The Major Statements*. New York: The Free Press, 1974.
- Lodge, David. *Twentieth Century Literary Criticism*. London : Longman, 1988.
- McCallum, Pamela. *Literature and Method: Towards a Critique of I.A. Richards, T.S. Eliot and F.R. Leavis*. Dublin: Gill and Macmillan Humanities Press, 1983.
- Mitra, Sourindra. *T.S. Eliot: The Critic*. Delhi : Mittal Publications, 1985.

Narasimhaiah, C.D. *F.R. Leavis: Some Aspects of His Work*. Mysore :Geetha Book House, 1963.
Newton K.M. *Twentieth-century Literary Theory*. London: Macmillan Education, 1988.
Simpson, Joseph. P. *Literary Criticism and Sociology*. Vol. 5. London: The Pennsylvania State University Press, 1973.
Wellek, Rene and Austin Warren. *Theory of Literature*. London: Jonathan Cape, 1966.
Wimsatt, W.K. *The Verbal Icon: Studies in the Meaning of Poetry*. London: Methuen & Co. Ltd., 1970.

Internet Resources

Videos on T.S.Eliot's "Tradition and Individual Talent"

<https://www.youtube.com/watch?v=PCPOxtjPcms>

<https://www.youtube.com/watch?v=IUA5yP1jWKA>

Video on I. A. Richards

<https://www.youtube.com/watch?v=1VKvQv3Q1zU>

Unit 2: Structuralism and Poststructuralism

Aniket, Jaaware. *Simplifications: An introduction to Structuralism and Post-structuralism*, Guwahati: Spectrum Publications, 2000.
Attride, D., G. Bennington and R. Young. *Post-Structuralism and the Question of History*. Cambridge University Press, 1987.
Boudon, Raymond. *The Uses of Structuralism*. Trans. Michalina Vaughan, London: Heinemann, 1971.
Boyne, Roy. *Foucault and Derrida: The Other Side of Reason*. London: Unwin Hyman, 1990.
Buci, Christopher. *Interpretation, Deconstruction and Ideology*. Oxford: Oxford University Press 1984.
Norris, Christopher. *Deconstruction: Theory and Practice*. London and New York: Routledge, 2002.
Critchley Simon, *The Ethics of Deconstruction: Derrida, Edn. Levinas* London: Blackwell, 1992.
Culler, Jonathan D. *Deconstruction: Critical Concepts in Literary and Cultural Studies*. London and New York: Routledge, 2003.
---. *Ferdinand de Saussure*. London: Fontana, 1976.
---. *On Deconstruction*. London: Routledge and Kegan Paul. 1983.
---. *On Deconstruction: Theory and Criticism After Structuralism*. Routledge, 1983
---. *Structuralist Poetics: Structuralism, Linguistics and the Study of Literature*. London: Routledge and Kegan Paul, 1975.
---. *The Pursuit of Signs: Semiotics, Literature, Deconstruction*. London: Routledge and Kegan Paul, 1981.
Das, Bijay Kumar. *Twentieth Century Literary Criticism*. Atlantic Publishers & Distributors, 2007.
Lodge, David. *Structuralism: Essays and Reviews on Nineteenth and Twentieth Century Literature*. Routledge, 1981.
Davis, Robert C. Ed. *Contemporary Literary Criticism: Modernism Through Post-Structuralism*. New York: Longman, 1986.

Derrida, Jacques. "Structure, Sign and Play in the Discourses of the Human Sciences" In *Writing and Difference*. Trans. A. Bass. Chicago: University of Chicago Press: 1978.278-293.

Internet Resources

Video lecture on Structuralism:

<https://www.youtube.com/watch?v=6eCSY1CT2n4&t=69s>

<https://www.youtube.com/watch?v=nCEoEkHxsOs>

<https://www.youtube.com/watch?v=pFtOvzFQPj4>

<https://www.youtube.com/watch?v=IfYgs1hMa6g>

Video lecture on Poststructuralism:

<https://www.youtube.com/watch?v=VH5QPacp1WY>

<https://www.youtube.com/watch?v=pFAtGi9c-bY>

<https://www.youtube.com/watch?v=QEnQYM2iG94>

<https://www.youtube.com/watch?v=kqGRAAdqrfg>

Unit 3: Feminist Criticism

Beauvoir, Simone De. *The Second Sex*. New Delhi: Penguin, 1972.

Fuller, Margret. *Woman in the Nineteenth Century*. New York: Dover Publications, INC, 1999.

Gillis, Stacy, Gillian Howie, and Rebecca Munford, ed. *Third Wave Feminism: A Critical Exploration*. Palgrave Macmillan, 2004.

O'Neill, William L. *Everyone was Brave: The Rise and Fall of Feminism in America*. Chicago: Quadrangle Books, 1969.

Selden, Raman, Peter Widdowson, and Peter Brooker. *A Reader's Guide to Contemporary Literary Theory*. 5th ed, Great Britain: Pearson Longman, 2005.

Sellers, Suzan, and Gill Plain, ed. *A History of Feminist Literary Criticism*, New York: Cambridge University Press, 2007.

Singh, Sudhir Kumar. *Feminism and Nationalism in the Third World*, New Delhi: MD, 2010.

Walters, Margaret. *Feminism: A Very Short Introduction*. New York: Oxford University press, 2005.

Internet Resources

Feminist Criticism

<https://www.youtube.com/watch?v=5NJtxE18CQ0>

<https://www.youtube.com/watch?v=aJuhNOsJZ4I>

<https://www.youtube.com/watch?v=0ptlpTyg4SY>

<https://www.youtube.com/watch?v=4FnpQ4Kthbg>

https://www.youtube.com/watch?v=RIEys_iM0Z0

<https://www.youtube.com/watch?v=Z5-EUZUBljY>

Unit 4: Marxist Criticism

Jefferson, A. and D. Robey. Eds. *Modern Literary Theory*. London: Batsford Academic and Education, 1982.

Raina, Anil C. *Marxism and Literary Criticism*, New Delhi: Prestige Books, 2002.

- Benjamin, Walter. "The Work of Art in the Age of Mechanical Reproduction." In *The Norton Anthology of Theory and Criticism*. New York and London: W.W. Norton & Company Inc., 2001.
- Craig, David. Ed. *Marxists on Literature : An Anthology*. Harmondsworth, Middlesex, England: Penguin Books Limited, 1975.
- Eagleton, Terry. *Criticism and Ideology*. London N& W Left Books (NLB): 1916.
- Terry Eagleton. *Marxism and Literary Criticism*. London: Methuen, 1983.
- William, Raymond. "Marxism and Literature." In *The Norton Anthology of Theory and Criticism*. New York and London: W.W. Norton & Company Inc., 2001.

Internet Resources

Marxist Criticism

- <https://www.youtube.com/watch?v=SrjUZpTpMTU>
<https://www.youtube.com/watch?v=h6dzR3Y8S7g>
<https://www.youtube.com/watch?v=ZWTbTwCU918>

Unit 5: Self Study

5.1 Wolfgang Iser: The Implied Reader

<https://www.youtube.com/watch?v=ci5CtVSh3vI>

5.2 I.A. Richards: Four Kinds of Meaning

<https://www.youtube.com/watch?v=1VKvQv3Q1zU&t=1s>

5.3 Nivedita Menon: Feminists and "Women"

<https://www.youtube.com/watch?v=wFQaLy9jBRo>

5.4 Edward Said: Introduction to Orientalism

https://www.youtube.com/watch?v=LYJ6cL1M_U0

<https://www.youtube.com/watch?v=pOkppsNckLc>

5.5 M.H. Abrams: The Deconstructive Angel

<https://www.slideshare.net/AliAfzal5611/orientation-of-critical-theories-by-m-h-abrams-71442086>

5.6 Roland Barthes: The Death of the Author

<https://www.youtube.com/watch?v=JZjKnIuiWYM>

Examination Pattern

Continuous Evaluation:

Components

1. Student's Presentation from Unit 5: Self Study
 - a. Understanding of the subject matter
 - b. Command over the language
 - c. Confidence
 - d. Answering questions

Total Marks: 20

Marks: 10

2. Assignment
- a. Understanding of the question
- b. Use of multiple textual material
- c. Grammatical accuracy

Marks: 10

Internal Examination

Total Marks: 20

Total internal examinations of 20 marks each will be conducted and the higher marks from either of the examinations will be considered.

Semester End Examination

Total Marks: 60

This will have equal representation from each unit. Following is a sample from each unit:

Unit 1: Twentieth Century Criticism

1. One long question of 15 marks with internal options.
For example: Critically analyse T. S. Eliot's essay "Tradition and the Individual Talent".

Unit 2: Structuralism and Poststructuralism

1. One long question of 15 marks with internal options.
For example: Critically examine the salient features of Jacques Derrida's essay "Structure, Sign and Play in the Discourse of Human Sciences".

Unit 3: Feminist Criticism

1. One long question of 15 marks with internal options.
For example: Discuss major thoughts of Toril Moi's essay "Feminist, Female, Feminine".

Unit 4: Marxist Criticism

1. One long question of 15 marks with internal options.
For example: Discuss Walter Benjamin's essay "The Work of Art in the Age of Mechanical Reproduction" in your words.