

**Savitribai Phule Pune University**

**M. A. English-Part-II-CBCS Pattern**

**(Semester-III & IV)**

**(From the Academic Year 2020-21)**

- **Allotment of Credits:** One credit is equal to 15 clock hours and every semester is allotted four credits (60 clock hours). It is applicable to all the papers.
- **Examination Rules:**
  - 1- Assessment shall consist of a) In-semester continuous assessment and b) end semester assessment. Both shall have an equal weightage of 50 % each.
  - 2- The teacher concerned shall announce the units for which each in-semester assessment will take place. However, the end-semester assessment shall cover the entire syllabus prescribed for the course.
  - 3- An in-semester assessment of 50% marks should be continuous and at least two tests should be conducted for full course of 4 credits and a teacher must select a variety of procedures for examination such as:
    - i. Written Test/or Mid Term Test (not more than one or two for each course)
    - ii. Term Paper
    - iii. Journal/Lecture/Library notes
    - iv. Seminar presentation
    - v. Short Quizzes
    - vi. Assignments
    - vii. Extension Work
    - viii. An Open Book Test (with the concerned teacher deciding what 2 books are to be allowed for this purpose)
    - ix. Mini Research Project by individual student or group of students. The concerned teacher in consultation with the Head of the PG Department shall decide the nature of questions for the Unit Test. Semester end examination for remaining 50% marks will be conducted by the SPPU.

**List of Papers (Sem-III&IV)**

**Semester-III**

**Paper 3.1: Indian Writing in English (Core Paper)**

**Any three papers out of the following seven options:**

**Paper 3.2: Applied Linguistics**

**Paper 3.3: Cultural Studies**

**Paper 3.4: Indian Literatures in English Translation**

**Paper 3.5: Academic Writing and Critical Reading**

**Unit-III:** Dom Moraes to Present Day

15 clock hours

Dom Moraes: 1) *Absences*      2) *The Garden*  
Nissim Ezekiel: 1) *Urban*      2) *Philosophy*

Kamala Das: *The Sunshine Cat*

A.K. Ramanujan: *Still Another View of Grace*

Jayanta Mahapatra: *A Missing Person*

Arun Kolatkar: *The Indicator*

Eunice de Souza: *Catholic Mother*

Vikram Seth: *Sit*

**Unit- IV:** *Nagamandala* - Girish Karnad

15 clock hours

**Suggestions for Teachers:**

Teachers teaching the paper are expected to briefly discuss the literary background, movements, important writers and works. There will be a separate question to test students' familiarity with the background of the text and the writer and their times. Teachers are expected to compare and contrast the prescribed texts with their contemporaries from Indian Writing in English. The prescribed syllabus should be taught to the students with special emphasis on the issues such as the representation of culture, identity, history, national and gender politics.

It will also be useful for the students if they are briefly introduced to the socio-political and historical conditions of 19<sup>th</sup> and 20<sup>th</sup> century India. The dominant literary tendencies and trends, the stylistic features of the authors prescribed for study, the major thematic concerns in the texts, etc. are also issues that can be discussed. Students are expected to read all the primary texts listed in the two papers. Teachers should encourage students to read a history of Indian English Literature and some critical works/commentaries on each text and author.

ICT-based teaching, amply supported by classroom interaction, is strongly recommended. A careful use of PPTs should help learners prepare notes on the various themes of the texts and the characteristic features of the writings of the authors prescribed for study. Depending on the availability of time, film versions of the novels and plays (downloaded from YouTube, etc.) may be shown to students. Readings of poems, sometimes by the poets themselves, may also be played/shown.

Seminars, discussions and presentations in the classroom can be adopted as means to enhance the critical skills of learners. Each teacher is expected to be a teacher-researcher in the sense that s/he would be consistently monitoring her/his own teaching in order to identify the most suitable method(s) for her/his students in particular classrooms.

**Evaluation Procedures:**

The assessment of students' performance in tests, examinations, etc. will be done according to the guidelines issued by Savitribai Phule Pune University. The pattern of the question papers for semester-end examinations is attached separately to this document.

**Select Bibliography:**

Standard and recognized editions of textbooks and reference books may be used as bibliography for the course contents.

- Kosta, Abhishek. *The Plays of Girish Karnad: A Study in Myths and Gender*. Delhi: Atlantic Publishers, 2012.
- Lal, P. *Modern Indian Poetry in English: An Anthology & a Credo*. Calcutta: Writers Workshop, 1969.
- Lejeune, Philippe. *On Autobiography*. Minneapolis: [University of Minnesota Press](#), 1989.
- M. K., Naik. *A History of Indian English Literature*. New Delhi: Sahitya Akademi, 2009.
- Madge, Eliot Walter. *Henry Derozio: The Eurasian Poet and Reformer*. Calcutta: Naya Prokash, 1982.
- Markandaya, Kamala. *Nectar in a Sieve*. Bombay: Jaico Publishing House, 2003.
- Mee, Erin B. *Girish Karnad: Decolonizing Ways of Seeing in Hayavadana*. Performance Studies International, Arizona, 2000.
- Mehrotra A.K. (ed.) *Oxford India Anthology of Twelve Modern Indian Poets*. New Delhi: OUP, 1997.
- Mehrotra, Arvind Krishna (ed.) *A Concise History of Indian Literature in English*. Ranikhet: Permanent Black, 2010.
- Modak, Cyril (ed.) *The Indian Gateway to Poetry*. Calcutta: Longmans, Green, 1938.
- Mohan, Ramesb (ed.) *Indian Writing in English*. Bombay: Orient Longman, 1978.
- Naik, M. K. *A History of Indian English Literature*. Delhi: Sahitya Akademi, 1982.
- Naik M.K. *Dimensions of Indian English Literature*. New Delhi: Sterling Publishers Pvt.Ltd, 1984
- Nair Ramchandra K. R. (ed) *The Poetry of Kamala Das*. New Delhi: Reliance Publishing House, 1993.
- Nandy Pritish. *Indian Poetry in English Today*. Delhi: OUP, 1976.
- Narasimhaiah, C D. (ed.) *Makers of Indian English Literature*. Delhi: Pencraft International, 2000.
- Naravan.R.K.*My Days: A Memoir*. 1974. New Delhi, Bombay: Orient Paperbacks, 1991.
- Nayak, Bhagabat. *Girish Karnad's Plays: Archetypal and Aesthetical Presentations*. Delhi: Authors press, 2011.
- Olney, James (ed.) *Autobiography Essays-Theoretical and Critical*. New Jersey: Princeton U P.1980.
- Pandey, Mithilesh K. *Recent Indian Literature in English*. New Delhi: Anmol Publications, 1999.
- Parisi, Joseph (Ed.) *The Poetry Anthology 1912 – 1977*. Boston, USA (Houghton Mifflin, 1978.
- Prasad, Amarnath, and John Peter Joseph.*Indian Writing in English: Critical Ruminations*. vol.2.New Delhi: Sarup & Sons, 2006.
- Prasad, Dr. Deobrata. *Sarojini Naidu and Her Arts of Poetry*. Delhi: Capital Publishing House, 1988.
- Prasad, Hari Mohan. *Indian Poetry in English*. New Delhi: Parimal Publications, 1993.
- Prasad, Madhusudan (Ed.). *The Poetry of Jayanta Mahapatra: A Critical Study*. New Delhi, Sterling, Publishers Pvt.Ltd, 1986.
- Prasad, Madhusudhan. *Perspective Views of Kamala Markandaya*. Ghaziabad: Vimal Prakash Publishers, 1984.

## **Paper-3.3:Cultural Studies**

### **Rationale:**

Cultural Studies is a recent field of inquiry into various areas. It is characterized by its interdisciplinary approach, its non-academic concerns and its dependence on a host of approaches and methods. It does not necessarily set a particular framework of study and does not necessarily offer a strict methodology. But due to such multidisciplinary ambit and open ended pursuit, Cultural Studies offers a vast canvas for analysis of culture, society, politics, media, science, environment and industry. The present course is designed to introduce students to this new field. Eventually the course in its first part offers information related to Cultural Studies and the ideas and concerns that help explain its nature. Some essays are given in the second part of the course that discusses issues from very different perspectives.

### **Objectives:**

1. To introduce students to the newly established field of cultural studies, its concerns and approaches
2. To orient students towards interdisciplinary approach and analysis of cultural issues including literature and language
3. To steer students towards new possibilities of analysis that can relate them to their surroundings
4. To create awareness about the recent developments in humanities and social sciences that cover several issues from philosophical to everyday matter
5. To instil tolerance, sense of equality and love for humanity in students

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## **Semester-III**

### **Course Content-**

#### **Surveying the Field of Cultural Studies**

##### **Unit-I**

**15 Clock hours**

##### **Investigating Problems in Cultural Studies**

Introduction

The cultural studies family

Family therapy: approaching problems in cultural studies

Underlying themes

##### **Unit-II**

**15 Clock hours**

##### **Identity, Equality and Difference: The Politics of Gender**

Introduction

Identity and difference

Gender and difference

##### **Unit-III**

**15 Clock hours**

**Global Culture/Media Culture**