

Learning Outcome-based Curriculum Frame Work (LOCF)

Maharaja Ganga Singh University, Bikaner

for

**M.A. in English
(Semester System)
Post Graduate Program
Effective from Session:2024-25**



**SYLLABUS
SCHEME OF EXAMINATION AND
COURSES OF STUDY**

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Background

Considering the curricular reforms as instrumental for desired learning outcomes, all the academic Departments of Maharaja Ganga Singh University made a rigorous attempt to revise the curriculum of postgraduate programmes in alignment with National Education Policy-2020 and UGC Quality Mandate for Higher Education Institutions-2021. The process of revising the curriculum could be prompted with the adoption of "Comprehensive Roadmap for Implementation of NEP". The roadmap identified the key features of the Policy and elucidated the action Plan with well-defined responsibilities and indicative timeline for major academic reforms.

The process of revamping the curriculum started with the series of webinars and discussions conducted by the University to orient the teachers about the key features of the Policy, enabling them to revise the curriculum in sync with the Policy. Proper orientation of the faculty about the vision and provisions of NEP-2020 made it easier for them to appreciate and incorporate the vital aspects of the Policy in the revised curriculum focusing on creating holistic, thoughtful, creative and well-rounded individuals equipped with the key 21st century skills 'for the development of an enlightened, socially conscious, knowledgeable, and skilled nation'.

With NEP-2020 in background, the revised curricula articulate the spirit of the Policy by emphasising upon- integrated approach to learning; innovative pedagogies and assessment strategies; multidisciplinary and cross-disciplinary education; creative and critical thinking; ethical and Constitutional values through value-based courses; 21st century capabilities across the range of disciplines through life skills, entrepreneurial and professional skills; community and constructive public engagement; social, moral and environmental awareness; Organic Living and Global Citizenship Education (GCED); holistic, inquiry-based, discovery-based, discussion-based, and analysis-based learning; exposure to Indian knowledge system, cultural traditions and classical literature through relevant courses offering 'Knowledge of India'; fine blend of modern pedagogies with indigenous and traditional ways of learning; flexibility in course choices; student-centric participatory learning; imaginative and flexible curricular structures to enable creative combination of disciplines for study; offering multiple entry and exit points, alignment of Vocational courses with the International Standard Classification of Occupations maintained by the International Labour Organization; breaking the silos of disciplines; integration of extra-curricular and curricular aspects; exploring internships with local industry, businesses, artists and crafts persons; closer collaborations between industry and higher education institutions for technical, vocational and science programmes; and formative assessment tools to be aligned with the learning outcomes, capabilities, and dispositions as specified for each course. The University has also developed consensus on

adoption of Blended Learning with 10% component of online teaching and 90% face to face classes for each programme.

The revised curricula of various programmes could be devised with concerted efforts of the Faculty, Heads of the Departments and Deans of Schools of Study. The draft prepared by each department was discussed in series of discussion sessions conducted at Department, Faculty and the University level. The leadership of the University has been a driving force behind the entire exercise of developing the uniform template and structure for the revised curriculum. The Vice Chancellor of the University conducted series of meetings with Heads and Deans to deliberate upon the vital parameters of the revised curriculum to formulate a uniform template featuring Background, Programme Outcomes, Programme Specific Outcomes, Postgraduate Attributes, Structure of Masters Course, Learning Outcome Index, Semester-wise Courses and Credit Distribution, Course-level Learning Outcomes, Teaching-Learning Process, Blended Learning, Assessment and Evaluation, Keywords, References and Appendices. The experts of various Boards of Studies and Faculties contributed to a large extent in giving the final shape to the revised curriculum of each programme.

To ensure the implementation of curricular reforms envisioned in NEP-2020, the University has decided to implement various provisions in a phased manner. Therefore, the curriculum may be reviewed annually so as to gradually include all relevant provisions of NEP-2020.

Programme Outcomes (POs)

On completing Masters in the Faculty of Arts, the students shall be able to realise the following outcomes:

	Description
PO-1	Understand the world, their country, their society as well as themselves and have awareness of ethical problems, social rights, values and responsibility to the self and to others.
PO-2	Demonstrate critical understanding of the subjects of Languages, psychology and philosophy in their varied forms.
PO-3	Develop creative and critical insights, aesthetic sensibility, analytical skills, and Psychological and Philosophical insights.
PO-4	Follow innovations and developments in Psychology, Philosophy and varied languages such as English, Hindi, Urdu, Punjabi, Sanskrit etc. and demonstrate personal and organizational entrepreneurship and engage in life-long learning.
PO-5	Develop knowledge of theories, concepts and research methods in Humanities and Social Sciences.
PO-6	Communicate effectively in English, Hindi, Sanskrit, Urdu and Punjabi by oral, written, graphical and technological means.
PO-7	Know how to access written and visual, primary and secondary sources of information, interpret concepts and data from a variety of sources in developing disciplinary and inter disciplinary analyses.
PO-8	Demonstrate skills to conduct research in accordance with the ethical standards of the discipline.
PO-9	Exercise values that reflect commitment to diversity and contribution to society.
PO-10	Apply Psychological, Philosophical and linguistic knowledge and scientific thinking in writing and speaking skills in Professional settings.
PO-11	Develop advanced research designs and apply advanced statistical analyses.
PO-12	Develop effective teaching skills and be able to satisfy the University and the School level expectations.
PO-13	Develop the skills to appreciate and participate in citizenship in the academic community, in the larger community and in the world and be able to foster Bhartiya ideals including truth and justice.
PO-14	Develop the skills to apply the Philosophy and Psychology of language.

Programme Specific Outcomes (PSOs)

On completing Masters in English, the students shall be able to realise the following outcomes:

Description	
PSO1	Gain In-depth knowledge of significant European and Indian Literary Movements
PSO2	Develop the translation and interpretation Skills and understanding of Indian ethos and culture.
PSO3	Learn communication, cohesion and harmony through English language and literature
PSO4	Develop a flair for the imbibing new ideas and perspectives and hone the ability to analyze literary texts
PSO5	Enable to offer insights into different cultural, textual and value traditions of the World through literature.
PSO6	Inculcate the spirit of critical and Scholarly enquiry and develop the faculty of creative and analytical thinking.
PSO7	Understand the dynamics and dialectics of aesthetics and poetics of different literary genres.
PSO8	Develop Communicative Language Skills.
PSO9	Advance the domain of literary studies through an inter-disciplinary pedagogical framework.
PSO10	Explore Indian Knowledge Systems and Voices from Indian Literature
PSO11	Explore reference points and readings from the Indian subcontinent available in translations

Post Graduate Attributes

The Post graduate attributes of our students shall be aligned with those of our University in terms of touching “the life of every student through inculcating virtues of empathy, ethics, efficiency, respect for diversity, prudence and creativity with compassion”. We wish to achieve this through rigorous teachings and research efforts, which remains the basic tenet of our teaching-learning philosophy. The following are the Post graduate attributes of the subject:

- Master’s degree graduates are expected to have acquired advanced knowledge in major areas of an academic discipline while maintaining a broad understanding of other related fields.
- They should have gained enough background knowledge to enable them to perform research with minimal supervision.
- In particular, they should have the ability to formulate individual research tasks and to develop solution methodologies under minimal supervision.
- They should also be capable of producing original, innovative research output, some of which may lead to publication in well-respected scholastic venues.
- They should have gained proficiency in techniques of knowledge dissemination through presentation and writing.
- Subject-specific knowledge as well as critical, analytical and creative abilities
- Ability to balance professionalism with ethics, values, and responsibility towards community and Nation
- Good communication skills, soft skills and technology proficiency
- Multi- and trans- disciplinary research capabilities.
- Instill skills and abilities to develop a positive approach and be self-contained to shape one’s life and also that of colleagues and peers.
- Demonstrate behavioral attributes for the enhancement of soft skills, socialistic approach and leadership qualities for successful career and nurture responsible human being.

Structure of Masters Course

Semester-I										
Paper Code	Paper Name	Code	L	T	P	Total Credits	Maximum Marks		Total marks	**Minimum Passing Marks (%)
							Internal Marks	External Marks		
ENG 6.5AECT101	Introduction to English Literature	AEC	2	0	0	2				Non-CGPA S/NS*
ENG 6.5DCCT102	Classics of English Literature– I	DCC	5	1	0	6	30	120	150	36
ENG 6.5DCCT103	English Language and Documentation	DCC	5	1	0	6	30	120	150	36
ENG 6.5DCCT104	Indian Writing in English	DCC	5	1	0	6	30	120	150	36
ENG 6.5DCCT105	American Literature	DCC	5	1	0	6	30	120	150	36
Total Credits						26				
Total Marks							600			

- DCC: Discipline centric compulsory course. AEC: Ability Enhancement course.
- S/NS*=Satisfactory or Not satisfactory.
- A candidate shall be required to obtain 36% marks to pass in theory, practical and internals separately.
- DCC I+II+III+IV = Internal 30 each (150), Theory 120 Each (150), Total Marks =600.
- For Internal Evaluation of 30 Marks
- *Suggestive: Marks of Internal Examination should be given on the basis of two term tests (to be conducted within a minimum gap of 40 days) assignment/seminar, Project /Report, association/club activities, Logical thinking/application of knowledge, attentiveness and skills in internal assessment).
- L=Lecture; T=Tutorial; Teacher shall decide the teaching hrs required for carrying out the decided Theory Lecture and tutorial as per the requirement of the study topic

Semester-II										
Paper Code	Paper Name	Code	L	T	P	Total Credits	Maximum Marks		Total marks	**Minimum Passing Marks (%)
							Internal Marks	External Marks		
ENG 6.5VACT201	National and Human Values	VAC	2	0	0	2				Non-CGPA S/NS*
ENG 6.5DCCT202	Classics of English Literature – II	DCC	5	1	0	6	30	120	150	36
ENG 6.5DCCT203	Literary Criticism and Theory	DCC	5	1	0	6	30	120	150	36
ENG 6.5DCCT204	Indian Literature	DCC	5	1	0	6	30	120	150	36
ENG 6.5DCCT205	New World Literatures	DCC	5	1	0	6	30	120	150	36
Total Credits						26				
Total Marks							600			

- DCC: Discipline centric compulsory course. VAC: Value Added Course
- S/NS*=Satisfactory or Not satisfactory.
- A candidate shall be required to obtain 36% marks to pass in theory, practical and internals separately.
- DCC I+II+III+IV = Internal 30 each (150), Theory 120 Each (150), Total Marks =600.
- For Internal Evaluation of 30 Marks
- *Suggestive: Marks of Internal Examination should be given on the basis of two term tests (to be conducted within a minimum gap of 40 days) assignment/seminar, Project /Report, association/club activities, Logical thinking/application of knowledge, attentiveness and skills in internal assessment).
- L=Lecture; T=Tutorial; Teacher shall decide the teaching hrs required for carrying out the decided Theory Lecture and tutorial as per the requirement of the study topic

Semester-III										
Paper Code	Paper Name	Code	L	T	P	Total Credits	Maximum Marks		Total marks	**Minimum Passing Marks (%)
							Internal Marks	External Marks		
ENG 6.5SDCT301	Soft Skills and Business Communication	SDC	2	0	0	2				Non-CGPA S/NS*
ENG 6.5DCCT302	Modern British Literature	DCC	5	1	0	6	30	120	150	36
ENG 6.5DCCT303	Culture and Literature	DCC	5	1	0	6	30	120	150	36
ENG 6.5DSET304(A) Or ENG 6.5DSET304(B) Or ENG 6.5DSET304(C) Or ENG 6.5 DSET 304(D)	Indian Literature in English Translation Or Comparative Literature Or Literature and Human Values Or Translation Theory and Literature	DSE	5	1	0	6	30	120	150	36
ENG 6.5DSET305(A) Or ENG 6.5DSET305(B) Or ENG 6.5DSET305(C) or ENG 6.5 DSET305(D)	Non-Fictional Narratives Or Australian Literature Or African Literature Or Gender Narratives	DSE	5	1	0	6	30	120	150	36
Total Credits						26				
Total Marks							600			

- DCC: Discipline centric compulsory course. SDC: Skill development course. DSE: Discipline specific elective course.
- S/NS*=Satisfactory or Not satisfactory on the basis of 4-6 weeks Internship/ Training in Industrial Organization, / Educational Institute / Training Centre/ Govt. Department/ NGO etc./ Developing A Module or Content / designing questionnaires/ report on behavioral evaluations minimum sample 50 / continuous performance appraisals
- A candidate shall be required to obtain 36% marks to pass in theory, practical and internals separately.
- DCC I+II+III+IV = Internal 30 each (150), Theory 120 Each (150), Total Marks =600.
- For Internal Evaluation of 30 Marks
- *Suggestive: Marks of Internal Examination should be given on the basis of two term tests (to be conducted within a minimum gap of 40 days) assignment/seminar, Project /Report, association/club activities, Logical thinking/application of knowledge, attentiveness and skills in internal assessment).
- L=Lecture; T=Tutorial; Teacher shall decide the teaching hrs required for carrying out the decided Theory Lecture and tutorial as per the requirement of the study topic

Semester-IV										
Paper Code	Paper Name	Code	L	T	P	Total Credits	Maximum Marks		Total marks	**Minimum Passing Marks (%)
							Internal Marks	External Marks		
ENG 6.5AECT 401	Research Methodology	AEC	2	0	0	2				Non-CGPA S/NS*
ENG 6.5DCCT402	Genre Studies	DCC	5	1	0	6	30	120	150	36
ENG 6.5DCCT403	Writers of the Diaspora	DCC	5	1	0	6	30	120	150	36
ENG 6.5DSET404(A) Or ENG 6.5DSET404(B) Or ENG 6.5DSET404(C) Or ENG 6.5 DSET 404(D)	Dalit Literature Or Discourse of Protest Or Folklore: Theories, Perspectives and Genres Or Semiotics of Text, Culture and Communication	DSE	5	1	0	6	30	120	150	36
ENG 6.5DSET405(A) Or ENG 6.5DSET405(B) Or ENG 6.5DSET405(C) or ENG 6.5 DSET405(D)	Dissertation/ Project Or Global Vision of Swami Vivekananda Or Contemporary Literary Criticism and Theory Or Popular Culture and Literature	DSE	5	1	0	6	30	120	150	36
Total Credits						26				
Total Marks							600			

- DCC: Discipline centric compulsory course. AEC: Ability Enhancement Course. DSE: Discipline specific elective course.
- S/NS*=Satisfactory or Not Satisfactory Assessment on the basis of a Research Proposal/ Synopsis / Project / Report Writing
- A candidate shall be required to obtain 36% marks to pass in theory, practical and internals separately.
- DCC I+II+III+IV = Internal 30 each (150), Theory 120 Each (150), Total Marks =600.
- For Internal Evaluation of 30 Marks
- *Suggestive: Marks of Internal Examination should be given on the basis of two term tests (to be conducted within a minimum gap of 40 days) assignment/seminar, Project /Report, association/club activities, Logical thinking/application of knowledge, attentiveness and skills in internal assessment).
- L=Lecture; T=Tutorial; Teacher shall decide the teaching hrs required for carrying out the decided Theory Lecture and tutorial as per the requirement of the study topic

[illegible]

II. Core Courses (CC):

PSO	CC-1	CC-2	CC-3	CC-4	CC-5	CC-6	CC-7	CC-8	CC-9	CC-10	CC-11	CC-12	CC-13	CC-14	CC-15	CC-16	CC-17
PSO-1	X		X	X	X	X		X	X	X	X	X	X	X	X	X	X
PSO-2		X	X		X	X	X	X		X	X	X	X	X		X	X
PSO-3	X		X	X		X	X	X	X		X	X	X	X	X	X	X
PSO-4	X	X	X	X	X	X	X		X	X	X	X		X		X	X
PSO-5	X	X	X	X	X		X	X	X		X	X	X		X	X	X
PSO-6	X	X	X		X	X	X		X	X	X	X	X	X	X	X	X
PSO-7	X	X	X		X	X	X	X	X		X	X	X		X	X	X
PSO-8		X	X	X	X	X	X	X	X	X	X	X		X	X	X	X

III. Elective Courses (EC):

PSO	EC-1	EC-2	EC-3	EC-4	EC-5	EC-6	EC-7	EC-8	EC-9	EC-10	EC-11	EC-12	EC-13
PSO-1	X	X	X		X	X	X		X	X	X	X	X
PSO-2	X		X	X		X	X	X	X	X		X	X
PSO-3		X	X	X	X	X		X	X	X	X		X
PSO-4	X	X	X	X	X		X	X		X	X	X	X
PSO-5	X	X		X	X	X		X	X	X		X	X
PSO-6	X		X	X		X	X		X		X	X	X
PSO-7	X	X	X		X	X		X	X	X	X	X	X
PSO-8		X	X	X	X		X	X		X	X	X	X

M.A. ENGLISH
SEMESTER-I
Introduction to English Literature
Course Code- ENG 6.5AECT101

Course Objectives

- To familiarize the students with the origin, development and major movements of English Literature and trends in English writings.
- To acquaint the students with the literary terms used in Poetry, Prose, Drama and Fiction.
- To provide students with a comprehensive idea about the development of English literature and language over the ages.

Course Level Learning Outcomes

On the successful completion of the Course, the students shall be able to:

- learn about the origin, evolution and development of Major Movements in English Literature and trends in English Writings.
- appreciate the aesthetics and styles of writing of different genres of various ages
- understand the social and cultural tendency of the Ages.
- acquire familiarity with a wide range of literary terms, categories and schools of literature.

Course Description

	Unit-I
Age of Chaucer, Renaissance	
	Unit- II
Neo-classical Age, Romantic Age	
	Unit -III
Victorian Age, Twentieth Century	
	Unit –IV
Soliloquy, Dramatic Monologue, Free Verse, Epic, Allegory, Satire, Hyperbole, Myth, Irony	
	Unit –V
Graveyard Poets, Lake Poets, War Poets, Comedy of Manners, Theatre of the Absurd, Epic Theatre, Epistolary Novel, Gothic Novel	

Required Readings

- Abrams, M.H. *A Glossary of Literary Terms* (11th ed). Cengage Learning, 2015
- Prasad, B. *A Background to the Study of English Literature*. Laxmi Publications, 2016
- Trivedi, R.D. *A Compendious History of English Literature*. Vikas Publication House, 2007

- Sanders, Andrew. *The Short Oxford History of English Literature*. Oxford University Press, 2005
- William J. Long. *English Literature: Its History and its significance for the life of the English Speaking World*. Rupa Publications, New Delhi, 2015.

Suggested Readings

- Baldick, Chris. *Oxford Dictionary of Literary Terms* (4th ed). Oxford University Press, 2015
- Daiches, David. *A Critical History of English Literature* Vol. I& II. (9th ed.) Supernova Publishers, 2021
- Dahiya, Bhim S. *A New History of English Literature* (4th ed.), Anubhav Publishers, 2021
- Evans, Ifor. *A Short History of English Literature*. Penguin Books, 1990

Assessment and Evaluation

- Non-CGPA Courses are practice based courses having 2 Credits each and assessed internally, which shall be completely based on continuous internal assessment/ Submission of a Project Report/ Case Study / Assignment etc. (no examination will be conducted by the University).
- The Credit, Credit Point and Grade will be reflected separately in the Marksheet under Non-CGPA Courses. The college will send the Satisfactory (S) or Not Satisfactory (NS) credentials of the student to the University.

SEMESTER-I

Classics of English Literature-I

Course Code –ENG 6.5 DCCT102

Course Objectives

- To introduce the students to the ideas of classics and literature.
- To make the students familiar with key figures of English literature.
- To introduce the students with seminal texts of the period.
- To introduce the students to the tradition of English Literature from the Medieval period till the Pre-Romantic.

Course Level Learning Outcomes

On the successful completion of the course, the students shall be able to:

- develop an appreciation for the classical texts.
- cultivate a sense of understanding towards society and value system which will help them to become better human beings by the exposure to literature.
- interpret, analyze, and evaluate the classical works from the perspective of history and theory.
- explore the key writers and texts within their historical and intellectual contexts.

Course Description

Unit-I

*Geoffrey Chaucer: *The Canterbury Tales: General Prologue*
 Christopher Marlowe: *Doctor Faustus*

Unit-II

*William Shakespeare: *Sonnets 18, 29, 73, 94, 110, 129, 130, 138.*
 Sir Thomas More: *Utopia* (Selections from *Book Two: On the Country of Utopia, On Domestic Life, On their Travels*)
 *Francis Bacon: *Of Adversity, Of Travel*

Unit-III

*John Donne: *The Canonization, The Ecstasy, Batter My Heart*
 *John Milton: *Lycidas*
 John Bunyan: *The Pilgrim's Progress*

Unit-IV

*John Dryden: *Alexander's Feast*
 Jonathan Swift: *Gulliver's Travels (Book I)*

Unit-V

Alexander Pope: *The Rape of the Lock*
 *Thomas Gray: *The Progress of Poesy; Ode on a Distant Prospect of Eton College*
 *William Collins: *Ode to Evening*

***Detailed Study**

Required Readings

- Duncan-Jones, Katherine. Ed. *Shakespeare's Sonnets* (Revised Arden Shakespeare). Bloomsbury, 2010.
- Swift, Jonathan. *Gulliver's Travels*. Penguin Popular Classics. Penguin Books
- Ford, Boris. *The Pelican Guide to English Literature : Vol I to Vol-V* Penguin Books.
- English Poetry of the Sixteenth Century- Gary Waller(ed) .Routledge, 1993.

Suggested Readings

- Daiches, David. *A Critical History of English Literature*. Supernova Publishers, 2010
- Eagleton, Terry. *How to Read a Poem?* Blackwell, 2006.
- Ford, Boris. *Pelican History of English, Vol 1 and 2*. Penguin Books
- Lewis, F.R. *New Bearings in English Poetry: A Study of Contemporary Situation*. Penguin Books, 1963.
- Sanders, Andrew. *The Short Oxford History of English Literature*. Clarendon Press, 1994

Assessment and Evaluation

Internal Assessment - 30 Marks (*suggestive markers as mentioned in the structure of program)

External Assessment –120 Marks

For 120 Theory course: A course will contain 5 units. The question paper shall contain three sections. Section A (20 marks) shall contain 10 questions two from each Unit. Each question shall be of 2 marks. All the questions are compulsory. Section A will be prepared such that questions i to v are multiple-choice questions, while questions vi to x will be fill-in-the-blank questions. Section B (40 marks) shall contain 5 questions (two from each unit with internal choice). Each question shall be of 8 marks. The candidate is required to answer all 5 questions. The answers should not exceed 150 words. Section C (60 marks) shall contain 5 questions, one from each Unit. Each question shall be of 20 marks. The candidate is required to answer any three questions by selecting these three questions from different units. The answers should not exceed 400 words.

SEMESTER-I

English Language and Documentation

Course Code- ENG 6.5 DCCT103

Course Objectives

- To enable the students to understand the significance of Grammar and phonetics in LSRW skills.
- To introduce the students with varieties of language.
- To introduce the elements of specific genres of writing: letter, essay, précis, book review, etc.
- To enable the students understanding of the basic paradigms of research, research tools, research methodology, referencing styles and research sources.
- To introduce speech mechanism, syllable structures and word stress.

Course Level Learning Outcomes

On the successful completion of the course, the students shall be able to:

- Upgrade their ability in functional utilization of the language through the practical application of grammar rules.
- Develop competency in compositional skills and phonetics.
- Differentiate between different varieties of Language.
- Use proper citation methods and develop an acquaintance with style sheets.

Course Description

Unit - I

Word: Lexical words & Grammatical Words

Parts of Speech

Phrase

Clause

Sentence

Unit - II

Tenses, Concord, Modals, Verbals, Prepositions, Narration

Unit-III

Letter (formal and informal), Essay Writing, Theme Writing and Expansion of Idea, Précis, Book Review and Dialogue Writing

Unit IV

Varieties of Language: Dialect, Register, Pidgin, Creole, Code Switching and Code mixing

Phonetics: Speech Mechanism, Classification and Description of Speech Sounds, Syllable and Syllable-Structures, Word-Stress.

Unit – V

Documentation: Referencing Styles MLA, APA, Harvard and Chicago, Author/page in-text citation, Footnotes and endnotes, Order of entries, Print books, articles, e-sources

Required Readings

- Bala Subramaniam. *English Phonetics for Indian Students*. Trinity Press, 2019.
- Denys and Thomson. *Reading and Discrimination*, Chatto & Windus, 1954
- Nelson, Gerald. *English: An Essential Grammar*, Routledge. (2nd edition), 2011
- Hewing, Martin. *Advanced English Grammar*. Cambridge University Press. 2005
- Quirk, Randolph & Greenbaum. *A University Grammar of English*, Pearson Education, 2002
- Crystal, David. *A Little Book of Language*. Hyderabad: Orient Blackswan, 2010.
- *MLA Handbook, latest edition*

Suggested Readings

- Greenbaum, Sidney. *Oxford English Grammar*, OUP, 2005.
- Randolph Quirk, et.al : *A University Grammar of English* (ELBS)
- A. S. Hornby: *A Guide to Patterns and Usage* (ELBS)
- Daniel Jones: *English Pronouncing Dictionary* (ELBS)
- *MLA Handbook* (Latest Edition)
- Halliday, M.A.K. - *Grammar*-Continuum International Publishing Group, 2005

Assessment and Evaluation

Internal Assessment - 30 Marks (*suggestive markers as mentioned in the structure of program)

External Assessment –120 Marks

For 120 Theory course: A course will contain 5 units. The question paper shall contain three sections. Section A (20 marks) shall contain 10 questions two from each Unit. Each question shall be of 2 marks. All the questions are compulsory. Section A will be prepared such that questions i to v are multiple-choice questions, while questions vi to x will be fill-in-the-blank questions. Section B (40 marks) shall contain 5 questions (two from each unit with internal choice). Each question shall be of 8 marks. The candidate is required to answer all 5 questions. The answers should not exceed 150 words. Section C (60 marks) shall contain 5 questions, one from each Unit. Each question shall be of 20 marks. The candidate is required to answer any three questions by selecting these three questions from different units. The answers should not exceed 400 words.

SEMESTER-I

Indian Writing in English

Course Code-ENG 6.5 DCCT 104

Course Objectives:

- To acquaint the students with the thematic concerns, genres and trends of Indian writing in English
- To create literary sensibility for appreciation in students and expose them to artistic and innovative use of language by writers
- To expose students to the pluralistic aspects of Indian culture and identity
- To introduce students to major movements and figures of Indian Literature in English through the study of selected literary texts
- To expose students to the artistic and innovative use of language employed by the writers

Course Level Learning Outcomes

On the Successful completion of the course, the students shall be able to

- Develop a better understanding of Indian socio-cultural milieu through the themes of Indian literature in English.
- Develop their literary and linguistic competence through the study of this literature.
- Develop an understanding of the plurality and cultural diversity of India.
- Develop literary sensibility and emotional response to the literary texts and implant sense of appreciation of literary text.

Course Description

Unit-I

- | | |
|---------------------------|--|
| *Michael Madhusudan Dutt: | <i>I am not rich...., (Sonnet)</i> |
| | <i>But Oh! I grieve not ... (Sonnet)</i> |
| *Toru Dutt: | <i>The Lotus, Our Casuarina Tree</i> |
| *Swami Vivekananda: | <i>Kali the Mother</i> |
| *Sri Aurobindo: | <i>Savitri (Book I Canto 1)</i> |

Unit II

- | | |
|-------------------|--|
| *Dom Moraes: | <i>Letter to my Mother, Future Plans</i> |
| *Nissim Ezekiel: | <i>Background, Casually</i> |
| | <i>Enterprise</i> |
| | <i>Poet, Lover, Birdwatcher</i> |
| *A. K. Ramanujan: | <i>Obituary</i> |

*Jayant Mahapatra: *Dawn at Puri*

* Imtiaz Dharker: *Purdah I*

Unit-III

Urvashi Butalia: *"Memory"(8) pg-259-278*
(from *The Other Side of Silence: Voices from the Partition of India*, Penguin Books)

Nirmal Verma : *Language and National Identity (from Writer as Critic)*

Unit-IV

R.K Narayan : *The Guide*
Rama Mehta : *Inside the Haveli*

Unit-V

*Girish Karnad : *Tuglaq*

*Detailed Study

Required Readings

- Butalia, Urvashi .*The Other Side of Silence: Voices from the Partition of India*, Penguin Books https://apnaorg.com/books/english/the-other-side-of-silence-voices-from-the-partition-of-india/book.php?fldr=book#google_vignette
- Michael Madhusdan Dutt. *The Bengali Book of English Verse*. Assembled and edited by Theodore Douglas Dunn and published in 1918.
- Aurobindo .*Savitri* .VOL. 33 and 34. The Complete Works Of Sri Aurobindo, Published by Sri Aurobindo Ashram Publication Department Printed at Sri Aurobindo Ashram Press, Pondicherry
- Iyengar, K.R. Srinivasa. *Indian Writing in English*, Sterling, 1984.
- Nirmal Verma . *Writer as Critic: Essays in Literature, History and Culture*, edited by Jasbir Jain, Rawat Publications, 2011
- Karnad, Girish. *Tuglaq*. OUP, 2008.
- Mehrotra, A.K. *A Concise History of Indian Literature in English*. Delhi, Permanent Black, 2001
- Mehrotra, A.K. Ed. *Twelve Modern Poets*. O.U.P
- Mehta, Rama. *Inside the Haveli*. Penguin, 1996.
- Naik, M.K. *A History of Indian English*. Delhi: Sahitya Literature. Academi, 1982
- Narasimhaiah ,C.D. Ed. *An Anthology of Commonwealth Poetry*. Macmillan, 1990

- Vivekananda, Swami. “Kali, the Mother” (From Complete Works of Swami Vivekananda, vol.4, p.384 Advaita Ashram, 14th rpt. 1992.

Suggested Readings

- Amga, H.I., *Indo-English Poetry*. Jaipur: Surabhi Publication, 2000.
- Das, Sisir Kumar. *Indian Literature. 2 Vol.* Sahitya Akademi, 1993.
- N.V. Bhairava and V. Sarang ed. *Indian English Fiction 1980-1990: An Assessment*. Delhi: Permanent Black, 1994.
- Naik, M.K. *A History of Indian English Literature*. Delhi: Sahitya Academy, 1982.
- Naik, M.K. and S.M. Panekar ed. *Perspectives on Indian Drama in English*. Delhi: Permanent Black, 1977.
- Naik, M.K. *Perspectives on Indian Poetry in English*. Delhi: Abhinav Publication, 1984.
- Williams, H.M. *Indo Anglian Literature, 1800-1970*. Bombay: Orient Longman, 1976.

Assessment and Evaluation

Internal Assessment - 30 Marks (*suggestive markers as mentioned in the structure of program)

External Assessment –120 Marks

For 120 Theory course: A course will contain 5 units. The question paper shall contain three sections. Section A (20 marks) shall contain 10 questions two from each Unit. Each question shall be of 2 marks. All the questions are compulsory. Section A will be prepared such that questions i to v are multiple-choice questions, while questions vi to x will be fill-in-the-blank questions. Section B (40 marks) shall contain 5 questions (two from each unit with internal choice). Each question shall be of 8 marks. The candidate is required to answer all 5 questions. The answers should not exceed 150 words. Section C (60 marks) shall contain 5 questions, one from each Unit. Each question shall be of 20 marks. The candidate is required to answer any three questions by selecting these three questions from different units. The answers should not exceed 400 words.

SEMESTER-I

American Literature

Course Code- ENG 6.5 DCCT105

Course Objectives

- To introduce the students to the world of American life and Culture and provide an outline of various aspects of American Literature.
- To familiarize students with the various genres and seminal texts of American literature.
- To make the students understand the influence of American literature on the literature of other countries.

Course Level Learning Outcomes

On the successful completion of the Course, the students shall be able to

- Identify the influences of American writers on other literatures.
- Comprehend the American culture through their literary works.
- Understand the social, political and cultural trends through literature.
- Analyse the similarities and contrasts in the writing styles of American and native British writers

Course Description

Unit I

- | | | |
|---------------|---|---|
| *Robert Frost | : | <i>Birches, Mending Wall</i> |
| *Walt Whitman | : | <i>When Lilacs Last in the Door-yard Bloom'd,
Out of the Cradle Endlessly Rocking</i> |

Unit II

- | | | |
|------------------|---|--|
| *Emily Dickinson | : | <i>She sweeps with many-colored brooms,
Because I could not stop for Death</i> |
| *Sylvia Plath | : | <i>Daddy, Lady Lazarus</i> |

Unit III

- | | | |
|----------------------|---|-----------------------------|
| Ralph Waldo Emerson | : | <i>The American Scholar</i> |
| *Henry David Thoreau | : | <i>Civil Disobedience</i> |

Unit IV

- | | | |
|---------------------|---|---------------------------|
| Nathaniel Hawthorne | : | <i>The Scarlet Letter</i> |
|---------------------|---|---------------------------|

Unit V

- | | | |
|---------------------|---|-----------------------------------|
| *Arthur Miller | : | <i>Death of a Salesman</i> |
| Williams, Tennessee | : | <i>A Street Car Named Desire.</i> |

***Detailed Study Required Readings**

- Hawthorne, Nathaniel. *The Scarlet Letter*. Amazon Digital Services, 7 May 2015.
- Kenneth Sacks: *Understanding Emerson: "The American Scholar" and His Struggle for Self-Reliance*. Princeton, New Jersey: Princeton University Press, 2003. Second edition.
- Miller, Arthur. *Death of a Salesman*. Penguin Plays, January 1, 1985.
- Williams, Tennessee A Street Car Named Desire. Methuen Drama; 2nd edition (2023)
- Peter James Stanlis. *Robert Frost: The Poet as Philosopher*, ISI Books, 2007.
- Ramanan, Mohan (Ed) *Four Centuries of American Poetry: An Anthology*. Chennai: Macmillan, 1996.
- Sacvan Bercovitch. *The Cambridge History of American Literature*. CUP, 1997.
- Steven F. Bloom. *Student Companion to Eugene O'Neill*. Greenwood Publishing Group, 2000.
- Steven Gould Axelrod, Camille Roman, Thomas Travisano. eds. *The New Anthology of American Poetry: Vol. I* Edited by Rutgers University Press, 2012

Suggested Readings

- Bhongle, Rangrao. (Ed) *Contemporary American Literature: Poetry, Fiction, Drama and Criticism*. New Delhi: Atlantic Publishers, 2002.
- Collins - An Introduction to American Literature
- Crawford, Bartholow V et al. *American Literature*. New York: Barnes and Noble Books, 1945 F.
- Howard, Zinn. *A People's History of the United States: 1492 to Present*, New York: Harpercollins, 1980.
- James M. McPherson. *Battle Cry of Freedom: The Civil War Era*. London: OUP, 1988.
- Malcolm Bradbury and Richard Ruland. *From Puritanism to Postmodernism: A History of American Literature*, New York: Penguin Group (USA) Incorporated, 1992.
- Philip F. Gura. *American Transcendentalism: A History*, New York: OUP, 1988.
- Russ Castronovo (ed.), *The Oxford Handbook of Nineteenth-Century American Literature*, Oxford: Oxford Handbooks, 2012
- Stephen A. Black. *Eugene O'Neill: Beyond Mourning and Tragedy*, New Haven: Yale University Press, 2002.

Assessment and Evaluation

Internal Assessment - 30 Marks (*suggestive markers as mentioned in the structure of program)

External Assessment –120 Marks

For 120 Theory course: A course will contain 5 units. The question paper shall contain three sections. Section A (20 marks) shall contain 10 questions two from each Unit. Each question shall

be of 2 marks. All the questions are compulsory. Section A will be prepared such that questions i to v are multiple-choice questions, while questions vi to x will be fill-in-the-blank questions. Section B (40 marks) shall contain 5 questions (two from each unit with internal choice). Each question shall be of 8 marks. The candidate is required to answer all 5 questions. The answers should not exceed 150 words. Section C (60 marks) shall contain 5 questions, one from each Unit. Each question shall be of 20 marks. The candidate is required to answer any three questions by selecting these three questions from different units. The answers should not exceed 400 words.

SEMESTER-II

National and Human Values

Course Code - ENG 6.5VACT 201

Course Objectives

- To inculcate national and human values in the students
- To enable the students imbibe the Indian cultural ethos
- To inculcate the spirit of Patriotism so that the Students develop a sense of strong bond with the nation
- To enable the students grow into a citizen possessing civic sense

Course Level Learning Outcomes

On the Successful completion of the course the students shall be able to:

- Attain the civic skills enabling him/her to become a well-behaved citizen of the country
- Imbibe and spread the feelings of devotion and dedication

Course Description

Unit-I

NCC – Introduction, Aims, NCC Flag, NCC Song, NCC Administration, Raising of NCC in Schools/Colleges, NCC: Rank, Honours and Awards, NCC Training, NCC Camps, NCC Examinations, Incentive and Scholarship for Cadets

Importance of Discipline in Life, Aims and Merits of Discipline, Problems related to Indiscipline and Solutions

Drill – Definition, Principles of Drill, Bad habits in drill, Words of Command, Drill Movements, Arms Drill, Squad Drill, Guard of Honour, Ceremonial Drill, Guard Mounting

Contribution of NCC in Nation Building

Unit-II

Armed Forces – Control Command, Organization of Armed Forces, Weapons of Army, Navy and Air Force, Training institutes, Honours and Awards, Recipients of Param Veer Chakra, Badges of Ranks

Commission in Armed Forces – Recruitment in Armed Forces, Commission in Technical, Non-Technical and Territorial Forces

Weapon Training – 0.22 Rifle, 7.62 Rifle, 7.62 SLR (Self Loading Rifle), 5.56 MM I.N.S.A.S. Rifle, L.M.G. (Light Machine Gun), Stan Machine Carbine, 2” Mortar, Grenade, Pistol, Various types of Firing, Range Procedure and Range Drill

Military History and Geography, Field Craft, Field Engineering, Battle Craft

Unit-III

Obstacle Training, Adventure Training, Self -Defence, Physical Posture Training
Social Service, Disaster Management, Health and Hygiene, First Aid
Leadership, Personality Development, Decision Making, Motivation, Duty and Discipline, Morale

Unit-IV

Value System – The Role of Culture and Civilization-Holistic living
Balancing the outer and inner – Body, Mind and Intellectual level- Duties and Responsibilities
Salient Values for Life- Truth, Commitment, Honesty and Integrity, Forgiveness and Love,
Empathy and Ability to Sacrifice, Care, Unity , and Inclusiveness
Self-Esteem and Self confidence
punctuality – Time, Task and Resource Management, Team work
Positive and Creative thinking

Unit-V

Universal Declaration of Human Rights
Human Rights Violations
National Integration – Peace and Non-violence (in context of Gandhi, Vivekananda)
Social Values and Welfare of the Citizen
The Role of Media in Value Building
Fundamental Duties
Environment and Ecological Balance – Interdependence of all beings – Living and Non-living

Suggested Readings:

- Hand Book of NCC : Major R C Mishra & Sanjay Kumar Mishra
- National Security: K. Subramanyam
- ASEAN Security: Air Comdr. Jasjit Singh
- Indian Political System, Dr .Pukhraj Jain & Dr. Kuldeep Fadiya
- हैण्डबुक ऑफ एन सी सी, मेजर आर. सी. मिश्र एवं संजय कुमार मिश्र
- अन्तर्राष्ट्रीय राजनीति: वी. एल. फाड़िया
- भारतीय राजव्यवस्था, डॉ. पुखराज जैन, डॉ. कुलदीप फाड़िया
- राष्ट्रीय प्रतिरक्षा: डॉ. हरवीर शर्मा, जयप्रकाश नाथ कंपनी, मेरठ
- राष्ट्रीय सुरक्षा: डॉ. लल्लन सिंह, प्रकाश बुक डिपो, बरेली
- राष्ट्रीय सुरक्षा: डॉ. नरेन्द्र सिंह, प्रकाश बुक डिपो, बरेली
- राष्ट्रीय सुरक्षा: डॉ. पाण्डेय व पाण्डेय, प्रकाश बुक डिपो, बरेली
- राष्ट्रीय सुरक्षा व सुरक्षा: डॉ. एस. के. मिश्र, मार्डन पब्लिशर्स, जालंधर
- NCERT, *Education in Values*, New Delhi, 1992.
- M.G.Chitakra: *Education and Human Values*, A.P.H. Publishing Corporation, New Delhi, 2003.
- Chakravarthy, S.K.: *Values and ethics for Organizations: Theory and Practice*, Oxford University Press, New Delhi, 1999.

- Satchidananda, M.K.: *Ethics, Education, Indian Unity and Culture*, Ajantha Publications, Delhi, 1991.
- Das, M.S. & Gupta, V.K.: *Social Values among Young adults: A Changing Scenario*, M.D. Publications, New Delhi, 1995.
- Bandiste, D.D.: *Humanist Values: A Source Book*, B.R. Publishing Corporation, Delhi, 1999.
- Ruhela, S.P.: *Human Values and Education*, Sterling Publications, New Delhi, 1986.
- Kaul, G.N.: *Values and Education in Independent India*, Associated Publishers, Mumbai, 1975.
- Swami Budhananda (1983) *How to Build Character A Primer*: Ramakrishna Mission, New Delhi.
- *A Cultural Heritage of India (4 Vols.)*, Bharatiya Vidya Bhavan, Bombay. (Selected Chapters only)
For Life, For the future : Reserves and Remains – UNESCO Publication.
- *Values, A Vedanta Kesari Presentation*, Sri Ramakrishna Math, Chennai, 1996.
- Swami Vivekananda, *Youth and Modern India*, Ramakrishna Mission, Chennai.
- Swami Vivekananda, *Call to the Youth for Nation Building*, Advaita Ashrama, Calcutta.
- *Awakening Indians to India*, Chinmayananda Mission, 2003.

Assessment and Evaluation

- Non-CGPA Courses are practice based courses having 2 Credits each and assessed internally, which shall be completely based on continuous internal assessment/ Submission of a Project Report/ Case Study / Assignment etc. (no examination will be conducted by the University).
- The Credit, Credit Point and Grade will be reflected separately in the Marksheet under Non-CGPA Courses. The college will send the Satisfactory (S) or Not Satisfactory (NS) credentials of the student to the University.
- The topics for the Project Report / Case Study shall be allotted by the Nodal Department (decided jointly with NSS wing under the supervision of IQAC) in consultation with the Department concerned. The Candidate shall submit the Report by the date fixed for the said purpose. It shall then be followed by a Viva-voce Examination. The whole evaluation shall be done by the Departmental Internal Faculty in consultation with the Nodal Department.

SEMESTER-II

Classics of English Literature-II

Course Code –ENG 6.5 DCCT 202

Course Objectives

- To introduce the students to ideas of classics and literature
- To introduce the students with seminal texts of the period
- Introduce students to key texts and authors in the canon of English literature from various periods of literary history
- To help students identify and analyze literary techniques, themes, and historical contexts within classic texts.
- To encourage students to think critically about literature and its role in society, culture, and history.
- To foster an appreciation for the diversity and evolution of English literature over time.

Course Level Learning Outcomes

On the Successful completion of the course, the students shall be able to

- Appreciate the classical texts.
- Cultivate a sense of understanding which will help them to become better human beings by the exposure to literature
- Interpret, analyze, and evaluate and classical works in the perspective of history and theory.
- Evaluate and interpret literary texts, making use of various critical perspectives and theoretical approaches.
- Conduct research using scholarly sources, and integrate this research into written and oral presentations.
- Develop an appreciation for the legacy and continuing relevance of classic works of English literature.

Course Description

Unit-I

*William Blake:	The Chimney Sweeper, London
*Wordsworth:	<i>The Prelude(Part-I)</i>
*Keats:	<i>Ode to a Nightingale</i>
*Shelley:	<i>Ode to the West Wind</i>

Unit-II

*Alfred Tennyson:	<i>Ulysses</i>
*Robert Browning:	<i>Andrea del Sarto</i>
*T.S Eliot:	<i>Love Song of J. Alfred Prufrock</i>
*Matthew Arnold:	<i>Dover Beach</i>

Unit-III

Henrik Ibsen:	<i>A Doll's House</i>
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Unit-IV

Thomas Carlyle: The Present Time. (From Latter Day Pamphlets)

*Bertrand Russell: Appearance and Reality, Truth and Falsehood (Chapters 1 and 12 from Problems of Philosophy)

Unit-V

D.H Lawrence:

Sons and Lovers

Thomas Hardy

The Return of the Native

*Detailed Study

Required Readings:

- Blake, William. "The Chimney Sweeper" and "London." The Norton Anthology of English Literature, edited by Stephen Greenblatt et al., 9th ed., vol. D, W. W. Norton & Company, 2012, pp. 81-85.
- Wordsworth, William. The Prelude, Book 1. The Norton Anthology of English Literature, edited by Stephen Greenblatt et al., 9th ed., vol. D, W. W. Norton & Company, 2012, pp. 280-305.
- Keats, John. "Ode to a Nightingale." The Norton Anthology of English Literature, edited by Stephen Greenblatt et al., 9th ed., vol. D, W. W. Norton & Company, 2012, pp. 906-908.
- Shelley, Percy Bysshe. "Ode to the West Wind." The Norton Anthology of English Literature, edited by Stephen Greenblatt et al., 9th ed., vol. D, W. W. Norton & Company, 2012, pp. 776-778.
- Tennyson, Alfred. "Ulysses." The Norton Anthology of English Literature, edited by Stephen Greenblatt et al., 9th ed., vol. E, W. W. Norton & Company, 2012, pp. 1177-1179.
- Browning, Robert. "Andrea del Sarto." The Norton Anthology of English Literature, edited by Stephen Greenblatt et al., 9th ed., vol. E, W. W. Norton & Company, 2012, pp. 1285-1294.
- Eliot, T. S. "The Love Song of J. Alfred Prufrock." The Norton Anthology of English Literature, edited by Stephen Greenblatt et al., 9th ed., vol. F, W. W. Norton & Company, 2012, pp. 1319-1323.
- Arnold, Matthew. "Dover Beach." The Norton Anthology of English Literature, edited by Stephen Greenblatt et al., 9th ed., vol. E, W. W. Norton & Company, 2012, pp. 1358-1359.
- Carlyle, Thomas. "The Present Time." Latter-Day Pamphlets, Chapman and Hall, 1850.
- Russell, Bertrand. "Appearance and Reality" and "Truth and Falsehood." The Problems of Philosophy, Oxford University Press, 1912.

Suggested Readings:

- Bristow, Joseph. The Cambridge Companion to Victorian Poetry. 2000.
- Chandler, James, Maureen McLane. The Cambridge Companion to British Romantic Poetry. 2000.
- Walker, Hugh. The Literature of the Victorian Era. CUP, 1921.

Assessment and Evaluation

Internal Assessment - 30 Marks (*suggestive markers as mentioned in the structure of program)

External Assessment –120 Marks

For 120 Theory course: A course will contain 5 units. The question paper shall contain three sections. Section A (20 marks) shall contain 10 questions two from each Unit. Each question shall be of 2 marks. All the questions are compulsory. Section A will be prepared such that questions i to v are multiple-choice questions, while questions vi to x will be fill-in-the-blank questions. Section B (40 marks) shall contain 5 questions (two from each unit with internal choice). Each question shall be of 8 marks. The candidate is required to answer all 5 questions. The answers should not exceed 150 words. Section C (60 marks) shall contain 5 questions, one from each Unit. Each question shall be of 20 marks. The candidate is required to answer any three questions by selecting these three questions from different units. The answers should not exceed 400 words.

SEMESTER-II

Literary Criticism and Theory

Course Code- ENG 6.5 DCCT 203

Course Objectives

- To acquaint the students with important schools of Literary criticism with the help of representative essays.
- To familiarize the students with a variety of critical approaches that would promote their understanding of literary works and enable them to critically appreciate literature.
- To examine the evolution of various theoretical and aesthetic concepts across space and time.
- To enable students to draw connections between the set of interrelated concepts and approaches discussed in the paper that are seminal to critical thinking and analyses of literary texts.
- To enable those who wish it to develop a specialised interest in the field.

Course Level Learning Outcomes

On Successful completion of the course the students shall be able to:

- Comprehend the basic principles of a range of theoretical approaches.
- Acquire skills in the handling of theoretical issues related to the study of literature and culture.
- Develop a familiarity with origin of critical ideas in Indian, European and Western Literature.
- Develop a skill in applying various literary theories to interpret a specific text.

Course Description

Unit – I

*Bharatmuni: *On Natya and Rasa, Aesthetics of Dramatic Experience.*

(Indian Literary Criticism: Theory and Interpretation .Ed. G.N.Devy. Orient Blackswan,2020. Page 3-17)

Anandavardhana: *Dhwani: Structure of Poetic Meaning (from Dhvanyaloka)*.

(Indian Literary Criticism: Theory and Interpretation. Ed. G. N. Devy. Orient Blackswan, 2020. Page 38-50).

Unit- II

*Aristotle: *The Poetics* (Ed & trans. Anthony Kenny. Oxford University Press, 2013)

Longinus- “On the Sublime”

Philip Sidney: *An Apology for Poetry* (ed. Forrest G Robinson Macmillan, 1985)

Unit – III

P B Shelley: *A Defence of Poetry*
(English Critical Texts Ed. D. J. Enright and Ernest De Chickera. OUP, 2001.)

*William Wordsworth : *Preface to Lyrical Ballads*
(English Critical Texts Ed. D. J. Enright and Ernest De Chickera. OUP, 2001)

*TS Eliot - “Tradition and the Individual Talent”
(English Critical Texts Ed. D. J. Enright and Ernest De Chickera. OUP, 2001)

Unit – IV

I A Richards: *Metaphor and The Command of Metaphor.*
(Lectures V and VI, in *The Philosophy of Rhetoric*. Oxford University Press, 1965)

*Matthew Arnold: *The Study of Poetry.*
(English Critical Texts Ed. D. J. Enright and Ernest De Chickera. OUP, 2001)

Elaine Showalter : “Towards a Feminist Poetics”

Unit V

Jacques Derrida “Structure, Sign and Play in the Discourse of the Human Sciences”

Roland Barthes: *The Death of the Author*
(The Norton Anthology of Theory and Criticism, edited by Vincent B. Leitch (New York: Norton, 2001)

*Gayatri Spivak: “*Can the Subaltern Speak?*”
(from *The Postcolonial Studies Reader*. (Eds) Bill, Ashcroft, Griffiths & Tiffin)

*Detailed Study

Required Readings

- Abrams, Meyer H. *The Mirror and the Lamp: Romantic Theory and the Critical Tradition*. New York: OUP, 1977.
- Ashcroft, Bill, Gareth Griffiths & Helen Tiffin, Eds. *The Postcolonial Studies Reader*. New York & London: Routledge (1995) 1997.
- Auerbach, Eric. *Mimesis: The Representation of Reality in Western Literature*. Princeton: Princeton UP, 2014.
- Chaudhary, Satya Dev. *Glimpses of Indian Poetics*. New Delhi; Sahitya Academy, 2002.
- Devy, G.N. ed. *Indian Literary Criticism: Theory and Interpretation*. Hyderabad: Orient Longman, 2004.

- Enright and Chickera. *English Critical Texts*. Oxford University Press, 1997.
- Lodge, David , Nigel Wood . *Modern Criticism and Theory*. Pearson Education, 2003.
- Seturaman, V. S. *Indian Aesthetics: An Introduction*. India, Macmillan Publishers India Limited, 2000.
- Thompson, E. M., *Russian Formalism and Anglo-American New Criticism*. The Hague: Mouton, 1971.
- Wimsatt, William K. and Cleanth Brooks. *Literary Criticism: A Short History*. New Delhi: Oxford and IBH, 1957.
- William K. Wimsatt and Cleanth Brooks. *Literary Theory: A Short History* (Indian edition)

Suggested Readings

- Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester: Manchester UP, 2009.
- Culler, Jonathan. *Literary Theory*. New Delhi: Oxford UP, 2011.
- Habib, M.A.R, *A History of Literary Criticism: From Plato to the Present*, USA: Blackwell Publishing, 2005.
- Harry Blamires. *A History of Literary Criticism* (1991). Rpt. Macmillan India, 2000
- Krishna, Daya. *India's Intellectual Traditions: Attempts at Conceptual Reconstructions* (eds) Indian Council of Philosophical Research, 1987.
- Said, Edward W. *Orientalism*. London: Vintage Books, 1979.

Assessment and Evaluation

Internal Assessment - 30 Marks (*suggestive markers as mentioned in the structure of program)

External Assessment –120 Marks

For 120 Theory course: A course will contain 5 units. The question paper shall contain three sections. Section A (20 marks) shall contain 10 questions two from each Unit. Each question shall be of 2 marks. All the questions are compulsory. Section A will be prepared such that questions i to v are multiple-choice questions, while questions vi to x will be fill-in-the-blank questions. Section B (40 marks) shall contain 5 questions (two from each unit with internal choice). Each question shall be of 8 marks. The candidate is required to answer all 5 questions. The answers should not exceed 150 words. Section C (60 marks) shall contain 5 questions, one from each Unit. Each question shall be of 20 marks. The candidate is required to answer any three questions by selecting these three questions from different units. The answers should not exceed 400 words.

SEMESTER II

Indian Literature

Course Code –ENG 6.5 DCCT 204

Course Objectives:

- To offer students a foundational understanding of Indian classical literary tradition.
- To introduce students with rich and diverse literature from classical languages of India- Sanskrit and Tamil.
- Take students through milestone moments of literature-making.
- To help student's traverse different genres and languages from ancient times to the present day.
- To develop an understanding for the reference points for Indian Knowledge Systems.

Course Level Learning Outcomes

On successful completion of the course the students shall be able to

- gain knowledge of the aesthetic and cultural values that serve as the groundwork for later developments in Indian philosophical and social change.
- kindle profound interest in the intersections of languages and themes, the forms and genres that characterize the loosely named body called "Indian literature/s."
- comprehend the questions of history, region, community, caste, and region-making politics in India.

Unit I

Mahadevi, Akka. "*Vachanas of Akkamahadevi.*"

(Translated by H.S. Shivaprakash. India International Centre Quarterly, Vol. 30, No. 3/4, pp. 32-37)

* Jayadev : *The Gitagovind* . Selections from *The Gitagovinda* of Jayadeva: Love Song of the Dark Lord. (Part I- Joyful Krishna) pg 69-77(<https://ia600402.us.archive.org/24/items/Gitagovindam-Jayadeva-Barbara-Miller-1977/book-Gitagovindam-Jayadeva-Barbara-S-Miller-1977.pdf>)

Dr.Radhakrisnan : Chapter V -*Religion as Experience of Reality* (Page 98-116)

<https://archive.org/details/in.ernet.dli.2015.350808/page/n113/mode/2up>

(from "Religion in a Changing World")

Unit II

* Salman Rushdie: "*Imaginary Homelands*"

(from Imaginary Homelands: Essays and Criticism 1981-1991 ,Granta : London ,1991)

*Ramajunan, A. K. "Is There an Indian Way of Thinking: An Informal Essay."

<https://profcohen.net/reli113/uploads/texts/ramanujan.pdf>

Unit III

*Bullhe Shah: Lyric 2, 15,16,20, 22

<https://archive.org/details/bullhe-shah-sufi-lyrics/page/xxxvi/mode/2up>

*Selections from *Therigatha: Dhammadinna* , Uttara , Mitta Mahapajapati Gotami , Punna

<https://ebin.pub/poems-of-the-first-buddhist-women-a-translation-of-the-therigatha-9780674259201.html>

Kapil Kapoor “ Nature, Philosophy and Character” Indian Knowledge System (pp 11-32)

https://iks.iitgn.ac.in/wp-content/uploads/2020/06/Indian_Knowledge_Systems-Kapil-Kapoor.pdf

Unit IV

M.K.Gandhi :

Hind Swaraj

Unit-V

Bankim Chandra Chattopadhyay: *Anandmath*

*Detailed Study

Required Readings:

- The Collected Essays of A. K. Ramanujan. Edited by Vinay Dharwadker. Oxford University Press, 2006 [1999]
- Chattopadhyay, Bankim Chandra (April 2006). Lipner, J. J. (ed.). *Anandamath, or The Sacred Brotherhood*. India: Oxford University Press, India. ISBN 978-0-19-568322-6.
- Gandhi, M.K. *Hind Swaraj* Printed & Published by: Jitendra T Desai Navajivan Publishing House Ahmedabad
- Kapil Kapoor *Indian Knowledge Systems Volume – 1* Editors Avadhesh Kumar Singh Vol. 1. New Delhi: D.K. Printworld Pvt. Ltd., 2005.
- *Therigatha: Poems of the First Buddhist Women*. Translated by Charles Hallisey. Murty Classical Library of India, 2015.
- Jayadev. *The Gitagovinda : Love Song of the Dark Lord*. Translated by Barbara Stoler Miller. Motilal Banarsidass, 1984.
- Selections from Shah, Bullhe. *Sufi Lyrics*. Translated by Christopher Shackle. Murty Classical Library of India, 2015.

Suggested Readings :

- Edward P. Rice, "A Survey of Kannada Literature", Asian Studies, University of Hawaii Press Year: 1982.
- Andrew Schelling, "The Oxford Anthology of Bhakti Literature" Oxford University Press Year: 2010
- Gandhi, Mahatma. Hind Swaraj or Indian Home Rule. Edited by S. R. Mehrotra, Navajivan Publishing House, 1938.
- Acharya Nandkishore, Swaraj, Aadhar aur Aayam, Prakrit Bharat Akademi, 2022.
- Chattopadhyay, Bankim Chandra. Anandamath. Edited by Sukumar Sen, Sahitya Akademi, 1988.

Assessment and Evaluation

Internal Assessment - 30 Marks (*suggestive markers as mentioned in the structure of program)

External Assessment –120 Marks

For 120 Theory course: A course will contain 5 units. The question paper shall contain three sections. Section A (20 marks) shall contain 10 questions two from each Unit. Each question shall be of 2 marks. All the questions are compulsory. Section A will be prepared such that questions i to v are multiple-choice questions, while questions vi to x will be fill-in-the-blank questions. Section B (40 marks) shall contain 5 questions (two from each unit with internal choice). Each question shall be of 8 marks. The candidate is required to answer all 5 questions. The answers should not exceed 150 words. Section C (60 marks) shall contain 5 questions, one from each Unit. Each question shall be of 20 marks. The candidate is required to answer any three questions by selecting these three questions from different units. The answers should not exceed 400 words.

SEMESTER-II

New World Literatures

Course Code- ENG 6.5 DCCT205

Course Objectives

- To acquaint the students with the diverse cultures and modes of expression.
- To enable them to explore issues of cultural plurality and hybridity.
- To expose the learners to literary negotiations of colonization and decolonization, identity, inequality, marginalization and so on.
- To gain an appreciation for the diverse voices and perspectives represented in New World literature, including those of indigenous peoples, enslaved peoples, and immigrants.

Course Level Learning Outcome

On the Successful completion of the course, the students shall be able to

- develop familiarity with key literary movements and genres within New World literature, such as magical realism, postcolonial literature, and indigenous narratives.
- Develop an enriched appreciation for the diversity and richness of literary traditions in the New World. understanding about cultural plurality and hybridity.
- Make a comparative study of various literary texts to develop an understanding of the concepts of colonization and decolonization, identity, inequality, marginalization and soon

Course Description

Unit-I

*A.K. Ramanujan	:	<i>Death and the Good Citizen, Water Falls in a Bank; Of Mothers; Among other Things;</i> (The Collected Poems of A.K. Ramanujan, OUP)
*A.D. Hope	:	<i>Australia</i> (An Anthology of Commonwealth Poetry)
*Margaret Atwood	:	<i>Journey to the Interior</i> (An Anthology of Commonwealth Poetry)
*Alice Walker	:	<i>Remember Me?</i>
*Derek Walcott	:	<i>A Far Cry from Africa</i>

Unit II

*Faiz Ahmed Faiz	:	<i>When Autumn Came</i>
*Li Young Lee	:	<i>I Ask my Mother to Sing</i>

- *Tenzin Tsundue : *When it Rains in Dharamsala*
 *David Diop : *The White Man Killed my Father*
 *Yasmine Gooneratne : *There was a Country*

Unit-III

- Gabriel Garcia Marquez : *The Handsomest Drowned Man in the World*
 Robyn Davidson: Tracks : *One Woman's Journey across 1700 miles of Australian Outbreak*

Unit-IV

- V.S. Naipaul : *A House for Mr. Biswas*

Unit-V

- *Eugene O'Neil : *Long Day's Journey into Night*

*Detailed Study

Required Readings:

- Naipaul, V.S. *A House for Mr. Biswas*. Pan Macmillan, 2011.
- Narasimhaiah, C. D. *An Anthology of Commonwealth Poetry*, 2016.
- O'Neil, Eugene. *Long Day's Journey into Night*. Royal National Theatre, 1991.
- Ramanujan, A. K. *The Collected Poems*. OUP.
- Faiz, Faiz Ahmed. "When Autumn Came." *Poems by Faiz*, translated by Agha Shahid Ali, New Directions, 2000, pp. 52-53.
- Lee, Li-Young. "I Ask My Mother to Sing." *Rose*, BOA Editions, Ltd., 1986, p. 45.
- Tsundue, Tenzin. "When it Rains in Dharamshala." *Kora*, Tenzin Tsundue, 2002, p. 24.
- Diop, David. "The White Man Killed My Father." *Hammer Blows: Selected Poems*, trans. by Simon Mpondo and Frank Jones, Three Continents Press, 1973, pp. 14-15.
- Gooneratne, Yasmine. "There Was a Country." *Poems from India, Sri Lanka, Malaysia & Singapore*, edited by Rajeev Patke and Philip Holden, Pearson Education, 2009, pp. 112-113.

Suggested Readings:

- Atwood, Margaret. *Survival: A Thematic Guide to Canadian Literature*. Toronto: Anansi, 2004.
- Gray, Richard. *A Brief History of American Literature*. London: Wiley-Blackwell, 2011.
- King, Bruce. *The New English Literature*. Macmillan, 1980.
- Pierce, Peter. *The Cambridge History of Australian Literature*. Queensland: James Cook University, 2017.
- Young, Robert C. *Post Colonialism: A Very Short Introduction*. London: Oxford, 2003.

Assessment and Evaluation

Internal Assessment - 30 Marks (*suggestive markers as mentioned in the structure of program)

External Assessment –120 Marks

For 120 Theory course: A course will contain 5 units. The question paper shall contain three sections. Section A (20 marks) shall contain 10 questions two from each Unit. Each question shall be of 2 marks. All the questions are compulsory. Section A will be prepared such that questions i to v are multiple-choice questions, while questions vi to x will be fill-in-the-blank questions. Section B (40 marks) shall contain 5 questions (two from each unit with internal choice). Each question shall be of 8 marks. The candidate is required to answer all 5 questions. The answers should not exceed 150 words. Section C (60 marks) shall contain 5 questions, one from each Unit. Each question shall be of 20 marks. The candidate is required to answer any three questions by selecting these three questions from different units. The answers should not exceed 400 words.

SEMESTER-III

Soft Skills and Business Communication

Course Code-ENG6.5 SDCT 301

Course Objectives

- To familiarize learners with the work-place culture and employability skills
- To equip learners with verbal and non-verbal communication skills which will help them to deliver audience-appropriate presentation using the strategies learnt
- To boost student's self-confidence through honing their interpersonal skills like team management skills, and leadership skills, time management skills, negotiation skills, problem solving skills and critical thinking skills.
- To develop and enhance the linguistic and communicative competence of the students
- To apply the skills of reading, writing, listening, and speaking
- To exposed the students to various forms of personal and professional communication
- To enhance effective communication skills in a modern, globalised context

Course Level Learning Outcomes

On the successful completion of the Course, the students shall be able to

- Develop awareness of their professional and ethical responsibilities.
- Demonstrate verbal and non-verbal communication skills that will enable them to deliver presentations effectively.
- Demonstrate the ability of self-management with confidence by developing behavioural skills and interpersonal skills.
 - Communicate effectively with their peers/companions/others
 - Enhance speaking, listening and writing skills
 - Effectively write blogs, speech, reviews and draft letters, memos, reports. etc

Course Description

Unit I

Orientation

- Introduction to Soft Skills
- Difference between Hard skills and Soft skills
- Need and Significance of Soft skills
- Soft skills and Social, Academic and Professional Career
- Understanding job market requirements

Unit II

Communicating at work

a. Verbal Communication

- Introducing oneself professionally
- Face to Face interaction
- Appreciation and constructive Feedback (giving and responding)
- Telephone etiquettes
- Effective listening
- Social media Etiquette
- Video conferencing Etiquette
- b. Non-verbal Communication
 - Visual presentation and perception
 - Body language (Kinesics)
 - Touch (Haptics), space (Proxemics) and time (Chronemics)
 - Communicating Confidence non-verbally
 - Non-Verbal professional/business and social etiquettes
- c. Communicating at Job interviews
 - Types of interviews
 - Preparatory steps for job interviews
 - Dos and Don'ts of Job interviews

Unit III

- Personal & Emotional Management
- Goal Setting & Motivation
- Managing your time
- Resilience skills
- Teamwork
- Managing conflict and appreciating/respecting differences
- Decision making & effective negotiation
- Leadership
- Problem solving

Unit IV

Language Skills and Communication

(A) Listening: Types of listening, Purpose of listening

(B) Speaking: An Acquaintance with English Sounds – Vowels and Consonants, English in Situations

(C) Reading Skills: Seen and Unseen Comprehension Passages & Poems ,Skimming, Scanning, Extensive Reading, Intensive Reading

Unit V

Writing Skills

- Report Writing
- Book Review
- CV/Resume/Biodata
- Notice

- Meeting Minutes
- Email Writing
- Note – Making and Note -Taking

Required Readings

- Pease, Allan. 1998. *Body Language: How to Read Others Thoughts by their Gestures*. Suda Publications. New Delhi.
- Peter, Francis. *Soft Skills and Professional Communication*. New Delhi: Tata McGraw Hill. 2012
- Singh, Prakash and Raman, Meenakshi. *Business Communication*. New Delhi: Oxford UP. 2006.
- Bailey, Edward P. *Writing and Speaking at Work: A Practical Guide for Business Communication*. Pennsylvania: Prentice Hall. 2007.
- Pease, Allan and Peas, Barbara. *The Definitive Book of Body Language*. New York: Random House. 2006.
- Johnson, D.W. (1997). *Reaching out – Interpersonal Effectiveness and Self Actualization*. 6th ed. Boston: Allyn and Bacon.

Suggested Readings

- Hemphill, Phyllis Davis, Donald W. McCormick, and Robert D. Hemphill. *Business communication with writing improvement exercises*. Pearson College Division, 2001.
- Locker, Kitty O., and Stephen Kyo Kaczmarek. *Business communication: Building critical skills*. New York: McGraw-Hill Irwin, 2014.
- Murphy, Herta A., Herbert William Hildebrandt, and Jane Powel Thomas. *Effective business communications*. New York: McGraw-Hill, 1997.
- Raman, Meenakshi, and Sangeeta Sharma. *Technical communication: Principles and practice*. New Delhi: Oxford University Press, 2015.
- Kaul, A. *Effective Business Communication*. Prentice-Hall of India, 2015.
- Ghosh, B. N. *Managing Soft Skills for Personality Development*. Tata McGraw Hill. 2017.
- Burke, Daniel. *Improve Your Communication Skills*. Maanu Graphics Publishers, 2012
- Maxwell, John C. *The 17 indisputable laws of teamwork: Embrace them and empower your team*. HarperCollins Leadership, 2013.
- Tulgan, Bruce. "Bridging the soft-skills gap." *Employment Relations Today* 42.4 (2016): 25-33.
- Higgins, Jessica. *10 Skills for Effective Business Communication: Practical Strategies from the World's Greatest Leaders*. Tycho, 2018.
- Mitra, Barun K. *Personality development and soft skills*. Vol. 156. Oxford University Press, 2011.
- Kumar, Sanjay and Pushp Lata. *Communication Skills*. Oxford University Press, 2013.
- C.S.G. Krishnamacharyulu and R.Lalitha. *Business Communication*, Himalaya Publishing House, 2013.

- Quintanilla, Kelly M and Shawn T. Wahl *Business and Professional Communication: Keys for Workplace Excellence* , Sage Publications India, 2011
- Daniel G. Riordan, Steven E. Pauley, Biztantra: *Technical Report Writing Today*, 8th Edition. 2004.
- Bovee, Courtland, L., John V. Thill and Barbara E. Schatzman. *Business Communication Today*: Seventh Edition. Delhi: Pearson Education, 2004.
- Lesikar, Raymond V and Marie E. Flatley. *Basic Business Communication: Skills for Empowering the Internet Generation*: Ninth Edition. New Delhi: Tata McGraw-Hill Publishing Company Ltd., 2002.
- Pease, Allan and Barbara Pease. *The Definitive Book of Body Language*. New Delhi: Manjul Publishing House, 2005.
- Lesikar, Raymond V and John D. Pettit. *Report Writing for Business*. Boston: McGraw-Hill, 1998.
- Ruesh, Jurgen and Weldon Kees. *Nonverbal Communication: Notes on Visual Perception of Human Relations*. Berkeley: University of California Press, 1966.

Assessment and Evaluation

- Non-CGPA Courses are practice based courses having 2 Credits each and assessed internally, which shall be completely based on continuous internal assessment/ Submission of a Project Report/ Case Study / Assignment etc. (no examination will be conducted by the University).
- The Credit, Credit Point and Grade will be reflected separately in the Mark sheet under Non-CGPA Courses. The college will send the Satisfactory (S) or Not Satisfactory (NS) credentials of the student to the University.
- Suggestive markers for internal evaluation as mentioned in the structure of program.

SEMESTER-III

Modern British Literature

Course Code- ENG 6.5 DCCT302

Course Objectives

- To familiarize the students with the socio – cultural impulses that shaped the twentieth century English Society.
- To enable the students' understanding of the various movements that dominated the literature, culture and arts of the country which produced significant shifts in the patterns of thoughts and living.
- To introduce students to the diverse literary and intellectual trends of the twentieth Century.

Course Level Learning Outcomes

- Understand the features of Modernism and explore 'how the Age affected the literature and the various genres'.
- Demonstrate knowledge of the major movements that influenced British and European Literature.
- Evaluate critically the texts in terms of their stylistic features.

Course Description

Unit-I

- *W.B Yeats : *Sailing to Byzantium, Easter 1916*
 *Dylan Thomas : *Fern Hill, This Bread I Break*
 *W.H. Auden : *September 1, 1939*

Unit-II

- *George Orwell : *The Politics of the English Language, Shooting an Elephant*
 E M Forester : *Passage to India*

Unit-III

- Aldous Huxley : *Brave New World*
 James Joyce : *Ulysses*

Unit-IV

- *Samuel Beckett : *Waiting for Godot*
 T .S. Eliot : *The Cocktail Party*

Unit V

- G.B. Shaw : *Saint Joan*
 *Oscar Wilde : *The Importance of Being Earnest*

*Detailed Study

Required Readings

- Beckett, Samuel. *Waiting for Godot*. Pearson, 2016.
- Lawrence, D. H. *Sons and Lovers*. Maple Press, 2011.
- Norman Jeffares. *W.B. Yeats: Man and Poet*. Barnes & Noble, 1966.
- Orwell, George. *Shooting an elephant, and other essays*. New York:Halcourt, Brace, 1950.
- Huxley, Aldous (1932). *Brave New World*. New York: Harper & Brothers.
- Shaw, G.B. *Saint Joan*. Maple Press, 2014.

Suggested Readings

- Anne Fernihoughed. *The Cambridge Companion to D.H. Lawrence*. CUP 2001.
- Childs, Peter Modernism. *The New Critical Idiom Series*.2nd Ed. Routledge. 2008.
- Elsom, John. *Post-War British Theatre*. Routledge, 2014.
- Ford, Boris. *The Pelican Guide to English Literature : Modern Age : Vol:VII*. Penguin Books
- Humphrey, Robert. *Stream of Consciousness in the Modern Novel*. U.of California Press, 1954.
- Innes, Christopher. *Modern British Drama: The Twentieth Century*. CUP, 2002.
- Malcolm Bradbury and McFarlane. *Modernism: A Guide to European Literature, 1890-1930*. Penguin rev. ed.
- Marjorie Howe and John Kelly eds. *The Cambridge Companion to W.B. Yeats*. CUP 2006.
- Susan Sellers ed. *The Cambridge Companion to Virginia Woolf*. CUP 2010.

Assessment and Evaluation

Internal Assessment - 30 Marks (*suggestive markers as mentioned in the structure of program)

External Assessment –120 Marks

For 120 Theory course: A course will contain 5 units. The question paper shall contain three sections. Section A (20 marks) shall contain 10 questions two from each Unit. Each question shall be of 2 marks. All the questions are compulsory. Section A will be prepared such that questions i to v are multiple-choice questions, while questions vi to x will be fill-in-the-blank questions. Section B (40 marks) shall contain 5 questions (two from each unit with internal choice). Each question shall be of 8 marks. The candidate is required to answer all 5 questions. The answers should not exceed 150 words. Section C (60 marks) shall contain 5 questions, one from each Unit. Each question shall be of 20 marks. The candidate is required to answer any three questions by selecting these three questions from different units. The answers should not exceed 400 words.

SEMESTER- III

Culture and Literature

Course Code-ENG 6.5 DCCT 303

Course Objectives

- To enable the students understanding of the interplay between culture and literature.
- To develop an aptitude for interpreting key literary texts from the perspective of tradition, religion, class and caste, race and ethnicity and gender.
- To cultivate in students a critical approach towards the study of culture and make students understand relations between culture, society and power.
- To introduce students to ‘culture’ as an academic field of study;
- To help develop a dialogue with other areas of study like Gender, Caste, Nation etc;
- To emphasize the relationship between knowledge and power as being central to understand the nuances of cultural debates

Course Level Learning Outcomes

On the Successful Completion of the Course, the Students shall be able to

- Understand how culture and literature interact and correspond.
- Understand the dynamics of tradition, religion, class and caste, race and ethnicity, and gender
- Learn to use interdisciplinary critical perspectives to examine meanings of diverse cultural and social practices.
- Explore ‘culture’ as an academic field of study.
- develop a dialogue with other areas of study like Gender, Caste, Nation etc.
- emphasize the relationship between knowledge and power as being central to understand the nuances of cultural debates.
- Understand the intersections and perspectives of cultural studies in the context of texts.

Course Description

Unit I

Culture: Meaning and Scope,

Cultural Studies: Issues, Concepts and Approaches

Culture as Language and Sign, Text and Textuality

Introducing the politics of Race, Class, Gender, and Power Relations

* Raymond Williams: “*Culture is Ordinary*” (pp3-18)

* Bhabha, Homi K. *Introduction. The Location of Culture* (pp 1-27)

Unit II

*Stephen Greenblatt: “*The Circulation of Social Energy*”(pp 513-529)

*Shakespeare: *Othello*
 Mary Shelley: *Frankenstein*

Unit III

*Raymond Williams: “*The Analysis of Culture*”(pp48-56)
 *Charles Dickens: *Hard Times*
 Charlotte Bronte: *Jane Eyre*

Unit IV

Edward Said: Culture and Imperialism (Ch. -2-Consolidated Vision-Part-1-Narrative and Social Space)73-95
 Joseph Conrad: *Heart of Darkness*
 *T.S.Eliot : *The Waste Land*

Unit V

*Dharamveer Bharti: *Andha Yug* (Translated by Alok Bhalla, Oxford University Press, New Delhi)
 Zadie Smith : *White Teeth*
 E.M.Forster: *Does Culture Matter?*

*Detailed Study

Required Readings

- Achebe, Chinua. *An Image of Africa: Racism in Conrad's "Heart of Darkness"*. Massachusetts Review, 1977.
- Bergonzi, Bernard. *T.S. Eliot: Four Quartets and the Journey Towards Understanding*. Cambridge University Press, 1972.
- Bhabha, Homi K. *Introduction. The Location of Culture*. Routledge Indian Edition. 2019. pp 1-27
- Bhalla, Alok. *Andhayug*. Oxford University Press, New Delhi. 1953
- Brontë, Charlotte. *Jane Eyre*. Edited by Richard J. Dunn, Norton Critical Editions, 2001.
- Collins, Philip. *Dickens and Education*. Macmillan, 1963.
- Conrad, Joseph. *Heart of Darkness*. Edited by Paul B. Armstrong, Norton Critical Editions, 2005.
- Cuddon, J. A. *The Penguin Dictionary of Literary Terms and Literary Theory*. 5th ed., Penguin Books, 2013.
- Dickens, Charles. *Hard Times*. Edited by Kate Flint, Oxford University Press, 2008.
- Eliot, T.S. *The Waste Land*. Edited by Michael North, Norton Critical Editions, 2000.
- Gigante, Denise. *The Monster in the Mirror: Looking for Frankenstein*. Harvard University Press, 2011.
- Gilbert, Sandra M., and Susan Gubar. *The Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination*. Yale University Press, 1979.
- Greenblatt, Stephen. “*The Circulation of Social Energy*”. *Modern Criticism and Theory*. Ed. Davis Lodge & Nigel Wood. Pearson. 2007. Print
https://content.ucpress.edu/title/9780520061606/9780520061606_intro.pdf
- Mellor, Anne K. *Mary Shelley: Her Life, Her Fiction, Her Monsters*. Routledge, 1989.

- Moglen, Helene. *Charlotte Brontë: The Self Conceived*. University of Wisconsin Press, 1976.
- Moody, A. David. *T.S. Eliot: Poet*. Cambridge University Press, 1994.
- Nayar, Pramod K. *An Introduction to Cultural Studies*. Viva. 2016.
- Said, Edward. Chapter-2 "Consolidated Vision"-Part-1. *Culture and Imperialism*. Vintage Edition. 1994.
- Schlicke, Paul. *Oxford Reader's Companion to Dickens*. Oxford University Press, 1999.
- Shakespeare, William. *Othello*. Edited by E.A.J. Honigmann, Arden Shakespeare, 1997.
- Shelley, Mary. *Frankenstein*. Edited by J. Paul Hunter, Norton Critical Editions, 2012.
- Smith, Zadie. *White Teeth*. Penguin Books. 2001. Print.
- Watts, Cedric. *Joseph Conrad's "Heart of Darkness": A Literary Companion*. ABC-CLIO, 2012.
- William, Raymond. "The analysis of Culture". *Cultural Theory and Popular Culture: A Reader*. Ed. John Storey. Athens: University of Georgia Press, 1998.
<https://www.amherst.edu/media/view/88660/original/Williams++The+Analysis+of+Culture.pdf>
- Williams, Raymond. "Culture is Ordinary" . *_Resources of Hope. Culture, Democracy, Socialism_*. Ed. Robin Gable. London: Verso, 1989. pp 3-18
https://pages.mtu.edu/~jdslack/readings/CSReadings/Williams_Raymond_Culture_is_Ordinary.pdf

Suggested Readings

- Storey, John. *Cultural Theory and Popular Culture: An Introduction*. Pearson, 2018.
- Williams, Raymond. *Keywords: A Vocabulary of Culture and Society*. Oxford University Press, 1983.
- During, Simon. *The Cultural Studies Reader*. Routledge, 2007.
- Hall, Stuart. *Representation: Cultural Representations and Signifying Practices*. Sage Publications, 1997.
- Neely, Carol Thomas. *Distracted Subjects: Madness and Gender in Shakespeare and Early Modern Culture*. Cornell University Press, 2004.
- Greenblatt, Stephen. *Will in the World: How Shakespeare Became Shakespeare*. W.W. Norton & Company, 2004.
- Basham, A.L. *The Wonder that was India*, Delhi: Rupa, 'Language and Literature' 1999
- Jacobs, Mark D. and Nancy Weiss Hanrahan, eds. *The Sociology of Culture*. Malden: Blackwell, 2005.
- Prasad, Leela. *Ethics in Everyday Hindu Life*. Ranikhet: Permanent Black, 2007.
- Silverman, Helaine & D. Fairchild Ruggles, eds. *Cultural Heritage and Human Rights*. Springer. 2007
- William, Raymonds. *Culture and Society*. Vintage Classics, 2002.

Assessment and Evaluation

Internal Assessment - 30 Marks (*suggestive markers as mentioned in the structure of program)

External Assessment –120 Marks

For 120 Theory course: A course will contain 5 units. The question paper shall contain three sections. Section A (20 marks) shall contain 10 questions two from each Unit. Each question shall be of 2 marks. All the questions are compulsory. Section A will be prepared such that questions i to v are multiple-choice questions, while questions vi to x will be fill-in-the-blank questions. Section B (40 marks) shall contain 5 questions (two from each unit with internal choice). Each question shall be of 8 marks. The candidate is required to answer all 5 questions. The answers should not exceed 150 words. Section C (60 marks) shall contain 5 questions, one from each Unit. Each question shall be of 20 marks. The candidate is required to answer any three questions by selecting these three questions from different units. The answers should not exceed 400 words.

SEMESTER-III

Indian Literature in English Translation

Course Code-ENG 6.5 DSET 304 (A)

Course Objectives

- To understand the multifaceted nature of cultural identities in the various Indian literatures through indigenous literary traditions.
- To compare literary texts produced across Indian regional landscapes to seek similarities and differences in thematic and cultural perspectives.
- To explore images in literary productions that express the writers sense of their society.

Course Level Learning Outcomes

On the Successful completion of the course, the students shall be able to

- Have an overview of the cultural identities in the polyphony of modern Indian writing in translation.
- Make a comparative study of the original and the translated texts to see the process of negotiation that constructs, and is constructed in, the English language translation.
- Develop an understanding about the Indian society based on his readings of various texts of Indian Writings in English Translation

Course Description

Unit I

*Ramdhari Singh Dinkar : *Rashmirathi*
(Translated by Dr. B N Mishra, V.L. Media Solutions, 2016)

*Suryakant Tripathi Nirala : The following poems from *A Season on the Earth*
(Selected poems of Nirala translated by David Rubin)

Breaking Stones (TodtiPatthar)
Mushrooms (Kukurmutta)
Remembering Saroj (Saroj Smiriti)

Unit II

Girish Karnad : *Nagmandala* (Translated by Girish Karnad from Kannada)

Mohan Rakesh : *Halfway House* (A translation of *Aadhey Adhure* by Bindu Batra)

Unit III

- Amrit Rai : *Premchand: His Life and Times* (A translation of Kalam Ka Sipahi by Harish Trivedi)
 *Amrita Pritam : *Raseedi Ticket* (The Revenue Stamp: An Autobiography)

Unit IV

- *Mahasweta Devi : *Mother of 1084* (Translated by Samik Bandyopadhyay)
 Bhishma Sahni : *Tamas* (Translated by Daisy Rockwell)

Unit V

***The following short stories from A Clutch of Indian Masterpieces, (Edited by David Davidar, 2016):**

- | | | | |
|----|---------------------|---|-----------------------------|
| 1. | Rabindranath Tagore | : | <i>The Hunger of Stones</i> |
| 2. | Gulzar | : | <i>Crossing the Ravi</i> |
| 3. | Manto | : | <i>Toba Tek Singh</i> |
| 4. | Vijaydan Detha | : | <i>Countless Hitlers</i> |
| 5. | Sundara Ramaswamy | : | <i>Tamarind History</i> |
| 6. | Anna Bhau Sathe | : | <i>Gold from the Grave</i> |

***Detailed Study**

Required Readings

- Davidar, David. *A Clutch of Indian Masterpieces*. 2016.
- Devi, Mahasweta. *Mother of 1084* (Translated by Samik Bandyopadhyay, Seagull,
- Dinkar, Ramdhari Singh. *Rashmirathi*. Translated by Dr. B N Mishra, V.L. Media Solutions, 2016.
- Karnad, Girish. *Nagamandal* (Translated by Alok Bhalla). OUP, 1999.
- Nirala, Suryakant Tripathi. *A Season on the Earth* (Selected poems of Nirala translated by David Rubin)
- Pritam, Amrita. *The Revenue Stamp: An Autobiography*. Times Group Books, 2015.
- Rai, Amrit. *Premchand: His Life and Times*. Translated by Harish Trivedi. OUP, 2004.
- Rakesh, Mohan. *Halfway House: A Translation of AadheyAdhure* (Translated by Bindu Batra), Worldview Publications, 1999
- Sahni, Bhishma. *Tamas*. Translated by Daisy Rockwell. Random Publishing House, 2016.

Suggested Readings

- Changing the Terms: *Translating in the Postcolonial Era*, Edited by Sherry Simon and Paul St. Pierre, 2000.
- Kapse, Dhananjay. Ed. *Modern Indian Writing in Translation*. Worldview Publications, 2016.

Assessment and Evaluation

Internal Assessment - 30 Marks (*suggestive markers as mentioned in the structure of program)

External Assessment –120 Marks

For 120 Theory course: A course will contain 5 units. The question paper shall contain three sections. Section A (20 marks) shall contain 10 questions two from each Unit. Each question shall be of 2 marks. All the questions are compulsory. Section A will be prepared such that questions i to v are multiple-choice questions, while questions vi to x will be fill-in-the-blank questions. Section B (40 marks) shall contain 5 questions (two from each unit with internal choice). Each question shall be of 8 marks. The candidate is required to answer all 5 questions. The answers should not exceed 150 words. Section C (60 marks) shall contain 5 questions, one from each Unit. Each question shall be of 20 marks. The candidate is required to answer any three questions by selecting these three questions from different units. The answers should not exceed 400 words.

SEMESTER-III

Comparative Literature

Course Code –ENG 6.5 DSET 304 (B)

Course Objectives:

- Give students an appreciation of cultural diversities of various regions as reflected in their literatures.
- Familiarize the students with a range of existing literature available in translation.
- Help students develop the knowledge and professional skills to teach literature in a more holistic manner, by referring to the historical and cultural background.

Course Outcomes:

On completion of the course the students will be able to:

- Apply the methods of Comparative literature to understand the reception of literary texts in different times and regions.
- Develop an aptitude to critically analyse texts from different historical and literary background.
- Understand national literature in context of world literature and identify their shared features in the contemporary scenario of border crossing.
- Appreciate the linguistic/cultural variations and become culturally conscious with the reading of literature from a broad perspective.
- Demonstrate the interdisciplinary approach by using critical theories from varied disciplines, (such as cultural studies, philosophy, film studies, media studies etc.) in reading of literary texts.
- Familiarize with a broad range of literature written in various languages, available through translation, and adding to their linguistic prowess by launching them on to the learning of a new language.
- Comprehend the nuances and ethics of translation, and the issue of untranslatability encountered by the translator.
- Equipped to be a researcher in literature and other allied disciplines.

Unit I

Introduction to Comparative Literature:

Claudio Guillen: “The French Hour”, “The American Hour”

Sisir Kumar Das: “Why Comparative Indian Literature”

Unit II

Spivak: „The Politics of Translation“ from Lawrence Venuti: The Translation Studies Reader

Bassnet: Translation Studies

Indian Concept of Translation (from Translation as Discovery by Sujit Mukherjee, Chapter 2 & 3)

Unit III

Hadi Mohammad Ruswa: Umrao Jaan Ada (both translations by Khushwant Singh and by David Matthew to be read)

Phanishwarnath Renu: Panchlight/ Maila Aanchal

Ismat Chughtai – “Chauthi Ka Jowra” from Inner Courtyard. Ed Lakshmi Holmstrom, Rupa, 2002.

Unit IV

P. Sivakami:	The Taming of Women
Bhalchandra Nemade:	Cocoon (Kosla)
Nabaneeta Dev Sen:	Sheet Sahasik Hemantolok: Defying Winter
Ashutosh:	Desire
Hari Motwani :	Ajho
Amrita Pritam:	Pinjar

Unit V

Popati Hiranandani :	The Pages of My Life
Satinath Bhaduri:	Gona Nayak
Sadat Hasan Manto :	Khol Do
Gopinath Mohanty :	Paraja (English translation by Bikram K Das)

Suggested Readings:

- Nemade, Bhalchandra. (2012). Cocoon. New Delhi: Popular Prakashan Ltd. -----
- -----(1997). Cocoon. Chennai: Macmillan India Limited.
- Sivakami, P. (2012). The Taming of Women. Pritham K. Chakravarthy (Trans). New Delhi: Penguin Books
- ----- (1973). Speaking of Siva (A.K. Ramanujan, Trans.). New Delhi: Penguin Books India (P) Ltd.
- Dehejia, Vidya. (1988). Slaves of the Lord: The Path of the Tamil Saints. Delhi: Munshiram Manoharlal Publishers Private Ltd
- Dev Sen, Nabaneeta. (2003). Defying Winter. (Trans.) Tutun Mukherjee. New Delhi: Oxford University Press.
- Bassnett, S. (1993). Comparative Literature: A Critical Introduction. Oxford: Blackwell.
- Claudio Guillen. (1993). The Challenge of Comparative Literature. (Cola Franzen, Trans.). London: Harvard University Press.
- Dev, A. (1984). The Idea of Comparative Literature in India. Kolkata: Papyrus.
- Bernheimer, C. (1995). Ed. Comparative Literature in the Age of Multiculturalism.
- Baltimore: The Johns Hopkins University Press

- Weisstein, Ulrich. Comparative Literature and Literary theory, Survey and Introduction, Indiana University Press, Bloomington, London, Appendix 1, history
- Dev, Amiya. The Idea of Comparative Literature
- Chevrel, Yves. Comparative Literature Today : Methods and Perspectives
- Zepetenek, Steven Totosy de. Comparative Literature : Theory Method, Application
- Dev, Amiya and Sisir Kumar Das.eds. Comparative Literature : Theory and Practice,
- Chanda, I. Literary Historiography. Literary Studies in India, Volume I, ed. Jadavpur University, Kolkata
- Dasgupta, Subha C. ed. Geneology, Literary Studies in India, Vol. II, Jadavpur University, Kolkata
- Bandyopadhyay, Sibaji. ed., Thematology, Literary Studies in India, Volume III, Jadavpur University, Kolkata

Assessment and Evaluation

Internal Assessment - 30 Marks (*suggestive markers as mentioned in the structure of program)

External Assessment –120 Marks

For 120 Theory course: A course will contain 5 units. The question paper shall contain three sections. Section A (20 marks) shall contain 10 questions two from each Unit. Each question shall be of 2 marks. All the questions are compulsory. Section A will be prepared such that questions i to v are multiple-choice questions, while questions vi to x will be fill-in-the-blank questions. Section B (40 marks) shall contain 5 questions (two from each unit with internal choice). Each question shall be of 8 marks. The candidate is required to answer all 5 questions. The answers should not exceed 150 words. Section C (60 marks) shall contain 5 questions, one from each Unit. Each question shall be of 20 marks. The candidate is required to answer any three questions by selecting these three questions from different units. The answers should not exceed 400 words.

SEMESTER-III

Literature and Human Values

Course Code-ENG 6.5 DSET 304(C)

Course Objectives

- To offer the learner exposure to literary and non-literary texts for the development of the self.
- To enable the students, interpret and appreciate the didactic purpose in literature.
- To create an awareness about the goal, mission, and vision of life.

Course Level Learning Outcomes

On the Successful completion of the course, the students shall be able to

- Strengthen the aesthetic sense and grasp values embedded in literature.
- Understand the didactic purpose in Literature.
- Gain ability to integrate moral values with professional/personal lives that can enhance psychological well-being.

Course Description

UNIT I

Mahatma Gandhi: *The Story of My Experiments with Truth*

*Bhagat Singh: *Letters to Father*, B.K. Dutta, Jaidev Gupta

*Sunil Khilnani: *The Idea of India*

UNIT II

Sudha Murty: *The Daughter from a Wishing Tree*

*Rabindranath Tagore : *The Kabuliwala*

UNIT-III

*Sri Aurobindo: *Thought the Paraclete'*
Transformation

*Rudyard Kipling *If*

Fyodor Dostoevsky: *Crime and Punishment*

UNIT IV

*Buddha: *Three Canonical(Cardinal) Discourses*

Christ: *Sermon- Abide in Me*

UNIT V

Extracts from the Geeta: Chapter 3-KarmaYoga

*Kabir: *mo ko kahandhundo re bande,*

Santan jat na pucho nirguniyan ki,
tohi meri lagan lagi

Shabad: *Mool Mantar (Jap Ji Sahib),Avval Allah Noor Upaaya*

*Detailed Study

Required Readings

- Buddha, *Three Cardinal Discourses of the Buddha*. Translated by Nanamali Thera-Buddhist Publication Society, 1995
- Gandhi, Mahatma. *The Story of My Experiments with Truth*.
- Murty, Sudha. *The Daughter from a Wishing Tree*. Puffer, 2019
- Singh, Bhagat. *The Jail Notebook and Other Writings*. Leftword Books, 2007
- *SrimadbhagavadGita*. Gita Press Gorakhpur.
- Das, Sisir Kumar. *The English Writings of R. N. Tagore Vol.1*, Verses of Kabir 1,2, 10, Sahitya Academy, 1994.

Suggested Readings

- Cottingham, John. *On the Meaning of Life*. London: Routledge, 2005
- Gardner, W. H. *Language, Literature, and Human Values*. Pietermaritzburg: University of Natal Press, 1966
- Roderick, Rick. *Philosophy and Human Values*. US: The Teaching Company, 1992

Assessment and Evaluation

Internal Assessment - 30 Marks (*suggestive markers as mentioned in the structure of program)

External Assessment –120 Marks

For 120 Theory course: A course will contain 5 units. The question paper shall contain three sections. Section A (20 marks) shall contain 10 questions two from each Unit. Each question shall be of 2 marks. All the questions are compulsory. Section A will be prepared such that questions i to v are multiple-choice questions, while questions vi to x will be fill-in-the-blank questions. Section B (40 marks) shall contain 5 questions (two from each unit with internal choice). Each question shall be of 8 marks. The candidate is required to answer all 5 questions. The answers should not exceed 150 words. Section C (60 marks) shall contain 5 questions, one from each Unit. Each question shall be of 20 marks. The candidate is required to answer any three questions by selecting these three questions from different units. The answers should not exceed 400 words.

SEMESTER-III

Translation: Theory and Literature

Course Code – ENG6.5 DSET304 (D)

Course Objectives

- To enable the students develop translation skills
- To introduce the students to the dynamics of translation and its various forms and genres
- To help students to understand influence of language on cultural development of Society

Course Level Learning Outcomes

On the Successful completion of Course, student shall be able to:

- Acquire basic translation skills.
- Differentiate between style and convention of various genres in written forms between English and Hindi.
- Analyze relationship between translation and Culture.

Course Description

Unit I

Translation: Praxis & Process

Translation – Meaning, Process and Types, Transliteration, Interpretation
Machine Translation- Possibilities & Limitations

Unit II

Perspectives

Sujeet Mukherjee- “Translation as New Writing” from *Translation as Discovery*

Vinay Dharwadkar- A.K. Ramanujan’s Theory and Practice of Translation from *Postcolonial Translation: Theory and Practice*

Unit III

Translation: Problems and Evaluation with reference to:

Suryakant Tripathi ‘Nirala’– *Bhikshuk* and its English Translation *Beggar* by
David Rubin

Robert Frost- *Stopping by Woods on a Snowy Evening* and its Hindi Translation by Harivansh
Rai Bachchan

Unit-IV

Interference in Translation with reference to:

Rabindranath Tagore- *Where the Mind is Without Fear* and its Hindi Translation by Shiv Mangal Singh “Suman”

Salman Rushdie- *Midnight Children* and Its Hindi Translation *Aadhi Raat ki Santanaine* (Ch 1-4)

Unit- V

Cultural Adaptation in Translation with reference to:

Shakespeare – *Othello* and Film *Omkara* by Vishal Bhardwaj

Required Readings

- Bassnett, Susan and Harish Trivedi. *Postcolonial Translation: Theory and Practice*. Routledge, 1998.
- Gargesh, Ravinder and Krishna Kumar Goswami. *Translation and Interpreting: Reader and Workbook*. New Delhi: Orient BlackSwan, 2013.
- Ganesh, Kamala & Usha Thakkar, eds. *Culture and the Making of Identity in Contemporary India*. New Delhi: Sage, 2005.
- Mukherjee, Sujit. *Translation as Discovery*. Hyderabad: Orient Longman, 2006
- Newmark, Peter. *A Textbook of Translation*. New York: Prentice Hall, 1988.
- Nirala, Suryakant Tripathi. *A Season on the Earth: Selected Poems of Nirala*, trans. David Rubin. New Delhi: OUP, 2003.
- Rushdie, Salman. *Midnight's Children*. Vintage Publishing, 2013
 - Rushdie, Salman. *Aadhiraat ki Saantanen*. Vani Prakashan, 2009.
- Simon, Sherry and Paul St-Pierre, eds. *Changing the Terms: Translating in the Postcolonial Era*. Hyderabad: Orient Longman, 2002.

Suggested Readings

- Grossman, Edith. *Why Translation Matters*. Hyderabad: Orient BlackSwan, 2010.
- Kuhiwczak, Piotr and Karin Littau, eds. *A Companion to Translation Studies*. Channel View publication Ltd. 2007
- Singh, Avadhesh K. (ed) *Translation: Its Theory and Practice* (Creative Books) Hyderabad: Orient BlackSwan, 2007.
- Weissbort, D. and Eysteinnsson. A. *Translation: Theory and Practice A Historical Reader* (OUP) 2006.

Assessment and Evaluation

Internal Assessment - 30 Marks (*suggestive markers as mentioned in the structure of program)

External Assessment –120 Marks

For 120 Theory course: A course will contain 5 units. The question paper shall contain three sections. Section A (20 marks) shall contain 10 questions two from each Unit. Each question shall be of 2 marks. All the questions are compulsory. Section A will be prepared such that questions i to v are multiple-choice questions, while questions vi to x will be fill-in-the-blank questions. Section B (40 marks) shall contain 5 questions (two from each unit with internal choice). Each question shall be of 8 marks. The candidate is required to answer all 5 questions. The answers should not exceed 150 words. Section C (60 marks) shall contain 5 questions, one from each Unit. Each question shall be of 20 marks. The candidate is required to answer any three questions by selecting these three questions from different units. The answers should not exceed 400 words.

SEMESTER-III

Non-Fictional Narratives

Course Code- ENG 6.5 DSET 305 (A)

Course Objectives

- To acquaint the students with non- fictional narratives.
- To understand the rhetoric of speech/ address by leaders.
- To develop students' understanding about the principles of Indian as well as Western European thoughts.
- To familiarize with a variety of critical approaches that would promote their understanding of literary works and enable them to critically appreciate literature.

Course Level Learning Outcomes

On successful completion of the course the students shall be able to

- Understand the concepts of non-fiction
- Develop a skill in applying various literary theories to interpret a specific text
- Develop a familiarity with origin of critical ideas in Indian Literature
- Interpret non-fictional narratives as “texts” of literary theory
- Understand speech as a literary genre.
- Develop an understanding for non-fictional genres like memoir, travelogue, biography and autobiography.

Course Description

Unit-I

*Introducing Non-Fictional Narratives: Speech/Address, Biography, Autobiography, Travelogue, Memoir and Diary

Unit-II

*Vivekananda: *Chicago Address* (pg. 12-13)

*Martin Luther King: *I had a Dream*

*Pt. Nehru: *Tryst with Destiny*

Unit III

Salim Ali: *Fall of a Sparrow*

*Nirad C. Chaudhary: *The Autobiography of an Unknown Indian (Book-1 –Early Environment)*

Unit-IV

Amitav Ghosh: *Dancing in Cambodia*

*R.K.Narayan : “Toasted English”

Unit-V

Anne Frank : *The Diary of a Young Girl*

Shivani: *Amader Shantiniketan* (Vintage Books 2021)

*Detailed Study

Required Readings:

- Swami Vivekananda, Chicago Addresses, Advaita Asharama, Kolkata, 2010.
- <https://www.americanrhetoric.com/speeches/mlkihadream.htm>
- https://www.files.ethz.ch/isn/125396/1154_trystnehr.pdf
- Frank, Anne , *The Diary of a Young Girl*, Fingerprint! Publishing; Classic edition (1 January 2014); Prakash Books India Pvt Ltd, 113A, Ansari Road, Daryaganj, New Delhi
- https://archive.org/stream/in.ernet.dli.2015.201940/2015.201940.Anne-Frank_djvu.txt
- Shivani, *Amader Shanti Niketan*, trans. Ira Pande , Vintage Books, 2021.
- Amitav Ghosh: *Dancing in Cambodia and at Large in Burma*, Ravi Dayal Publishers (India), Penguin Books (International), 1998
- Ali, Salim. *The Fall of a Sparrow*. Oxford University Press, 1985.
- <https://dokumen.pub/qdownload/the-fall-of-a-sparrow-paperbacknbsped-0195621271-9780195621273.html>
- Chaudhuri, Nirad C. *The Autobiography of an Unknown Indian*. Macmillan, 1951.

Suggested Readings:

- David Herman, *The Cambridge Companion to Narrative*, CUP, 2007.
- Dionne Brand, *An Autobiography of the Autobiography of Reading*, University of Alberta Press 2020.
- Sidonie Smith, Julia Watson, *Reading Autobiography: A Guide for Interpreting Life Narratives*, University of Minnesota Press 2001
- Ignasi Ribó , *Prose Fiction: An Introduction to the Semiotics of Narrative* Open Book Publishers ,2019.
- Patrick O'Neill ,*Fictions of Discourse: Reading Narrative Theory*, University of Toronto Press, 1996

Assessment and Evaluation

Internal Assessment - 30 Marks (*suggestive markers as mentioned in the structure of program)

External Assessment –120 Marks

For 120 Theory course: A course will contain 5 units. The question paper shall contain three sections. Section A (20 marks) shall contain 10 questions two from each Unit. Each question shall be of 2 marks. All the questions are compulsory. Section A will be prepared such that questions i

to v are multiple-choice questions, while questions vi to x will be fill-in-the-blank questions. Section B (40 marks) shall contain 5 questions (two from each unit with internal choice). Each question shall be of 8 marks. The candidate is required to answer all 5 questions. The answers should not exceed 150 words. Section C (60 marks) shall contain 5 questions, one from each Unit. Each question shall be of 20 marks. The candidate is required to answer any three questions by selecting these three questions from different units. The answers should not exceed 400 words.

SEMESTER-III
Australian Literature
Course Code- ENG 6.5 DSET305(B)

Course Objectives

- To enable the students, appreciate Australian writings
- To acquaint the students with socio-economic, political and ethical dynamics and dimensions as depicted in the various genres of Australian writings
- To enable the students acquire the tools for appreciating Australian aesthetics as expressed by the Australian writers

Course Level Learning Outcomes

On the Successful completion of the course, the students shall be able to

- Appreciate Australian writings by employing both the eastern and the western literary tools
- Develop a better understanding of Australian socio-cultural, political and ethical dynamics and dimensions
- Develop a sense of belongingness with Australian aesthetics and compare it with the Indian aesthetics

Course Description

Unit-I

- *W C Wentworth : *Love, Australasia*
 *Charles Harpur : *A Coast View, A Dream of the Orient*

Unit II

- *A B Paterson : *Clancy of the Overflow, The Man from Snowy River*
 *Ada Cambridge : *After Our Likeness, A Dream Of Venice*

Unit-III

- *Marcus Clark : *The Seizure of Cyprus*
 *Barbara Baynton : *The Chosen Vessel*
 *Hoey Davis : *Cranky Jack*
 *Cristina Stead : *The Old School*

Unit-IV

- Patrick White : *Voss*

Unit-V

David Williamson : *Don's Party*

***Detailed Study**

Required Readings:

- Gilbert, Kevin, ed. *Inside Black Australia: An Anthology of Aboriginal Poetry*. Penguin Books, 1988.
- Heiss, A., & Minter, P. (Eds). *The Macquarie PEN Anthology of Aboriginal Literature*. Allen & Unwin, 2008.
- Jose, Nicholas et al. *The Macquarie PEN Anthology of Australian Literature*. Allen & Unwin, 2009.
- White, Patrick. Voss. Penguin Classics, 2009.
- Williamson, David. *Don's Party*. Currency Press Pty Ltd, 2011.

Suggested Readings:

- Gelder, K & Weaver, R. *Colonial Australian Literature*. Sydney University Press, 2017.
- Grossman, Michelle. *Entangled Subjects: Indigenous/Australian Cross-Cultures of Talk, Text, and Modernity*. Rodopi, 2013.
- Huggan, Graham. *Australian Literature: Postcolonialism, Racism, Transnationalism (Oxford Studies in Post-colonial Literatures)*. Oxford University Press, 2007.
- Mycak, Sonia and Sarwal, Amit. *Australian Made: A Multicultural Reader*. Sydney University Press, 2010.
- Narogin, Mudrooroo. *Writing from the Fringe: A Study of Modern Aboriginal Literature in Australia*. South Yarra: Hyland House, 1990.
- Pierce, P. *The Cambridge History of Australian Literature*. Cambridge University Press, 2009.

Assessment and Evaluation

Internal Assessment - 30 Marks (*suggestive markers as mentioned in the structure of program)

External Assessment –120 Marks

For 120 Theory course: A course will contain 5 units. The question paper shall contain three sections. Section A (20 marks) shall contain 10 questions two from each Unit. Each question shall be of 2 marks. All the questions are compulsory. Section A will be prepared such that questions i to v are multiple-choice questions, while questions vi to x will be fill-in-the-blank questions. Section B (40 marks) shall contain 5 questions (two from each unit with internal choice). Each question shall be of 8 marks. The candidate is required to answer all 5 questions. The answers should not exceed 150 words. Section C (60 marks) shall contain 5 questions, one from each Unit. Each question shall be of 20 marks. The candidate is required to answer any three questions by selecting these three questions from different units. The answers should not exceed 400 words.

SEMESTER-III

African Literature

Course Code- ENG6.5 DSET305(C)

Course Objectives

- Engage with a variety of literary genres including novels, short stories, poetry, and plays from different African countries.
- Study the historical, cultural, and political backgrounds of the regions from which the literature originates.
- Practice close reading and textual analysis to explore the formal and thematic aspects of the texts.
- Explore and apply various theoretical approaches to the study of African literature, such as postcolonial theory, feminist theory, and cultural studies. To enable the students, appreciate African writings.
- Study the socio-economic, political and ethical dynamics and dimensions as depicted in the various genres of African writings.

Course Level Learning Outcome

On the Successful completion of the course, the students shall be able to

- Critically read and interpret major works of African literature from various regions and time periods.
- Explain the historical, cultural, and political contexts that have shaped African literary traditions.
- Recognize and analyze common themes, motifs, and narrative techniques in African literature.
- Compare and contrast African literary traditions with those of other global literatures.
- Develop a better understanding of African socio-cultural, political and ethical dynamics and dimensions.
- Develop a sense of belongingness with African aesthetics and compare it with the Indian aesthetics.

Course Description

Unit-I

- | | | |
|---------------|---|-------------------------------|
| *Wole Soyinka | : | <i>Telephone Conversation</i> |
| *Barlow | : | <i>Building of the Nation</i> |

Unit II

- | | | |
|-----------------|---|---|
| *David Rubadiri | : | <i>Yet Another, A Negro Labourer in Liverpool</i> |
| *Gabriel Okara | : | <i>Once Upon a Time, The Mystic Drum</i> |

Unit-III

- | | | |
|---------------|---|--------------------------|
| Chinua Achebe | : | <i>Things Fall Apart</i> |
|---------------|---|--------------------------|

Unit-IV

Sembene Ousmane : *Xala*

Unit-V

*John Ruganda : *The Floods*

*Detailed Study

Required Reading

- Achebe, Chinua. *Things Fall Apart*. Penguin Publishing Group, 1994.
- Holloway, Kris. *Monique and the Mango Rains*. Waveland Pr Inc, 2006.
- Ruganda, John. *The Floods*. East African Pub. House, 1980.
- Sembene Ousmane, Sembene. *Xala*. Lawrence Hill Books, 1974

Suggested Reading

- Ashcroft, Bill, Gareth Griffiths & Helen Tiffin, Eds. *The Postcolonial Studies Reader*. New York & London: Routledge (1995) 1997.
- Moore, Gerald and Ulli Berier, eds. *The Penguin Book of Modern African Poetry*. 4th ed. Newyork: Penguin Books, 1998.
- Owomoyela, Oyekan. *The African Difference*, New York: Peter Lang & WUP, 1996
- Soyinka, Wole. *Art, Dialogue and Outrage: Essays on Literature and Culture*, London: Methuen, 1988.

Assessment and Evaluation

Internal Assessment - 30 Marks (*suggestive markers as mentioned in the structure of program)

External Assessment –120 Marks

For 120 Theory course: A course will contain 5 units. The question paper shall contain three sections. Section A (20 marks) shall contain 10 questions two from each Unit. Each question shall be of 2 marks. All the questions are compulsory. Section A will be prepared such that questions i to v are multiple-choice questions, while questions vi to x will be fill-in-the-blank questions. Section B (40 marks) shall contain 5 questions (two from each unit with internal choice). Each question shall be of 8 marks. The candidate is required to answer all 5 questions. The answers should not exceed 150 words. Section C (60 marks) shall contain 5 questions, one from each Unit. Each question shall be of 20 marks. The candidate is required to answer any three questions by selecting these three questions from different units. The answers should not exceed 400 words.

SEMESTER-III

Gender Narratives

Course Code- ENG6.5DSET 305(D)

Course Objectives

- To apprise the students with 'role of literature' in providing logical understanding of gender roles
- To provide insight on gender disparities within the family, economy, education, political and legal systems through literature
- To enable the students to understand better and deal with gender-related issues in a better way thus contributing to society and helping the ones who are in need

Course Level Learning Outcomes

On the Successful completion of the course, the students shall be able to

- Develop an understanding of social dynamics and power relations in the context of gender
- Understand the role of literature on gender issues and develop a critical thinking
- Understand the significance of women's narratives, their comments on issues ranging from patriarchy to community and spirituality

Course Description

Unit-I

- | | | |
|------------------|---|-------------------------|
| *Imtiaz Dharkar | : | <i>Prayer, Purdah-1</i> |
| *Robert Browning | : | <i>My Last Duchess</i> |

Unit II

- | | | |
|------------------|---|--|
| *Eunice De Souza | : | <i>Advice to Women</i> |
| *Maya Angelou | : | <i>I Know Why the Caged Bird Sings</i> |
| *Adrienne Rich | : | <i>Aunt Jennifer's Tigers</i> |

Unit III

- | | | |
|-----------------|---|-----------------|
| *Mahasweta Devi | : | <i>Draupadi</i> |
|-----------------|---|-----------------|

Unit IV

- | | | |
|-----------------------|---|---------------------------|
| Laxminarayan Tripathi | : | <i>Me Hijra, Me Luxmi</i> |
|-----------------------|---|---------------------------|

Unit V

- | | | |
|-------------------|---|---|
| *Elaine Showalter | : | <i>Towards a Feminist Poetics</i> (from Contemporary Criticism, ed. Seturaman, Macmillan) |
|-------------------|---|---|

*Detailed Study

Required Readings

- Eagleton, Sandra. *Women in Literature: Life Stages Through Stories, Poems and Plays*. (ed.) Prentice Hall. 1988.
- Devi, Mahashweta. *Draupadi*. Agnigarbha. 1978
- Tripāṭhī, Lakshmīnārāyaṇa. *Me Hijra, Me Laxmi*. India, Oxford University Press, 2015.
- Belsey, Catherine. (ed) *The Feminist Reader* (2nd ed.) Macmillan, 1997.
- Seturaman, V.S. *Indian Aesthetics: An Introduction*, India. Macmillan Publishers India Limited, 2000.

Suggested Readings

- Eagleton, Mary. *Feminist Literary Theory* (3rd ed) Blackwell Publishers, 2010.
- Eagleton, Mary. *Working with Feminist Criticism* (2nd ed). Blackwell Publishers, 1995.
- Hubel, Teresa. *Whose India?* Leicester University Press, 1996.
- Mehta, Sandhya Rao, ed. *Exploring Gender in the Literature of the Indian Diaspora*. Cambridge Scholars Publishing, 2015.
- Pilcher and Whelehan, *Fifty Key Concepts in Gender Studies*, London :Sage, 2004

Assessment and Evaluation

Internal Assessment - 30 Marks (*suggestive markers as mentioned in the structure of program)

External Assessment –120 Marks

For 120 Theory course: A course will contain 5 units. The question paper shall contain three sections. Section A (20 marks) shall contain 10 questions two from each Unit. Each question shall be of 2 marks. All the questions are compulsory. Section A will be prepared such that questions i to v are multiple-choice questions, while questions vi to x will be fill-in-the-blank questions. Section B (40 marks) shall contain 5 questions (two from each unit with internal choice). Each question shall be of 8 marks. The candidate is required to answer all 5 questions. The answers should not exceed 150 words. Section C (60 marks) shall contain 5 questions, one from each Unit. Each question shall be of 20 marks. The candidate is required to answer any three questions by selecting these three questions from different units. The answers should not exceed 400 words.

SEMESTER-IV

Research Methodology

Course Code- ENG 6.5 AECT401

Course Objectives

- To familiarize students with the basic concepts of research on the postgraduate level before heading towards higher dimensions of research.
- To enable students to understand various paradigms of research, its tools, ethics and challenges related to English studies and related fields and develop creative and academic skills in them.
- To provide basic knowledge on the identification of research problem.
- To enable the students create good research design.

Course Level Learning Outcomes

On Successful completion of the course the students shall be able to

- Apply proper research methods pertinent to English studies and related fields
- Formulate their own research questions and write research papers.
- Understand the formulation of hypothesis.
- Apply statistical methods
- Develop the art of writing good research report.

Course Description

Unit I

- What is literary research? (This unit incorporates following essays from Research Methods in English Studies: Gabriele Griffin)
- Textual Analysis as a Research Method (Catherine Belsey) Archival Methods (Carolyn Steedman)
- Discourse Analysis (Gabriele Griffin),
- Creative Writing as a Research Method (Jon Cook)

Unit II

- Introduction to research methodology (Research, Hypothesis. Analysis of data and interpretation)
- Research Question

Unit III

- Review of Literature
- Data Collection-Primary and Secondary Sources

Unit IV

Components and Requirements of

- Research Proposal/Synopsis
- Research Paper
- Thesis/Dissertation

Unit V

Research tools

- MLA Style Sheet (Latest Edition)
- Chicago Manual of Style (Latest Edition)
- Ethics in Research and Plagiarism

Suggested Readings

- Griffin, Gabriele. *Research methods for English studies*. Edinburgh University Press, 2013.
- Quentin Skinner's "Motives, Intentions and Interpretation", *Visions of Politics*, Volume1 Cambridge University Press, 2002)
- Kothari, C. "research methodology methods and techniques by CR Kothari." *Published by New Age International (P) Ltd., Publishers* 91 (2017).
- Sinha, M. P. *Research Methods in English*. Atlantic Publishers & Dist, 2004.
- Savage, Alice, et al. *Effective academic writing*. Oxford University Press, 2007.
- Savage, Alice, and Masoud Shafiei. *Effective Academic Writing 2nd Edition: Student Book 3*. Oxford University Press, 2020.
- Winch, Peter. "Can we understand ourselves?." *Philosophical investigations* 20.3 (1997): 193-204.
- *The Chicago Manual of Style* (17th ed.). University of Chicago Press. (Latest)
- Bailey *MLA handbook for Writers of Research Papers*: Latest edition

Assessment and Evaluation

- Non-CGPA Courses are practice based courses having 2 Credits each and assessed internally, which shall be completely based on continuous internal assessment/ Submission of a Project Report/ Case Study / Assignment etc. (no examination will be conducted by the University).
- The Credit, Credit Point and Grade will be reflected separately in the Mark sheet under Non-CGPA Courses. The college will send the Satisfactory (S) or Not Satisfactory (NS) credentials of the student to the University.
- Suggestive markers for internal evaluation as mentioned in the structure of program.

SEMESTER -IV

Genre Studies

Course Code- ENG6.5 DCCT 402

Course Objectives

- To acquaint the students with the different genres of literature
- To help the students develop critical insights into the literary works by reading representative works and understand the text as a means of communication
- To develop students understanding about the principles of philosophy and aesthetics.
- To understand how the evolving genres, engage with contemporary social and cultural realities
- To understand the strategies of narrative and themes specific genres use.
- get a sense of the major forms and styles of poetry through a study of a range of diverse texts.

Course Level Learning Outcomes

On the Successful completion of the course, the students shall be able to

- efficiently undertake textual analysis within the specific rubric of genre.
- Develop an understanding about the different genres and communicate through them
- Develop fundamental skills required for close reading and critical thinking of the texts and concepts
- Develop a familiarity with the origin of critical literary studies in Literature and its aesthetics
- To prepare students to read complex texts actively, to appreciate how genre generates expectations and shapes meanings; to appreciate literary form: to recognize how form and structure shape a text's meaning; to interpret texts with an awareness of and curiosity for other viewpoints

Course Description

Unit - I

What is a Genre? Problems of Defining Genre

* Daniel Chandler: An Introduction to Genre Theory

(https://faculty.washington.edu/farkas/HCDE510Fall2012/Chandler_genre_theoryDFAnn.pdf)

Raymond Chapman : Changing perspectives in genre theory(https://www.persee.fr/doc/rbph_0035-0818_1997_num_75_3_4185)

Unit – II

Introducing: The Classical Epic, The Renaissance History Play, The Restoration Comedy of Manners, Augustan Verse Satire (texts for reference)

Homer:	<i>The Iliad</i>
William Shakespeare:	<i>Henry V</i>
William Congreve:	<i>The Way of the World</i>
John Dryden:	<i>All for Love</i>

Unit III

Introducing: The Rise and Development of the Novel, The Romantic Lyric, The Growth of the Short Story

Samuel Richardson:	<i>Pamela</i>
William Wordsworth:	Lines Composed a Few Miles Above Tintern Abbey
Edgar Allan Poe:	The Tell-Tale Heart

Unit – IV

Introducing: Twentieth Century Genres of Poetry, Modernist Poetry, Harlem Renaissance Poetry , Postmodern Poetry and Fiction (texts for reference)

George Eliot	Middlemarch
T.S. Eliot:	Four Quartets
Langston Hughes:	The Weary Blues
Frank O'Hara:	The Collected Poems of Frank O'Hara

Unit V

Introducing Literary and Discursive Genres: Essay, Drama and Short Story (texts for reference)

Tom Stoppard:	Rosencrantz and Guildenstern Are Dead
Guy de Maupassant:	The Necklace.
Nathaniel Hawthorne:	The Great Carbuncle
William Hazlitt:	On Going a Journey

*Detailed Study

Required Readings

- Abram, M.H. *A Glossary of Literary Terms*. New Delhi: Cengage, 2007
- Allen, Walter. *The English Novel*. Harmondsworth/ Middlesex: Penguin, 1954/58
- Miller, J. Hillis. *On Literature: Thinking in Action*. London: Routledge, 2002
- Mishra, S.N.. *Public Governance and Decentralization*. Mittal publication 2003
- Prasad, B. *A Background to the Study of English Literature*. Madras: Macmillan, 65/87
- Charles Dickens. *Great Expectations*. Penguin. 1999.
- Shakespeare, William. *King Lear*. Penguin Classics. 2000.

Suggested Readings

- Eagleton, Terry. *How to Read a Poem*. Malden: Blackwell, 2002.
- Forster, E. M. *Aspects of the Novel*. Harmondsworth: Penguin, 1970

- Rees, R.J. *English Literature: An Introduction for Foreign Readers*. Delhi: Macmillan, 1973 (rpt 2004)
- Kearney, Richard. *On Stories*. London: Routledge, 2000
- Sanger, Keith. *The Language of Drama*. London, Routledge, 2001

Assessment and Evaluation

Internal Assessment - 30 Marks (*suggestive markers as mentioned in the structure of program)

External Assessment –120 Marks

For 120 Theory course: A course will contain 5 units. The question paper shall contain three sections. Section A (20 marks) shall contain 10 questions two from each Unit. Each question shall be of 2 marks. All the questions are compulsory. Section A will be prepared such that questions i to v are multiple-choice questions, while questions vi to x will be fill-in-the-blank questions. Section B (40 marks) shall contain 5 questions (two from each unit with internal choice). Each question shall be of 8 marks. The candidate is required to answer all 5 questions. The answers should not exceed 150 words. Section C (60 marks) shall contain 5 questions, one from each Unit. Each question shall be of 20 marks. The candidate is required to answer any three questions by selecting these three questions from different units. The answers should not exceed 400 words.

SEMESTER-IV
Writers of the Diaspora
Course Code –ENG 6.5DCCT 403

Course Objectives

- To familiarize students with multiple trends, present in Diasporic Literature
- To make them understand the diasporic experience in the new world in its vividness
- To understand the contemporary migration patterns as a result of globalization
- To assess and come to terms with personal experiences (either real or fictional) involving displacement, relocation and complex and hybrid senses of cultural identity.
- To investigate the many nuances of human experience as connected to a sense of displacement.

Course Level Learning Outcomes

On the successful completion of the Course, the students shall be able to :

- Understand the issues of diaspora, location, history and geography in literature
- Develop awareness of the relationship between literary texts and their historical, political, and cultural contexts
- Develop an insight into the complex, traumatic and fragmented history of South Asia, which led to territorial, national and cultural reformulations, which in turn shaped modern South Asian cultural imaginaries of home, identity and belonging
- Provide students with preliminary knowledge on the intrinsic connection between literature and diaspora.
- Help them acquire a set of basic skills in literary communication, narration and explication of diasporic practises and processes.

Course Description:

Unit-I

Diaspora: Definition and Types of Diaspora, Waves of Migration, Patterns of Diaspora, Major Diaspora Communities & Popular Terms in Diaspora

Definition and Types of Migration, Patterns of Migration, Domestic and Global Migration, Impact of Migration

Theories of Ethnicity, Forming of Identity, Major Components of Ethnicity, Identity Retainment and Amalgamation

Stuart Hall – “Cultural Identity and Diaspora” (From Theorizing Diaspora)

Unit- II

*Cyril Dabedeen:	December in Winter
*R.Parthasarathy:	Home Coming
*Allen Currow:	House and Land
*Derek Walcott:	Sea Grapes
*Agha Shahid Ali:	“Srinagar Airport”, “Of Snow”, “Memory”, from The Final Collections

Unit-III

*Aime Cesaire :	Notebook of a Return to the Native Land
*Jean Rhys:	Smile Please: An Unfinished Autobiography

Unit-IV

*“Diaspora and its Discontents”: Shiva Kumar Srinivasan, In Diaspora: Theories, Histories, Texts, Makarand Paranjape (ed.) New Delhi: Indialog, 2001.

*‘Prologue: from the personal to the political’ from Jasbir Jain’s book -Beyond Post colonialism: Dreams and Realities of a Nation’.

Unit –V

Chitra Banerjee Divakaruni. *Oleander Girl*. (Simon and Schuster, 2014)

Bharathi Mukerjee: *Jasmine*

*Detailed Study

Suggested Reading:

- Ali, Agha Shahid. *The Veiled Suite: The Collected Poems*. Edited by Nalini Natarajan, W. W. Norton & Company, 2009.
- *Twentieth Century Canadian Poetry*-Ed, Manaroma Trikha, Pencraft International, Delhi: 2001.
- *Readings in Common Wealth Literature*: Ed, William Walsh Clarendon Press, Oxford, 1973.
- *Ten Twentieth Century Indian Poets*: ed .R.Parthasarathy, Delhi, 1981
- Goldberg, Davidtheo (ed), *Multiculturalism: A Critical Reader*. Blackwell, London, 1994.
- Hall Stuart, ‘*Cultural Identity and Diaspora*’ in Williams P. and Chrisman, Laura, eds, *Colonial Discourse and postcolonial Theory :a Reader* .Harvester Wheatsheaf, Newyork ,1993.
- Jain, Jasbir, *Beyond Post colonialism: Dreams and Realities of a Nation*’
- Nelson, Emmanuel(ed.), *Reworlding :the literature of the Indian Diaspora* ,Green Wood, New York,1992
- Rushdie, Salman, ‘*The Indian Writer in England*’ in *The Eye of the Beholder: Indian Writing in English* ,ed .M. Butcher, Commonwealth Institute,London,1983:75-83

- Safran, William, *Diasporas in Modern Societies: Myths of Homeland and Return*. Diaspora: A journal of transnational studies. I.(spring 91) ,83-99.
- Campbell, K. Literature and Culture in the Black Atlantic: From Pre- to Postcolonial. Palgrave Macmillan, 2006.

Assessment and Evaluation

Internal Assessment - 30 Marks (*suggestive markers as mentioned in the structure of program)

External Assessment –120 Marks

For 120 Theory course: A course will contain 5 units. The question paper shall contain three sections. Section A (20 marks) shall contain 10 questions two from each Unit. Each question shall be of 2 marks. All the questions are compulsory. Section A will be prepared such that questions i to v are multiple-choice questions, while questions vi to x will be fill-in-the-blank questions. Section B (40 marks) shall contain 5 questions (two from each unit with internal choice). Each question shall be of 8 marks. The candidate is required to answer all 5 questions. The answers should not exceed 150 words. Section C (60 marks) shall contain 5 questions, one from each Unit. Each question shall be of 20 marks. The candidate is required to answer any three questions by selecting these three questions from different units. The answers should not exceed 400 words.

SEMESTER- IV

Dalit Literature

Course Code- ENG 6.5 DSET 404(A)

Course Objectives

- To familiarize the students with rich variety of Dalit Writing from various regions.
- To acquaint the students with Dalit Literary aesthetics.
- To acquaint the students to various genres in which the Dalit writers have expressed themselves.
- To explore and register the style of literary Dalit writings.

Course Level Learning Outcomes

On Successful completion of the course the students shall be able to

- Understand the features associated with Dalits and Dalit writings.
- Sensitize on issues and problems related to Dalits.
- Appreciate the aesthetics of Dalit Writings.
- to foreground the questions of untouchability, discrimination, oppression, atrocities, exploitation, gender discrimination, etc. of the Dalits in India.
- To understand the focuses on the protest/rebellious voice of the Dalit writers who condemn the inhuman treatment is meted out to the Dalits in Indian society.

Course Description

Unit –I

The following selections from *The Poisoned Bread

Arjun Dangle-(i) To be or Not to be Born, (ii) Take a hammer and change the world (iii) That Single Arm (iv) Send my boy to school (v) No entry for the new Sun (vi) Mother (vii) The Unfed Bowl (viii) Wall (ix) Harvest(x) His house

Unit-II

*S. K. Limbale- Dalit Literature and Aesthetics (from *Towards an Aesthetics of Dalit Literature*, trans. by Alok Mukherjee Ch.7)

B.R. Ambedkar –Annihilation of Caste (Sections I to V)

Unit –III

P. Sivakami- *A Grip of Change*

*Gunasekaran, K.A. *Touch. Translated from Tamil by Ravi Shankar. The Oxford India Anthology of Tamil Dalit Writing. Ed. by Ravi Kumar and Azhagarasan. New Delhi: OUP, 2016.*

Unit IV

G. Kalyan Rao- *Untouchable Spring*

Unit V

*Bama- *Karukku*

***Detailed Study**

Required Readings

- Dangle, Arjun. *Poisoned Bread: Translations from Modern Marathi Literature*, Orient Blackswan, 2009.
- Limbale, S.K. *Towards an Aesthetics of Dalit Literature*, trans. By Alok Mukherjee, Orient Blackswan, 2004.
- Ambedkar B.R. *Annihilation of Caste*, Navayana, 2015

Suggested Readings

- Abraham, Joshil K. and Mishrani Barack, Judith . *Dalit Literatures in India*.(Ed) Routledge, 2016
- Basu, Swaraj. *Readings on Dalit Identity: History, Literature and Religion*. Orient Blackswan, 2016
- Gauthaman, Raj, 'Dalit Culture' in No Alphabet in Sight, eds., K Satyanarayana and Susie Tharu, Penguin Books, 2011
- K.Satyanarayana & Susie Tharu (ed.) No Alphabet in Sight: New Dalit Writings from South India, Penguin Books, 2011
- Kumar, Raj. *Dalit Personal Narratives: Reading Caste, Nation and Identity*. Orient Blackswan, 2010
- Srinivas, M. N., *Caste in Modern India and Other Essays*. London, Asia Publishing House. 1970

Assessment and Evaluation

Internal Assessment - 30 Marks (*suggestive markers as mentioned in the structure of program)

External Assessment –120 Marks

For 120 Theory course: A course will contain 5 units. The question paper shall contain three sections. Section A (20 marks) shall contain 10 questions two from each Unit. Each question shall be of 2 marks. All the questions are compulsory. Section A will be prepared such that questions i to v are multiple-choice questions, while questions vi to x will be fill-in-the-blank questions. Section B (40 marks) shall contain 5 questions (two from each unit with internal choice). Each question shall be of 8 marks. The candidate is required to answer all 5 questions. The answers should not exceed 150 words. Section C (60 marks) shall contain 5 questions, one from each Unit. Each question shall be of 20 marks. The candidate is required to answer any three questions by selecting these three questions from different units. The answers should not exceed 400 words.

SEMESTER- IV

Discourse of Protest

Course Code-ENG 6.5 DSET404(B)

Course Objectives

- To sensitize students to different types of Protest Literature
- To enable the student to appreciate the voices of Dissent against the hegemonic forces
- To enable the student to appreciate the style and the register deployed in the marginal writing

Course Level Learning Outcomes

On Successful completion of the course the students shall be able to

- Apply the theories of protest and their applications in the works of Literature
- Theorize and conceptualize the voices of protest in the literatures written in India & abroad
- Understand the tradition of protest in various literary genres

Course Description:

Unit I

- *Kamla Das : “Forest Fire”, “Dance of the Eunuchs”, “Sunshine Cat”
 *Namdev Dhasal : (1) “Man You Should Explode”, (2) “New Delhi, 1985”,
 (3) “Hunger”

Unit II

- Nelson Mandela : “I am prepared to Die” (Speech)

Unit III

- *Ama Ata Aidoo : *Anowa*

Unit IV

- Charlotte Bronte : *Shirley*

Unit V

- *Mallika Amar Sheikh : *I Want to Destroy Myself: A Memoir*

*Detailed Study

Required Readings:

- Ama Ata Aidoo- *Anowa*, Longman African Writers, 2004
- Dhasal, Namdeo - *Poet of the Underworld*, Navayana Publishers, 2000
- Bronte, Charlotte- *Shirley*, Smith & Elder, Co. 1975
- Sheikh, Mallika Amar- *I Want to Destroy Myself: A Memoir*, Speaking Tiger, 2016

Suggested Readings

- Brueck, Laura. *Writing Resistance: The Rhetorical Imagination of Hindi Dalit Literature*. Columbia University Press, 2014.

- Darwish, Mahmoud. *Unfortunately, It Was Paradise: Selected Poems*. University of California Press, 2013.
- De Santis, Christopher C., et al. *The Collected Works of Langston Hughes: The poems, 1941-1950*. Italy, University of Missouri Press, 2001.
- Dutta, Mohan J. *Voices of Resistance: Communication and Social Change*. Purdue University Press. 2012. Harlow, Barbara. *Resistance Literature*. New York, Methuen, 1987.
- Lewis, T. (2008).—Literature as Resistance. *The Hudson Review*, 60(4), 655–664. Manṭo, Sa‘ādat Ḥasan.
- Nguyen, Viet Thanh. *Race and Resistance: Literature and Politics in Asian America*. Race and American Culture. USA, Oxford University Press, 2002.
- Stoltz, Pauline. *Gender, Resistance and Transnational Memories of Violent Conflicts*. Germany, Springer International Publishing, 2020.

Assessment and Evaluation

Internal Assessment - 30 Marks (*suggestive markers as mentioned in the structure of program)

External Assessment –120 Marks

For 120 Theory course: A course will contain 5 units. The question paper shall contain three sections. Section A (20 marks) shall contain 10 questions two from each Unit. Each question shall be of 2 marks. All the questions are compulsory. Section A will be prepared such that questions i to v are multiple-choice questions, while questions vi to x will be fill-in-the-blank questions. Section B (40 marks) shall contain 5 questions (two from each unit with internal choice). Each question shall be of 8 marks. The candidate is required to answer all 5 questions. The answers should not exceed 150 words. Section C (60 marks) shall contain 5 questions, one from each Unit. Each question shall be of 20 marks. The candidate is required to answer any three questions by selecting these three questions from different units. The answers should not exceed 400 words.

SEMESTER-IV

Folklore: Theories, Perspectives and Genres

Course Code-ENG6.5 DSET 404 (C)

Course Objectives

1. To introduce the students to the fascinating world of folklore, its history and development
2. To introduce them to the genres of folklore
3. To enable students to understand and apply some seminal critical approaches to the study of folklore
4. To acquaint the students with indigenous knowledge systems through the study of folklore

Course Level Learning Outcome

On the Successful completion of the course, the students shall be able to

1. To identify the fundamental characteristics and functions of folklore
2. To differentiate between verbal, material, customary folklore and performing arts
3. To interpret and analyze folklore from various theoretical perspectives
4. To understand and appreciate local folklore and connect to their roots

Course Description

Unit 1

Introduction to the Folklore:

Folklore: Definition, Characteristics, Functions and Classification

Folk beliefs, traditions, rituals, and customs

Unit II

Folklore Theories:

Diffusion Theory, Evolutionary Theory, Functional Theory, Structural Theory, Psychoanalytic Theory and Contextual Theory

Unit III

Perspectives on Folklore:

A.K.Ramanujan: *Who Needs Folklore?*

(From *The Collected Essays of A.K. Ramanujan*)

Komal Kothari: *The Past and the Present*

(from *Rajasthan an Oral History*)

Unit IV

Genres of Folklore (Context of Rajasthan):

Folk Music: Songs and *Gathas*

Folk Narratives: Folktales and *Vatas*

Folk Proverbs

Unit V**Genres of Folklore (Context of Rajasthan):**

Folk Performing Arts: *Pabuji ki Phad*, *Kaavad*, Folk Theatre (*Khayal* and *Rammat*)

Folk Visual Arts: Paintings and *Mandan*as

Required Readings:

- Bharucha, Rustum. *Rajasthan an Oral History: Conversations with Komal Kothatri*. Penguin Books: India, 2003.
- Dundes, Alan (ed.). *The Study of Folklore*. Prentice Hall PTR, 1994.
- Joshi, O. P. *Painted folklore and folklore painters of India*. New Delhi: Concept Publishing Company, 1976.
- Ramanujan, A.K. 'Who Needs Folklore?' *The Collected Essays of A.K. Ramanujan*. Ed. Vinay Dharwadker. Oxford: Oxford University Press, 1999.
- Sabnani, Nina. *Kaavad Tradition of Rajasthan: A Portable Pilgrimage*. New Delhi: Niyogi Books, 2014.
- Smith, John D. *The Epic of Pabuji*. Cambridge: Cambridge University Press, 1991.

Suggested Readings:

- Aarne, Antti and Stith Thompson. *Types of the Folktale*. Translated and Enlarged by Stith Thompson. Academia Scientium Fennica, 1961.
- Bascom, William R. *Contributions to Folkloristics*. Meerut: Folklore Institute, 1981.
- Bendix Regina F. and Galit Hasan-Rokem (ed.). *A Companion to Folklore*. Wiley Blackwell Publishing Ltd., 2012, pp.45-67.
- Bhanavat, Mahendra. *Udaipur: Kaavad*. Bhartiya Lok Kala Mandal, 1975.
- Bronner, Simon. *Following Tradition: Folklore in the Discourse of American Culture*. Logan: Utah State University Press, 1998.
- Dorson, Richard. "Concepts of Folklore and Folklife Studies". In *Folklore and Folklife: An Introduction*. Ed. Richard Dorson. Chicago: University of Chicago Press, 1972.
- ---. Ed. *Folklore and Folklife: An Introduction*. Chicago: University of Chicago Press, 1972.
- Dundes, Alan. *Folklore: Critical Concepts in Literary and Cultural Studies*. 4 Volumes. Oxon: Routledge, 2005.
- ---. *Interpreting Folklore*. Bloomington: Indiana University Press, 1980.
- ---. *The Study of Folklore*. New York: Prentice-Hall, 1965.
- Propp, V. *Morphology of the Folktale*. Austin: University of Texas Press, 1984.
- Sims, Martha C. and Martine Stephens. *Living Folklore: An Introduction to the Study of People and their Traditions*. 2nd ed., Utah State University Press, 2011.
- Thompson, Stith. *The Folktale*. Berkeley: University of California Press, 1964.
- Thoms, William. "Folklore". *The Athenaeum* 982: 862-863. Reprinted in *The Study of Folklore*. Ed. Alan Dundes. Englewood Cliffs, NJ: Prentice-Hall, 1965.

- Vatuk, Ved Prakash. Studies in Indian Folk Traditions. New Delhi: Manohar, 1979.

Assessment and Evaluation

Internal Assessment - 30 Marks (*suggestive markers as mentioned in the structure of program)

External Assessment –120 Marks

For 120 Theory course: A course will contain 5 units. The question paper shall contain three sections. Section A (20 marks) shall contain 10 questions two from each Unit. Each question shall be of 2 marks. All the questions are compulsory. Section A will be prepared such that questions i to v are multiple-choice questions, while questions vi to x will be fill-in-the-blank questions. Section B (40 marks) shall contain 5 questions (two from each unit with internal choice). Each question shall be of 8 marks. The candidate is required to answer all 5 questions. The answers should not exceed 150 words. Section C (60 marks) shall contain 5 questions, one from each Unit. Each question shall be of 20 marks. The candidate is required to answer any three questions by selecting these three questions from different units. The answers should not exceed 400 words.

SEMESTER-IV

Semiotics of Text, Culture and Communication

Course Code – ENG 6.5 DSET404 (D)

Course Objectives

- To apprise the learners with Concept of Semiotics; Semiotic systems: Audio, Gestural, Linguistic, Spatial and Visual; Semiotics of Culture and Language
- To familiarize the learners with various dimensions of inter-cultural communication and the study of body, culture, space and art as texts.
- To understand the meaning of 'Text' and 'Non-literary texts'.
- To understand the structures of 'texts', 'concepts' and 'narratives'.
- To understand the overarching aspect of semiotics of texts and culture.

Course Level Learning Outcomes

On the successful completion of the Course, students shall be able to:

- Understand the linkages between various media of communication and acquire a theoretical understanding of Semiotics of text, culture and communication
- Respond critically towards the symbolic processes based on cultural interpretation of linguistic and visual communicative acts
- Develop their critical thinking skills with a deep understanding of multiple dimension of 'texts' and 'signs' in literary studies
- Understand 'signs' and 'symbols' in visual culture, art, history, media and religion.

Course Description

Unit I

***Communication:** Meaning, Scope and Significance, Types of Communication, Discourse Analysis, Text as Discourse, Non-literary texts

***Semiotic Communication:** Understanding Meaning in Communication, Contemporary Semiotics, Analogy, Allegory, Metonymy, Metaphor, Symbolism, Signification

Unit II

Body as Text: Facial Expressions, Touch, Gestures, Postures, Gait, Paralanguage and Physical Environment, Body Metaphor, Visual Semiotics of the Body

Unit III

Culture as Text: Structures, Codes, Signs, Cultural Conventions, Customs and their Socio-Historical Perspectives, Rituals, Symbols, Festivals and Iconography, Totems, Taboos, Tattoos, Clothing and Personal Appearance

Unit IV

Art as Text: Pictorial Semiotics, Painting, Music and Dance (Folk Classical and Popular), Advertising, Brochures, Films: Koshish, Pihu

Unit V

Time and Space as Text: Temporal Communication, Difficult times Communication, Domestic and Public Spaces, Urban and Rural Spaces, Gendered Spaces

Required Readings

- Berger, Arthur Asa. *Signs in Contemporary Culture: An Introduction to Semiotics*. Createspace Independent Publication, California. 2014
- Chandler, Daniel. *Semiotics: The Basics*. Routledge. 2022.
- O'Connell, Mark. *Understanding Symbols: Finding the Meaning of Signs and Visual Codes*. Southwater, 2016.
- Barnard, Malcolm. *Fashion as Communication*. London: Routledge, 2002.
- Defrancisco, Victoria Pruin, Catherins Helan Palczenski. *Communicating Gender Diversity*. Sage, 2007.
- Kress, Gunther and Theo Van Leeuwen. *Reading Images*. London: Routledge, 2006.
- Morris, Desmond. *Intimate Behaviour*. New York: Kodansha International, 1997.
- Morris, Desmond. *People Watching: Guide to Body Language*. London: Vintage Books, 2002.
- Pease, Allan. *Body Language: How to Read Other's Thoughts by Their Gestures*. New Delhi: Sudha Publication, 2003

Suggested Readings

- Kumar, Munish. *Fundamental of Visual Art*. Doaba Publications, 2010.
- Jourdan Christine and Kevin Tuite. *Language, Culture & Society*. Cambridge, 2006.
- Meyerhoff, Miriam. *Introduction Socio-Linguistics*. London: Routledge, 2006.

Assessment and Evaluation

Internal Assessment - 30 Marks (*suggestive markers as mentioned in the structure of program)

External Assessment –120 Marks

For 120 Theory course: A course will contain 5 units. The question paper shall contain three sections. Section A (20 marks) shall contain 10 questions two from each Unit. Each question shall be of 2 marks. All the questions are compulsory. Section A will be prepared such that questions i to v are multiple-choice questions, while questions vi to x will be fill-in-the-blank questions. Section B (40 marks) shall contain 5 questions (two from each unit with internal choice). Each question shall be of 8 marks. The candidate is required to answer all 5 questions. The answers should not exceed 150 words. Section C (60 marks) shall contain 5 questions, one from each Unit. Each question shall be of 20 marks. The candidate is required to answer any three questions by selecting these three questions from different units. The answers should not exceed 400 words.

SEMESTER IV

Dissertation/Project Report

Course Code- ENG 6.5 DSET405(A)

Course Objectives

- To enable the students put into practice theories and concepts learned on the programme
- To provide an opportunity to study a particular topic in depth
- To enable the student combine relevant theories and suggest alternatives
- To show evidence of ability to plan and manage a project within deadlines

Course Level Learning Outcomes

On Successful completion of the dissertation students should be able to

- Define, design and deliver an academically rigorous piece of research
- Understand the relationships between the theoretical concepts taught in class and their application in specific situations
- Show evidence of a critical and holistic knowledge and have a deeper understanding of their chosen subject area
- Understand the process and decisions to be made in managing a project within strict deadlines

Course Description

Student will be given an area/topic for writing Dissertation/Project on a broader area as mutually agreed upon a student and his supervisor. These broad areas will be deliberated and finalised in the departmental meeting and will be duly notified also. The rules for writing Dissertation/Project will be intimated to student from time to time.

Writing and submission -75%

Practical /Viva Voce - 25%

The Viva Voce shall be conducted by the Departmental Committee constituting all the members including the Supervisor. The Supervisor however shall not contravene the decision taken unanimously by the Committee neither he/she will influence the decision. The Schedule including dates shall be intimated to the students well in time and the marks scored by the student shall be sent to the examination section as per process stipulated in the examination rules and Regulations. The Dissertation will be of 80 to 100 pages typed in the 12 Font Size (Single Space) The other associated rules shall be intimated to the Students by the Department.

Dissertation/Project will be considered for submission only after having fulfilled the University Plagiarism Rules. The Candidate shall enclose the Plagiarism check certificate with the Dissertation /Project.

SEMESTER IV

Global Vision of Swami Vivekananda

Course Code-ENG 6.5 DSET405(B)

Course Objectives

- To enable the students to understand the global vision of Vivekananda
- To familiarize the students with the ideas and thoughts of Vivekananda on Education, Integration and Global Peace
- To familiarize students with the ethics and morality which can help in humanity and New World order
- Analyse the contribution of Vivekananda towards religion, education, Vedanta and spirituality

Course Level Learning Outcomes

On Successful completion of the course the students shall be able to

- Understand the philosophy, Ideas and thoughts of Vivekananda
- Understand how a great leader became the most influential Ambassador of Indian Culture
- Develop qualities of humanism and harmony.
- Understand the relevance of his teachings in the present global world politics and scenario.

Course Description

Unit – I

Various Facets of Vivekananda's Persona: A Religious Leader, Philosopher, Patriot, Prophet, Cyclonic Monk, A Humanist Par Excellence, A Great Thinker, Inspiration of Youth and Most Influential Ambassador of Indian Culture

Unit- II

Vivekananda's contribution to Education: Ingredients of Man-Making Education; Reconciling Teacher Education in 21st Century; Integration of Indian Educational Assumptions with Science and Modern Technology

Unit-III

Vivekananda, National Integration and Internationalization: Youth for National Integration; East-West Dialogue and Internationalization

Unit-IV

Vivekananda's Views on New World Order: New World order in Vivekananda's Views, Humanism, Religious Harmony and Global Peace

Unit V

Vivekananda's Views on Vedanta: Ethics, Morality and Plurality, Message of Vivekananda to the Western World Western Universals

Required Readings:

- Banhatti, Gopal Shrinivas. *Life and Philosophy of Swami Vivekananda*. Atlantic Publishers & Dist, 1995.
- Nikhilananda, Swami. *Vivekananda: A biography*. Advaita Ashrama (A publication branch of Ramakrishna Math, Belur Math), 1953.
- Swami, Narsimhanand. *Vivekanand Reader*. Advaita Ashram. Kolkata, 2012.
- Vivekananda, Swami. *What religion is: In the words of Swami Vivekananda*. Advaita Ashrama (A publication branch of Ramakrishna Math, Belur Math), 1962.
- Vivekananda, Swami. *The Complete Works of Swami Vivekananda-Volume 2*. Vol. 2. Advaita Ashrama (A publication branch of Ramakrishna Math, Belur Math), 1963.
- Vivekananda, Swami. *Vivekananda: His Call to the Nation*. Advaita Ashrama (A publication branch of Ramakrishna Math, Belur Math), 1969.

Suggested Readings:

- Badrinath, Chaturvedi. *Swami Vivekananda, the Living Vedanta*. Penguin Books India, 2006.
- Majumdar, Ramesh Chandra. *Swami Vivekananda: A historical review*. Advaita Ashrama (A publication branch of Ramakrishna Math, Belur Math), 2016.
- Chattopadhyay, Santinath. *Swami Vivekananda: his global vision*. Punthi ustak, 2001.
- Vivekananda, Swami. "William Carey and Swami Vivekananda: Transformation of Religion and Culture."

Assessment and Evaluation

Internal Assessment - 30 Marks (*suggestive markers as mentioned in the structure of program)

External Assessment –120 Marks

For 120 Theory course: A course will contain 5 units. The question paper shall contain three sections. Section A (20 marks) shall contain 10 questions two from each Unit. Each question shall be of 2 marks. All the questions are compulsory. Section A will be prepared such that questions i to v are multiple-choice questions, while questions vi to x will be fill-in-the-blank questions. Section B (40 marks) shall contain 5 questions (two from each unit with internal choice). Each question shall be of 8 marks. The candidate is required to answer all 5 questions. The answers should not exceed 150 words. Section C (60 marks) shall contain 5 questions, one from each Unit. Each question shall be of 20 marks. The candidate is required to answer any three questions by selecting these three questions from different units. The answers should not exceed 400 words.

SEMESTER-IV

Contemporary Literary Criticism and Theory

Course Code- ENG 6.5 DSET405(C)

Course Objectives

- To build on the foundations laid by the relevant core course
- To enable those who wish to develop as specialized interest in the field
- To enhance critical thinking skills by engaging with complex theoretical texts and debates.
- Understand the historical development and context of contemporary theories and how they respond to and influence broader cultural, social, and political movements.
- To enable them to mobilize various theoretical parameters in the analysis of literary and cultural texts

Course Learning Outcomes

On Successful completion of the course the students shall be able to

- Gain familiarity with a range of twentieth and twenty-first century theoretical approaches.
- Acquire skills in the handling of theoretical issues related to the study of literature and culture.
- Explore the interdisciplinary nature of contemporary theory and criticism, understanding how these approaches intersect with fields such as philosophy, sociology, psychology, and political science.
- critically engage with contemporary theoretical debates, apply these theories to various forms of cultural production, and contribute to scholarly discussions with well-founded arguments.

Course Description

Unit I

Structuralism and New Formalism

Tzvetan Todorov: Structural Analysis of Narrative, *The Norton Anthology of Theory and Criticism*, edited by Vincent B. Leitch (New York: Norton, 2001), 2097-2106.

Vladimir Propp: Morphology of the Folk-Tale, *Literary Theory: An Anthology* 2nd ed., edited by Julie Rivkin and Michael Ryan (Maiden, MA: Blackwell Publishing, 2004), 72-75.

Marjorie Levinson: What is New Formalism? *PMLA* 122.2 (March 2007):558-569.

Unit II

Post-structuralism

Jacques Derrida: That Dangerous Supplement, *Of Grammatology*, trans. By Gayatri Chakravorty Spivak (Baltimore: Johns Hopkins University Press, 1976; 2016), 141-164.
Jean Baudrillard – “Simulacra and Simulations” (from *Modern Criticism and Theory: A Reader*)

Unit III

Marxism and Literature

Karl Marx: Grundrisse, *Literary Theory: An Anthology* 2nd ed., edited by Julie Rivkin and Michael

Ryan (Maiden, MA: Blackwell Publishing, 2004), 650-653.

Mikhail Bakhtin: Rabelais and his World, *Literary Theory: An Anthology* 2nd ed., edited by Julie Rivkin and Michael Ryan (Maiden, MA: Blackwell Publishing, 2004), 86-692.

Fredric Jameson: The Political Unconscious: Narrative as a Socially Symbolic Act, *The Norton Anthology of Theory and Criticism*, edited by Vincent B. Leitch (New York: Norton, 2001), 1932-1960.

Unit IV

Theorizing 'Minority' and Minor Literature

Gilles Deleuze and Felix Guattari: What is a Minor Literature? *Kafka: Towards a Minor Literature*, *The Norton Anthology of Theory and Criticism*, edited by Vincent B. Leitch (New York: Norton, 2001), 1593-1601

Arjun Appadurai: Fear of Small Numbers, in *Fear of Small Numbers: An Essay on the Geography of Anger* (Durham and London: Duke UP, 2006), Excerpt, 49-65 & 82-85.

Aamir Mufti: Auerbach in Istanbul: Edward Said, Secular Criticism and the Question of Minority Culture, *Critical Inquiry* 25.1 (1998): 95-125.

Unit V

Feminist and Queer Theory: Implications for Literary and Cultural Studies in India

Nivedita Menon: Recovering Subversion *Recovering Subversion: Feminist Politics Beyond the Law* (Delhi: Permanent Black, 2004), 204-245.

Sharmila Rege: A Dalit Feminist Standpoint, *Gender and Caste*, edited by Anupama Rao (New Delhi: Kali, 2003), 90-101.

Shohini Ghosh: 'The Troubled Existence of Sex and Sexuality: Feminists Engage with Censorship' in *Gender & Censorship: Essays in Contemporary Indian Feminism*, edited by Brinda Bose (New Delhi: Women Unlimited/Kaliforn Women, 1999; 2006), 233-259.

Akshay Khanna, Introduction, *Sexualness* (New Delhi: New Text, 2016), 1-76.

Suggested Readings:

- Etienne Balibar, *Homonationalis: An Anthropological Sketch of the Nation-Form*, *We the People of Europe: Reflections on Transnational Citizenship*.
- B.R. Ambedkar, Representation of Minorities
- Ratna Kapur, *Erotic Justice: Law and the New Politics of Postcolonialism* (London: Glass-House Press, 2005).
- Zakia Pathak and Rajeswari Sunder Rajan, Shahbano, *Feminists Theorize the Political*, ed. Judith

Butler and Joan Scott.

- Gopal Guru, Dalit Women Talk Differently, *Gender and Caste*, Ed. Anupama Rao.
- Sharmila Rege, *Writing Caste, Writing Gender: Narrating Dalit Women's Testimonies* Delhi: Zubaan Books, 2013
- Rape and Sexual Violence Justice J.S. Verma Committee Report, January 23, 2013.
- Akhil Katyal, *The Doubleness of Sexuality: Idioms of Same-Sex Desire in Modern India*, (New Delhi: New Text, 2016).
- Revathi, *A Life in Transactivism*, as told to Nandini Murali.

Assessment and Evaluation

Internal Assessment - 30 Marks (*suggestive markers as mentioned in the structure of program)

External Assessment –120 Marks

For 120 Theory course: A course will contain 5 units. The question paper shall contain three sections. Section A (20 marks) shall contain 10 questions two from each Unit. Each question shall be of 2 marks. All the questions are compulsory. Section A will be prepared such that questions i to v are multiple-choice questions, while questions vi to x will be fill-in-the-blank questions. Section B (40 marks) shall contain 5 questions (two from each unit with internal choice). Each question shall be of 8 marks. The candidate is required to answer all 5 questions. The answers should not exceed 150 words. Section C (60 marks) shall contain 5 questions, one from each Unit. Each question shall be of 20 marks. The candidate is required to answer any three questions by selecting these three questions from different units. The answers should not exceed 400 words.

SEMESTER-IV

Popular Literature and Culture

Course Code- ENG 6.5 DSET405(D)

Course Objectives

- To develop an understanding of 'Popular' culture - the world of best-sellers and popular films, through the theoretical lens of Cultural Studies.
- To introduce students to the theoretical discourses surrounding popular literature and culture
- To enable learners to comprehend various aspects of popular culture both in non-Indian and Indian contexts focusing particularly on themes pertaining to religion, performative traditions, food cultures as well as the constitution of a 'new public' regarding its patterns of consumption of culture, in contemporary times.

Course Level Learning Outcomes

On Successful completion of the course the students shall be able to

- Read, identify, and evaluate certain kinds of 'popular' texts/films in terms of their generic patterns
- Explore the varied aspects of Popular Culture in India
- Distinguish literatures of popular, mass consumption from academic, elitist literatures.
- Interpret popular genres using theoretical perspectives.
- Connect popular texts/films to their cultural contexts of production and consumption.
- Write critically based on an evaluative understanding of texts and contexts.

Course Description

Unit I

Popular Literature and Culture - Theories

- Walter Benjamin: The Work of Art in the Age of Mechanical Reproduction
- Stuart Hall- Encoding, Decoding
- Madhava Prasad – Ideology of Hindi Film

Unit II

Popular Genres (through select reading of bestsellers)

- John Green – The Fault in Our Stars
- Sarnath Banerjee – Corridor
- Chetan Bhagat - Five Point Someone

Unit III

Comics – Captain America, Ms. Marvel, Walt Disney, Amar Chitra Katha,

Unit IV

Films and Popular Culture

The Godfather, Skyfall, The Da Vinci Code, Harry Potter and the Philosopher's Stone, Deewar, Dilwale Dulhania Le Jayenge

Unit V

Some Aspects of Popular Culture in India

Festivals and Rituals, Sacred Geographies, Sacred Spaces: Pilgrimage and pilgrim practices, Performative Traditions: Orality, Memory and the Popular, Theatre and Dance, Food Cultures, Popular Art: Imagining the nation in Calendar art, TV soaps, Sports and Cricket.

Required Readings:

- Walter Benjamin: *The Work of Art in the Age of Mechanical Reproduction* edited by Hannah Arendt, translated by Harry Zohn, from the 1935 essay New York: Schocken Books, 1969
- Stuart Hall- *Encoding, Decoding, Encoding and Decoding in Television Discourse*,. University of Birmingham. 2019.
- Prasad, Madhava. *Ideology of the Hindi Film: A Historical Construction*. Delhi, Oxford University Press 1998
- John Green – *The Fault in Our Stars*, Penguin Books, January 10, 2012
- Sarnath Banerjee – *Corridor*, Penguin Books, 2004
- Chetan Bhagat - *Five Point Someone*, Rupa, 2014.
- Chandra, Nandini. *The Classic Popular Amar Chitra Katha, 1967-2007*. Delhi: Yoda Press.(2008)

Suggested Readings:

- Rumina Rai and Kishwar Panna. *Introduction to Culture Studies*-, Himalaya Publishing House, Mumbai, 2015.
- Simon, During. *Cultural Studies: A Critical Introduction*. Routledge, 2005
- Radway, Janice. *Reading the Romance. Women, Patriarchy, and Popular Literature*, The University of North Carolina Press, 1984.
- Miller, Toby. "Cultural Imperialism and James Bond's Penis" –, in *The James Bond Phenomenon: A Critical Reader* -Ed. Christoph Lindner. Manchester University Press, 2003
- *James Bond in World and Popular Culture – The Films are Not Enough*. Ed. Robert G. Weiner, B. Lynn Whitfield, Jack Becker. Cambridge Scholars Publishing, 2011.
- –Storey, John. *Cultural Theory and Popular Culture*. Pearson.2015
- Mandel, Ernest. *Delightful Murder. A Social History of the Crime Story* –. University of Minnesota Press, 1984
- Pulp Fascism. *Right Wing Themes in Comics, Graphic Novels and Popular Literature*. Jonathan Bowden, ed. Greg Johnson, Counter-Currents Publishing Ltd. San Francisco, 2013.
- *Heroines of Comic Books and Literature. Portrayals in Popular Culture*. Ed. Maja Bajac- carter, Norma Jones and Bob Batchelor. Rowman and Littlefield, 2014.
- K. Moti Gokulsing, Wimal Dissanayake, *Popular Culture in a Globalised India*, Routledge, 2008.
- Kakkar, Sudhir. (1991). *Shamans, Mystics and Doctors: A Psychological Inquiry into India and its Healing Traditions*. Chicago: University of Chicago Press.
- Jain, Jyotindra. (2007). *India's Popular Culture: Iconic Spaces and Fluid Images*. Marg Publications. vol. 59 no.2, pp. 6-31, 60-75, 90-113.
- Bharucha, Rustam. (2003). *Rajasthan: An Oral History, Conversations with Komal Kothari*. Delhi: Penguin.

- Calendar Art." in Dilip M Menon, (ed.). *Readings in History: Cultural History of Modern India*. Delhi: Social Science Press.

Assessment and Evaluation

Internal Assessment - 30 Marks (*suggestive markers as mentioned in the structure of program)

External Assessment –120 Marks

For 120 Theory course: A course will contain 5 units. The question paper shall contain three sections. Section A (20 marks) shall contain 10 questions two from each Unit. Each question shall be of 2 marks. All the questions are compulsory. Section A will be prepared such that questions i to v are multiple-choice questions, while questions vi to x will be fill-in-the-blank questions. Section B (40 marks) shall contain 5 questions (two from each unit with internal choice). Each question shall be of 8 marks. The candidate is required to answer all 5 questions. The answers should not exceed 150 words. Section C (60 marks) shall contain 5 questions, one from each Unit. Each question shall be of 20 marks. The candidate is required to answer any three questions by selecting these three questions from different units. The answers should not exceed 400 words.

Teaching Learning Process

- Lectures
- Discussions
- Wet Lab
- Simulations
- Role Playing
- Participative Learning
- Interactive Sessions
- Seminars
- Research-based Learning/Dissertation or Project Work
- Technology-embedded Learning

Blended Learning

Blended Learning is a pedagogical approach that combines face-to-face classroom methods with computer-mediated activities in the process of teaching and learning. It has been decided that blended learning be taken recourse to only if such need arises (unfortunately). To face such a situation, the teacher be kept in a ready to use mode. Hence, only 10-20% teaching be done through blended learning after deliberations of the departmental level.

Assessment and Evaluation for Non-Collegiate

Semester End Exam 150 Marks of 3-hour Duration

For 150 Theory course: A course will contain 5 units. The question paper shall contain three sections. Section A (20 marks) shall contain 10 questions two from each Unit. Each question shall be of 2 marks. All the questions are compulsory. Section A will be prepared such that questions i to v are multiple-choice questions, while questions vi to x will be fill-in-the-blank questions. Section B (55 marks) shall contain 5 questions (two from each unit with internal choice). Each question shall be of 11 marks. The candidate is required to answer all 5 questions. The answers should not exceed 200 words. Section C (75 marks) shall contain 5 questions, one from each Unit. Each question shall be of 25 marks. The candidate is required to answer any three questions by selecting these three questions from different units. The answers should not exceed 500 words.