

# **CURRICULUM & SYLLABUS**



**CHOICE BASED CREDIT SYSTEM (CBCS)  
FOR  
MASTER OF ARTS (M.A.)  
(2 Years Postgraduate Degree Programme)  
IN  
ENGLISH  
(2023-24)**

**FACULTY OF SCIENCE & HUMANITIES  
SRM UNIVERSITY DELHI-NCR, SONEPAT  
39, Rajiv Gandhi Education City,  
Sonapat, Haryana-131029**

## **SRM UNIVERSITY DELHI-NCR, SONEPAT (HARYANA)**

### **VISION**

SRM University Delhi-NCR, Sonapat, Haryana aims to emerge as a leading world-class university that creates and disseminates knowledge upholding the highest standards of instruction in Medicine & Health Sciences, Engineering & Technology, Management, Law, and Science & Humanities. Along with academic excellence and skills, our curriculum imparts integrity and social sensitivity to mold our graduates who are suitable to serve the nation and the world.

### **MISSION**

- To create a diverse community campus that inspires freedom and innovation.
- Promote excellence in educational & skill development processes.
- Continue to build productive international alliances.
- Explore optimal development opportunities available to students and faculty.
- Cultivate an exciting and rigorous research environment.

## **EMPLOYABILITY ATTRIBUTES**

Successful completion of post-graduate programme in English will endow the learners/aspirants with the following attributes:

- Sound knowledge and understanding of the domain area.
- Critical thinking, analytical mind and decision-making mindset
- Originality and creativity in formulating, evaluating and applying evidence-based arguments
- Ability to identify and draw synergy between/among events and/or aspects/theories to provide a wider, deeper and critical understanding and solution to problems
- Advanced communication skills – Reading, Writing, Speech & Expression of thoughts
- Thorough understanding of socio-political and historical context of significant events, theories and movements

# **DEPARTMENT OF ENGLISH**

## **PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)**

- To make learners familiar with canonical literary texts in the world of English literature (published across the world/erstwhile British colonies/English speaking countries)
- To make the learners familiar with significant literary movements and theories that have shaped the thought process, art, cinema, music and writing
- To make the learners read and understand some of the major philosophical thoughts & thinkers who have left an ever-lasting mark on our thought process and approach to finer human expressions like art and literature
- To make the students understand the systematic and time/culture-related evolution in English language and literature (across the world/erstwhile British colonies/English speaking countries)
- To acquaint the learners with writing styles which will fit different parameters and situations – academic writing, subjective writing style, creative writing
- To enable the students to speak, read, write and think fluently and critically on various topics pertaining to English literature and humanities in general
- To make the students learn the significance of life skills, values and ethics for their socio-cultural development

## **PROGRAMME LEARNING OUTCOMES (PLOs)**

After having completed the 2-years post-graduate degree in M.A. in English, the students would be:

- Familiar with canonical literary texts in the world of English literature (published across the world/erstwhile British colonies/English speaking countries)
- Conversant with significant literary movements and theories that have shaped the thought process, art, cinema, music and writing and also, can make critical co-relations
- Read some of the major philosophical thoughts & works and how these have left an ever-lasting mark on our thought process and our approach to finer human expressions like art and literature
- Able to recognize, critically evaluate and appreciate the systematic and time/culture-related evolution in English language and literature (across the world/erstwhile British colonies/English speaking countries)
- Acquainted with writing styles which will fit different parameters and situations – academic writing, subjective writing style, creative writing
- Able to speak, read, write and think fluently and critically on various topics pertaining to English literature and humanities in general
- Able to gauge a socio-cultural situation as it is and its further implications, thereby responding to those accordingly

## PROGRAM REQUIREMENT

**General Education Requirements:** Successful completion of Bachelor's degree with a minimum of 50% overall.

**Disciplinary Requirements comprising of:**

Courses from Department of English 14 Core Courses (through regular/online mode)

Courses from Department of English 02 Discipline Specific Electives (through regular/online mode)

Courses from Department of English	02 General Electives (through regular/online mode)
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Courses from Department of English

### Research Components:

### Dissertation (Core Course)

Project

The following is a detailed layout of the credit system to be followed in the Department of English for Batch 2021.

← SEMESTERS →

Courses	I	II	III	IV	Papers (Credits )	Credit %				
Core	4 (5)	3 (5)	4 (5)	3 (5)	14 (70)	77.78				
Disc. Specific Elective	-----	-----	1 (5)	1 (5)	02 (10)	11.11				
Generi c Electiv e	1 (4)	1 (4)	-----	-----	02 (8)	8.89				
Project	-----	Project (2)	-----	-----	01(2)	2.22				
TOTAL CREDITS	24	24	21	25	26	20	27	19 (90)	100	90

## Mode of Evaluation

### M.A. English

<b>Courses</b>	<b>No. of Papers</b>	<b>Maximum Marks</b>	<b>End Term Assessment</b>	<b>Continuous Assessment</b>	<b>Credits</b>
Core	14(Inclusive of Dissertation)	100	60	40	5 each
<b>Dissertation</b>		<b>150</b>	<b>100 (Dissertation)</b>	<b>50 (Viva Voce)</b>	
Discipline Specific Electives	02	100	60	40	5 each
Generic Electives	02	100	60	40	4 each
Project	01	100	30	70	2 each

## Course Structure M.A. English

### SEMESTER I

CODE	CATEGORY	PAPER	L	T	P	C
<b>22ENMA101</b>	<b>Core</b>	English Society, Literature & Thought (Chaucer to 16th Century)	4	1	0	5
<b>22ENMA102</b>	<b>Core</b>	Forms of Popular Literature	4	1	0	5
<b>22ENMA103</b>	<b>Core</b>	American Literature	4	1	0	5
<b>22ENMA104</b>	<b>Core</b>	Gothic Literature	4	1	0	5
<b>21GEMA101/ 22GEMA102</b>	<b>Generic Elective</b>	(Choose 1 Paper) Indian Literatures in English Translation / Introduction to Language and Linguistics	3	1	0	4

### SEMESTER II

CODE	CATEGORY	PAPER	L	T	P	C
<b>22ENMA201</b>	<b>Core</b>	English Society, Literature and Thought in 17 <sup>th</sup> and 18 <sup>th</sup> Century	4	1	0	5
<b>21ENMA202</b>	<b>Core</b>	Readings for Literary Criticism	4	1	0	5
<b>21ENMA203</b>	<b>Core</b>	Feminism in 20 <sup>th</sup> Century Women's Writings	4	1	0	5
<b>21GEMA201/ 21GEMA202</b>	<b>Generic Elective</b>	(Choose 1 Paper)  Translation - Theory and Practice/ Introduction to Cultural Studies	3	1	0	4
<b>21FSHE271</b>		Project – Research Paper	0	0	0	2



### SEMESTER III

CODE	CATEGORY	PAPER	L	T	P	C
22ENMA301	Core	Society, Literature and Thought – 19 <sup>th</sup> Century	4	1	0	5
21ENMA302	Core	19 <sup>th</sup> and 20 <sup>th</sup> Century European Literature	4	1	0	5
21ENMA303	Core	Contemporary Literary Theories	4	1	0	5
22ENMA304	Core	Postcolonial Writings from India	4	1	0	5
21ENMA305/21ENMA306/21ENMA307	Discipline Specific Elective	(Choose 1 Paper) Stylistics and Discourse Analysis/ African and Caribbean Literature/ Applied Linguistics	4	1	0	5

### SEMESTER IV

CODE	CATEGORY	PAPER	L	T	P	C
21ENMA401	Core	Society, Literature and Thought - 20 <sup>th</sup> Century	4	1	0	5
21ENMA402	Core	Literature and Films	4	1	0	5
21ENMA491	Core	Dissertation	4	1	0	5
21ENMA404/21ENMA405/21ENMA406	Discipline Specific Elective	(Choose 1 Paper) Australian Literature / Canadian Literature/ Indian Literature in English	4	1	0	5

## SYLLABUS

### SEMESTER I

<b>ENGLISH SOCIETY, LITERATURE &amp; THOUGHT (CHAUCER TO 16<sup>th</sup> CENTURY)</b>	
<b>Course Code: 22ENMA101</b>	Continuous Evaluation: 40 Marks
<b>Credits: 5</b>	End Semester Examination: 60 Marks
<b>L T P: 4 1 0</b>	<b>Course Type: Core</b>
<b>Prerequisite: NIL</b>	

#### COURSE OBJECTIVES (COs)

1. Introduce the students to the literature of 16<sup>th</sup> century.
2. Critically read literature produced during the Middle English period.
3. Apprise the students about the different political, social and religious events that helped shape the English literature of the time.
4. Critically analyze the different styles of writing, themes and subject matter.

#### COURSE LEARNING OUTCOMES (CLOs)

The syllabus has been prepared in accordance with the National Education Policy (NEP). After completion of the course, students would be:

1. Exposed to and would also acquire an understanding of the literature of 16<sup>th</sup> century.
2. Able to acquire a thorough knowledge of the different phases in the development of Middle English Literature.
3. Able to develop a critical understanding of texts from varied perspectives like political, social and religious.
4. Able to appreciate and analyze the significant writing styles, themes and subject-matter in English literature from Chaucer's age to the Renaissance period.

#### MAPPING BETWEEN COURSE EDUCATIONAL OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)			
	CLO 1	CLO 2	CLO 3	CLO 4
CO 1	✓			
CO 2		✓		
CO 3			✓	
CO 4	✓		✓	✓

## **COURSE CONTENTS**

### **Unit I**

#### **Prose**

Francis Bacon: Of Ambition, Of Revenge

Thomas More: Excerpts from Utopia

### **Unit II**

#### **Poetry**

Geoffrey Chaucer: The General Prologue to the Canterbury Tales

Philip Sidney: Astrophil and Stella – Sonnets 1, 15, 27, 34, 41, 45

Edmund Spenser: Faerie Queene (Book – I)

### **Unit III**

#### **Elizabethan Drama**

Christopher Marlowe: Doctor Faustus

Ben Jonson: Every Man in his Humor

### **Unit IV**

#### **Shakespearean Plays**

Hamlet

As You like It

## **TEXT BOOKS**

1. Ben Jonson. Every Man in His Humour: A Play. Forgotten Books, 2018. ISBN-10: 1333682069, ISBN-13: 978-1333682064
2. Christopher Marlowe. Doctor Faustus. Delhi: Worldview Publications, 2000. ISBN-10:8186423419, ISBN-13:978-8186423417
3. Dr S Sen. Francis Bacon: Selected Essays. Unique Publishers, 2009. ISBN-10: 8183576028, ISBN-13:978-8183576024
4. Edmund Spenser. Spenser's The Faerie Queene, Book I. Amazon Asia-Pacific Holdings, 2012.
5. Geoffrey Chaucer. General Prologue to the Canterbury Tales: Geoffrey Chaucer. Oxford Student Texts, 2010. ISBN-10, ISBN-13 978-0198319672
6. Philip Sidney and Max Putzel. Astrophil and Stella. Garden City, New York: Anchor Books, 1967.
7. Saint Thomas More. Utopia. Publications Inc, 1998. ISBN 10: 0486295834 / ISBN 13: 9780486295831
8. William Shakespeare. Hamlet: Fingerprint Publishing, 2015: ISBN: 978-8175992924
9. William Shakespeare. As you Like It. Maple Press, 2012.ISBN: 978-9352231713

## **REFERENCE BOOK AND OTHER MATERIALS**

1. Christopher Dyer. Standards of Living in the Later Middle Ages: Social Change in England, 1200- 1550. Cambridge: CUP, 1989. ISBN-10: 0521272157, ISBN-13 : 978-0521272155
2. Dee Dyas. Images of Faith in English Literature, 700-1550: An Introduction. London: Longman, 1997. ISBN: 9780582301924, 9780582301924

3. Robert Vaughan. The Life and Opinions of John de Wycliff. London: Lighting Source UK Ltd., 1998. ISBN: 1430455063, ISBN-13 : 978-1430455066

## FORMS OF POPULAR LITERATURE

<b>Course Code: 22ENMA102</b>	Continuous Evaluation: 40 Marks
<b>Credits: 5</b>	End Semester Examination: 60 Marks
<b>L T P: 4 1 0</b>	<b>Course Type: Core</b>
<b>Prerequisite: NIL</b>	

### COURSE OBJECTIVES (COs)

1. To help students understand the idea of the popular and why some works are deemed as “low” and others “high” literature.
2. To generate knowledge about the differences between the popular and the classic during critical discussions based on the prescribed texts.
3. Discuss the adaptations and influences of the prescribed works wherever required to help students understand their continued legacy.
4. To impart knowledge about the various literary genres which fall within the ambit of popular literature: science fiction, detective fiction, children’s fiction etc.

### COURSE LEARNING OUTCOMES (CLOs)

The syllabus has been prepared in accordance with the National Education Policy (NEP). After the completion of the course, students will:

1. Understand the term “popular literature”, its appeal, and its value in the field of literature.
2. Understand how popular literature is a cultural product that in turn may give rise to alternative cultures.
3. Understand the politics underlying the various literary genres that are often categorized as popular literature.

### MAPPING BETWEEN COURSE EDUCATIONAL OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)		
	CLO 1	CLO 2	CLO 3
<b>CO 1</b>	✓		✓
<b>CO 2</b>	✓		
<b>CO 3</b>	✓	✓	
<b>CO 4</b>	✓	✓	✓

## **COURSE CONTENTS**

### **UNIT I**

#### **Science Fiction**

Margaret Atwood: The Handmaid's Tale

Cormac McCarthy: The Road

### **UNIT II**

#### **Detective/ Suspense Fiction**

Agatha Christie: The Murder of Roger Ackroyd

Gillian Flynn: Gone Girl

### **UNIT III**

#### **Travel Narrative**

Bill Aitken: Footloose in the Himalaya

Andrew Harvey: A Journey in Ladakh

### **UNIT IV**

#### **Children's Fiction**

Lewis Carroll: Alice in Wonderland

Madeleine L'Engle: A Wrinkle in Time

## **TEXT BOOKS**

1. Agatha Christie. The Murder of Roger Ackroyd. HarperCollins, 2018. ISBN: 0486848728
2. Andrew Harvey. A Journey in Ladakh. London: Rider, 2012. ISBN-10: 1844130487
3. ISBN-13: 978-1844130481
4. Bill Aitken. Footloose in the Himalaya. Delhi: Permanent Black, 2003. ISBN: 8178240521 9788178240527
5. Cormac McCarthy. The Road. London: Picador, 2006. ISBN 10: 033044753 ISBN 13: 9780330447539
6. Gillian Flynn. Gone Girl. New York: Crown Publishers, 2012. ISBN-13:978-0307588371
7. Margaret Atwood. The Handmaid's Tale. New Delhi: Vintage, 1996. ISBN ISBN-10: 0099740915, ISBN-13: 978-0099740919
8. Lewis Carroll. Alice in Wonderland. Wordsworth Editions Ltd., 2018. ISBN 10: 184022780X, ISBN 13: 9781840227802
9. Madeleine L'Engle. A Wrinkle in Time. London: Puffin Modern Classics, 2000. ISBN-10 : 0141354933, ISBN-13 : 978-0141354934

<b>AMERICAN LITERATURE</b>	
<b>Course Code: 22ENMA103</b>	Continuous Evaluation: 40 Marks
<b>Credits: 5</b>	End Semester Examination: 60 Marks
<b>L T P: 4 1 0</b>	<b>Course Type: Core</b>
<b>Prerequisite: NIL</b>	

### **COURSE OBJECTIVES (COs)**

1. To help students develop a critical understanding of the texts included in the syllabus and the characteristic features of American Literature.
2. To familiarize learners with the socio-political thoughts and motivations behind the writings.
3. To help students trace the development of American Literature.

### **COURSE LEARNING OUTCOMES (CLOs)**

The syllabus has been prepared in accordance with the National Education Policy (NEP). After the completion of the course, students will:

1. Possess knowledge about the texts included in the syllabus and the characteristic features of American Literature.
2. Be well acquainted with the socio-political developments governing the writings.
3. Have a better understanding of the history of American Literature.

### **MAPPING BETWEEN COURSE EDUCATIONAL OBJECTIVES AND COURSE LEARNING OUTCOMES**

<b>Course Objectives (COs)</b>	<b>Course Learning Outcomes (CLOs)</b>		
	<b>CLO 1</b>	<b>CLO 2</b>	<b>CLO 3</b>
<b>CO 1</b>	✓	✓	
<b>CO 2</b>	✓	✓	✓
<b>CO 3</b>	✓	✓	✓

### **COURSE CONTENTS**

#### **UNIT I**

Mark Twain: The Adventures of Huckleberry Finn

#### **UNIT II**

John Steinbeck: The Grapes of Wrath (Novel)

Allen Ginsberg: Howl (Poem)

### **UNIT III**

Edward Albee: Who's Afraid of Virginia Woolf? (Play)

Sylvia Plath: Lady Lazarus (Poem)

Adrienne Rich: A Mark of Resistance (Poem)

### **UNIT IV**

Toni Morrison: Beloved (Novel)

Sam Shepard: Buried Child (Play)

### **TEXT BOOKS**

1. Adrienne Rich. "A Mark of Resistance." Poetry, vol. 90, no. 5, 1957, pp. 304–304. JSTOR, [www.jstor.org/stable/20586661](http://www.jstor.org/stable/20586661). Accessed 7 July 2021.
2. Allen Ginsberg and William C. Williams. Howl and Other Poems. San Francisco: The City Lights Pocket Bookshop, 1956. ISBN-10: 0872860175, ISBN-13: 978-0872860179
3. Edward Albee. Who's Afraid of Virginia Woolf? A Play. Norwalk, Connecticut: The Easton Press, 2013. ISBN-10: 0451158717, ISBN-13: 978-0451158710
4. John Steinbeck. The Grapes of Wrath. Harlow: Penguin Books, 2017. ISBN-10: 0143039431, ISBN-13: 978-0143039433
5. Sam Shepard. Buried Child. New York: Dramatists Play Service, 1997. ISBN-10: 9780822215110, ISBN-13: 978-0822215110
6. Sylvia Plath. Sylvia Plath: Selected Poems. Faber & Faber, 2003. ISBN-10: 0571135862, ISBN-13: 978-0571135868
7. Toni Morrison. Beloved. London: Vintage, 2016. ISBN-10: 1400033411
8. ISBN-13: 978-1400033416
9. Wallace Stevens. Thirteen Ways of Looking at a Blackbird (Ed. L Corinne Jones). Nacogdoches: Stephen F. Austin State University Press, 2013. ISBN-10: 1622880188
10. ISBN-13: 978-1622880188
11. Mark Twain: The Adventures of Huckleberry Finn. Fingerprint Publishing: 2015. ISBN 978-8175992993

### **REFERENCE BOOKS AND OTHER RESOURCES**

1. American Literature (Harvard University Library). Cambridge: Harvard University Press, 1970. ISBN 9780674592872
2. Daniel R. Schwarz. Narrative and Representation in the Poetry of Wallace Stevens. London: Palgrave Macmillan, 1993.
3. Journal – American Literature (published by Duke University Press). Website: <https://read.dukeupress.edu/american-literature>
4. Karl Shapiro. American Poetry. New York: Crowell, 1971. ISBN 10: 0690076649, ISBN 13: 9780690076646



<b>GOTHIC LITERATURE</b>	
<b>Course Code: 22ENMA104</b>	Continuous Evaluation: 40 Marks
<b>Credits: 5</b>	End Semester Examination: 60 Marks
<b>L T P: 4 1 0</b>	
<b>Prerequisite: NIL</b>	

### **COURSE OBJECTIVES (COs)**

1. Introduce the students to history and culture associated with the gothic
2. Familiarize the students with some of the important literary figures and texts in Gothic literature, art, architecture, cinema and culture
3. Enable the students to relate to the concepts presented and studied as a part of gothic
4. Enable the students to critically analyze the developments and transitions of these thoughts and ideologies

### **COURSE LEARNING OUTCOMES (CLOs)**

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be:

1. Able to acquire an in-depth comprehensive knowledge and understanding of the events and theories that shaped the gothic culture
2. Acquainted with some of the most significant writers, theorists and thinkers in the genre
3. Acquainted with some of the major issues, politics and philosophies expressed through the gothic
4. Able to critically understand the evolution of some of the important socio-political/philosophical concepts

### **MAPPING BETWEEN COURSE EDUCATIONAL OBJECTIVES AND COURSE LEARNING OUTCOMES**

<b>Course Objectives (COs)</b>	<b>Course Learning Outcomes (CLOs)</b>			
	<b>CLO 1</b>	<b>CLO 2</b>	<b>CLO 3</b>	<b>CLO 4</b>
<b>CEO 1</b>	✓			
<b>CEO 2</b>		✓	✓	
<b>CEO 3</b>			✓	
<b>CEO 4</b>	✓	✓		✓

## **COURSE CONTENTS**

### **Unit – I**

Horace Walpole: The Castle of Otranto

### **Unit – II**

Anne Radcliffe: The Mysteries of Udolpho

### **Unit – III**

Robert Louis Stevenson: Strange Case of Dr Jekyll and Mr. Hyde

Sheridan Le Fanu: Green Tea

### **Unit – IV**

Lord Byron: Manfred –A dramatic poem

H. P. Lovecraft: The Call of Cthulhu

Edgar Allen Poe: The Fall of the House of Usher

## **TEXT BOOK**

1. Anne Radcliffe, The Mysteries of Udolpho (Oxford: Oxford University Press, 2017)
2. Edgar Allen Poe: The Fall of the House of Usher. CreateSpace Independent Publishing Platform, 2017.
3. H. P. Lovecraft, The Call of Cthulhu and The Dunwich Horror (New Delhi: SC Active Business Development, 2017).
4. Horace Walpole, The Castle of Otranto (Oxford: Oxford University Press, 2014)
5. Lord Byron: Manfred –A dramatic poem. Portable Poetry, 2015.
6. Robert Louis Stevenson, Strange Case of Dr Jekyll and Mr. Hyde (New Delhi: Penguin Classic, 2014)
7. Sheridan Le Fanu, Green Tea (<https://web.english.upenn.edu/~nauerbac/tea.html>)

## **REFERENCE BOOKS AND OTHER MATERIALS**

1. M.H. Abrams, A Glossary of Literary Terms, (New Delhi: Cengage Learning India Private Limited, 2015)
2. Thomas Ligotti, The Conspiracy Against the Human Race: A Contrivance of Horror, (London: Penguin Classics, 2014)
3. Jerrold E. Hogle, The Cambridge Companion to Gothic Fiction, (Cambridge: Cambridge University Press, 2002)
4. Jeffrey Andrew Weinstock, The Cambridge Companion to American Gothic, (Cambridge: Cambridge University Press, 2017)

## SEMESTER II

### ENGLISH SOCIETY, LITERATURE AND THOUGHT IN 17<sup>th</sup> AND 18<sup>th</sup> CENTURY

<b>Course Code: 22ENMA201</b>	Continuous Evaluation: 40 Marks
<b>Credits: 5</b>	End Semester Examination: 60 Marks
<b>L T P: 4 1 0</b>	<b>Course Type: Core</b>
<b>Prerequisite: NIL</b>	

#### COURSE OBJECTIVES (COs)

1. Introduce the students to British literature of 17<sup>th</sup> and 18<sup>th</sup> century.
2. Critically analyze the drama, poetry, works of fiction written and produced in 17<sup>th</sup> and 18<sup>th</sup> century.
3. Introduce the students to thought processes and general socio-political mood of the period.
4. Apprise the students about the writing styles, themes and subject matter.

#### COURSE LEARNING OUTCOMES (CLOs)

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of the course, students would be:

1. Exposed to and would also acquire an understanding of the literature produced in 17<sup>th</sup> and 18<sup>th</sup> century Britain.
2. Able to acquire a thorough knowledge of the different phases in the development of the works written in 17<sup>th</sup> and 18<sup>th</sup> century literature.
3. Able to develop a critical understanding of the socio-political mood of the period.
4. Able to appreciate and analyze the significant writing styles, themes and subject-matter in the literature of 17<sup>th</sup> and 18<sup>th</sup> century.

#### MAPPING BETWEEN COURSE EDUCATIONAL OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)			
	CLO 1	CLO 2	CLO 3	CLO 4
CO 1	✓			
CO 2		✓		
CO 3			✓	
CO 4	✓		✓	✓

## **COURSE CONTENTS**

### **Unit I**

#### **Prose**

Joseph Addison: Sir Roger at Home

Richard Steele: Recollections of Childhood

### **Unit II**

#### **Poetry**

John Donne: The Canonization

John Milton: Paradise Lost (Books – 1, 2, 9 and 10)

### **Unit III**

#### **Drama**

John Webster: The White Devil

Aphra Behn: The Amorous Prince

### **Unit IV**

#### **Fiction**

Daniel Defoe: Robinson Crusoe

Jonathan Swift: Gulliver's Travels

## **TEXT BOOKS**

1. Aphra Behn. The Amorous Prince. Copyright Group Limited, 2015.  
ISBN:9781785431685
2. Daniel Defoe. Robinson Crusoe. Penguin Classics, 2003. ISBN 10: 0141439823, ISBN: 13 9780141439822
3. John Donne. The Complete English Poems (Everyman Pocket Poets).  
Everyman, 1991. ISBN: 10 1857150058, ISBN:13 9781857150056
4. John Milton. Paradise Lost. Portland: Mint Editions, 2021.
5. John Webster. The White Devil (Ed. Lara Bovilsky). London: Bloomsbury  
Methuen Drama, 2021. ISBN: 9781350059955.
6. Jonathan Swift. Gulliver's Travels. Harper Collins UK, 2010.  
ISBN 10: 000735102X, ISBN 13: 9780007351022
7. Joseph Addison. Sir Roger de Coverley: Essays from the Spectator. New  
York: Macmillan, 1956. ISBN-10:1417929898, ISBN-13 : 978-1417929894
8. Richard Steele. Recollections of Childhood.  
(<https://www.bartleby.com/209/661.html>)

## **REFERENCE BOOK AND OTHER MATERIALS**

1. Dr S. Sen. John Milton: Paradise Lost. Unique Publisher, 2014. ISBN-10:  
8183579760, ISBN-13: 978-8183579766
2. Tilak. John Webster - The White Devil. Rama Brothers, 2006. ISBN-10: 8175811102  
ISBN-13: 978-8175811102

<b>READINGS FOR LITERARY CRITICISM</b>	
<b>Course Code: 21ENMA202</b>	Continuous Evaluation: 40 Marks
<b>Credits: 5</b>	End Semester Examination: 60 Marks
<b>L T P: 4 1 0</b>	<b>Course Type: Core</b>
<b>Prerequisite: NIL</b>	

### **COURSE OBJECTIVES (COs)**

1. To help students develop an understanding of key critics, ideas, and schools of criticism.
2. To read and discuss historical and contemporary criticism and theories, considering a range of literary (critical) viewpoints, voices, and canonical works of critical and literary theory.
3. Discuss the main ideas and encourage students to express their views on them through class participation.
4. Engage in a critically rigorous reading of all assigned works.

### **COURSE LEARNING OUTCOMES (CLOs)**

The syllabus has been prepared in accordance with National Education Policy (NEP). By the end of the course, students will:

1. Be familiar with the literary premises and intellectual background pertinent to important eras of the literary and critical theory.
2. Understand the practical critical concepts that are influential and important at the present time.
3. Know how to read, comprehend, discuss, analyze, and interpret critical texts of all types. Special emphasis will be placed on the cultivation of critical thinking, writing, and conversational skills.
4. Have a good knowledge of the terms used in the criticism of literature.

### **MAPPING BETWEEN COURSE EDUCATIONAL OBJECTIVES AND COURSE LEARNING OUTCOMES**

<b>Course Objectives (COs)</b>	<b>Course Learning Outcomes (CLOs)</b>			
	<b>CLO 1</b>	<b>CLO 2</b>	<b>CLO 3</b>	<b>CLO 4</b>
<b>CO 1</b>	✓			
<b>CO 2</b>		✓		

<b>CO 3</b>			✓	✓
<b>CO 4</b>	✓		✓	✓

## **COURSE CONTENTS**

### **Unit I**

Plato: Book 3 and Book 10 of Republic

Aristotle: Poetics

### **Unit II**

Philip Sydney: The Defense of Poesy (An Apology for Poetry)

T. S. Eliot: Tradition and the Individual Talent

### **Unit III**

Antonio Gramsci: The Formation of the Intellectuals

Paul de Mann: The Resistance to Theory

### **Unit IV**

Stuart Hall: Cultural Identity and Diaspora

Homi Bhabha: "Introduction: Narrating the Nation"

## **TEXT BOOKS**

1. Antonio Gramsci. "The Formations of the Intellectuals". An Anthology of Western Marxism: From Lukacs and Gramsci to Socialist-Feminism (Ed. Roger S. Gottlieb). New York & Oxford: Oxford University Press, 1989.
2. Aristotle. Poetics. Pearson Education India, 2006. ISBN10: 0715628585, ISBN 13: 978-0715628584
3. Homi Bhabha. "Introduction: Narrating the Nation". Nation and Narration. London & New York: Routledge, 2013. ISBN: 9780203388341
4. Paul De Mann. "The Resistance to Theory". Theory and History of Literature, Vol. 33, Manchester University Press, 1986. ISBN 0-8166-1294-3
5. Plato. The Republic. Penguin Classics, 2007. ISBN-10: 0140455116
6. Sir Philip Sidney. Apology for Poetry. Rare books club Com, 2012. ISBN: 978-0140455113
7. Stuart Hall. "Cultural Identity and Diaspora". Essential Essays: Foundations of Cultural Studies & Identity and Diaspora. Durham: Duke University Press, 2018. ISBN-9781478002413
8. T. S. Eliot. "Tradition and Individual Talent". Selected Essays: 1917–1932. New York: Harcourt Brace and Company, 2014.

<b>FEMINISM IN 20<sup>th</sup> CENTURY WOMEN'S WRITINGS</b>	
<b>Course Code: 21ENMA203</b>	Continuous Evaluation: 40 Marks
<b>Credits: 5</b>	End Semester Examination: 60 Marks
<b>L T P: 4 1 0</b>	<b>Course Type: Core</b>
<b>Prerequisite: NIL</b>	

### **COURSE OBJECTIVES (COs)**

1. Impart students a critical understanding of feminist ideology/discourse.
2. Help students understand the differences between various kinds of feminist theoretical alignments.
3. Teach students what makes a text feminist, and how the texts prescribed for the course can be subjected to a feminist interpretation.

### **COURSE LEARNING OUTCOMES (CLOs)**

The syllabus has been prepared in accordance with National Education Policy (NEP). After the completion of the course, students will:

1. Have an improved understanding of feminist ideology/discourse.
2. The students will have a better understanding of different kinds of “feminisms” like Marxist Feminism, Postcolonial Feminism, Black Feminism etc.
3. Possess more knowledge in relation to feminist praxis.

### **MAPPING BETWEEN COURSE EDUCATIONAL OBJECTIVES AND COURSE LEARNING OUTCOMES**

<b>Course Objectives (COs)</b>	<b>Course Learning Outcomes (CLOs)</b>		
	<b>CLO 1</b>	<b>CLO 2</b>	<b>CLO 3</b>
<b>CO 1</b>	✓		✓
<b>CO 2</b>	✓	✓	✓
<b>CO 3</b>	✓		✓

### **COURSE CONTENTS**

#### **UNIT I**

#### **Introduction to Feminist Theory and an Overview of Different Schools of Feminist Thought**

##### **Prescribed Texts for the Unit**

Helene Cixous: The Laugh of Medusa

Julia Kristeva: Women's Time

Luce Irigaray: Commodities among Themselves

## **UNIT II**

### **Drama and Autobiography**

Rasheed Jahan: Behind the Veil (One Act Play)

Maria Campbell: Halfbreed

## **UNIT III**

### **Poetry and Short Story**

Maya Angelou: Phenomenal Woman

Suniti Namjoshi: The Unicorn

Nadine Gordimer: A Beneficiary

## **UNIT IV**

### **Fiction**

Leslie Marmon Silko: Ceremony

Shashi Deshpande: Strangers to Ourselves

## **TEXT BOOKS**

1. Helene Cixous. "The Laugh of the Medusa". Trans. Keith Cohen and Paula Cohen. Signs: Journal of Women in Culture and Society 1.4 (1976): 875-893. Web.
2. Julia Kristeva. "Women's Time." Signs 7.1 (1981): 13-35. JSTOR. Web. 03 Jan. 2015. ISBN 978-3-319-67813-9 (eBook)
3. Leslie Marmon Silko. Ceremony. London: Penguin Classics, 2020. ISBN-10: 0143104918, ISBN-13: 978-0143104919
4. Luce Irigaray. "Commodities among Themselves." This Sex Which Is Not One. Ithaca, New York: Cornell University Press, 1985. 192-197. Print. ISBN-9780920397425
5. Maria Campbell. Half breed. Toronto: McClelland & Stewart, 2019. ISBN-10: 0771024096, ISBN-13: 978-0771024092
6. Maya Angelou. Phenomenal Woman: Four Poems Celebrating Women. New York and Toronto: Random House Publishing, 2011. ISBN-10: 0679439242, ISBN-13: 978-0679439240
7. Nadine Gordimer. "A Beneficiary". Gods and Soldiers: The Penguin Anthology of Contemporary African Writing (Ed. Rob Spillman). New York: Penguin Books, 2009. ISBN-9780143114734
8. Rasheed Jahan. Dr. Rasheed Jahan: Selected Short Stories & Plays. Delhi: Yash Publications, 2010. ISBN: 8189537725 9788189537722
9. Shashi Deshpande. Strangers to Ourselves. HarperCollins, 2015. ISBN-10: 9789351776765, ISBN-13: 978-9351776765
10. Suniti Namjoshi. The Fabulous Feminist. New Delhi: Zubaan, 2014. ISBN: 9789383074228

## **REFERENCE BOOKS AND OTHER RESOURCES**

1. David Glover and Cora Kaplan. Genders. London and New York: Routledge, 2000. ISBN-10: 0415134919, ISBN-13: 978-0415134910
2. Sandra M. Gilbert & Susan Gubar. The Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination. New Haven and



- London: Yale University Press, 2000. ISBN-9780300084580
3. Toril Moi. *Sexual/Textual Politics*. New York: Routledge, 2002. ISBN 9780367239428
  4. Virginia Woolf. *A Room of One's Own* (Penguin Pocket Hardbacks). Harlow: Penguin Books, 2004. ISBN-10: 0141395923, ISBN-13: 978-0141395920

### SEMESTER III

<b>SOCIETY, LITERATURE AND THOUGHT - 19<sup>th</sup> CENTURY</b>	
<b>Course Code: 22ENMA301</b>	Continuous Evaluation: 40 Marks
<b>Credits: 5</b>	End Semester Examination: 60 Marks
<b>L T P: 4 1 0</b>	<b>Course Type: Core</b>
<b>Prerequisite: NIL</b>	

#### COURSE OBJECTIVES (COs)

1. Introduce the learners to the thought processes and the general socio-political mood of the mentioned period.
2. Introduce the learners to a critical analysis of the dramas, poetry, works of fiction written and produced in the 19<sup>th</sup> Century Europe.
3. Enable the students to understand the concept of marriage and sexuality, the concept of utilitarianism and its role in human life.
4. To enable students to understand the existing conflict between faith and doubt in Victorian society.

#### COURSE LEARNING OUTCOMES (CLOs)

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be:

1. Able to have a comprehensive idea of the literature produced (poetry, drama, fiction) in 19<sup>th</sup> Century Europe.
2. Introduced to the prevailing controversy between science and religion in Victorian era.
3. Able to understand the theme, plot, character and social milieu of the 19th century novels.
4. Introduced to the idea about the massive literary outputs of the Victorian writers.

#### MAPPING BETWEEN COURSE EDUCATIONAL OBJECTIVES AND COURSE LEARNING OUTCOMES

<b>Course Objectives (COs)</b>	<b>Course Learning Outcomes (CLOs)</b>			
	<b>CLO 1</b>	<b>CLO 2</b>	<b>CLO 3</b>	<b>CLO 4</b>
<b>CO 1</b>		✓	✓	
<b>CO 2</b>	✓			
<b>CO 3</b>			✓	
<b>CO 4</b>		✓		✓

## **COURSE CONTENTS**

### **Unit I**

Harriet Taylor Mill: The Enfranchisement of Women (1852)

John Ruskin: Unto This Last (1862)

Matthew Arnold: Culture and Anarchy (1869)

Thomas Carlyle: Signs of the Times (1874)

### **Unit II**

William Wordsworth: Ode on Intimations of Immortality

John Keats : La Belle Dame Sans Merci

### **Unit III**

Charlotte Bronte: Jane Eyre

### **Unit IV**

Thomas Hardy: Jude the Obscure

## **TEXT BOOKS**

1. Charlotte Bronte. Jane Eyre. Penguin Classics, 2011. 978-0143106159
2. Harriet Taylor Mill. The Enfranchisement of Women: An Essay. Kessinger Publishing, 2009. 978-1169518100
3. John Keats. La Belle Dame Sans Merci. Kindle Edition, 2012. 978-0997809725
4. John Ruskin. Unto This Last and Other Writings. Penguin UK, 2005. 978-0140432114
5. Matthew Arnold. Culture and Anarchy. Createspace Independent Pub, 2017. 978-1545580967
6. Thomas Carlyle. Selected Writings. Penguin Classics, 2015. 978-0141396767
7. Thomas Hardy. Tess of the D'Urbervilles. Penguin Classics, 2003.
8. William Wordsworth. Ode: Intimations of Immortality from Recollections of Early Childhood. Kessinger Publishing, 2010. 978-1162939254
9. Thomas Hardy. Jude the Obscure. Penguin Classics, 1998. 978-0140435382

## 19<sup>th</sup> AND 20<sup>th</sup> CENTURY EUROPEAN LITERATURE

<b>Course Code: 21ENMA302</b>	Continuous Evaluation: 40 Marks
<b>Credits: 5</b>	End Semester Examination: 60 Marks
<b>L T P: 4 1 0</b>	<b>Course Type: Core</b>
<b>Prerequisite: NIL</b>	

### COURSE OBJECTIVES (COs)

1. To introduce students to 19<sup>th</sup> and 20<sup>th</sup> century European literature produced outside of Britain.
2. To develop learners' understanding of 19<sup>th</sup> century Realism.
3. To help students understand how 20<sup>th</sup> drama developed beyond the borders of England and United States of America.
4. To impart knowledge about the socio-political and cultural events underpinning the writing of the prescribed texts.

### COURSE LEARNING OUTCOMES (CLOs)

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of the course, students will:

1. Develop a sound understanding of 19<sup>th</sup> and 20<sup>th</sup> century European literature.
2. Become more knowledgeable about Realism in 19<sup>th</sup> century novels.
3. Gain clarity about the evolution of 20<sup>th</sup> century European drama.
4. Understand how historical events like French Revolution, Russian Revolution etc. have shaped the course of European literature.

### MAPPING BETWEEN COURSE EDUCATIONAL OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)			
	CLO 1	CLO 2	CLO 3	CLO 4
CO 1	✓	✓	✓	✓
CO 2	✓	✓		✓
CO 3	✓		✓	✓
CO 4	✓			✓

## **COURSE CONTENTS**

### **Unit I**

Fyodor Dostoevsky: Crime and Punishment

### **Unit II**

Gustave Flaubert: Sentimental Education

### **Unit III**

Bertold Brecht: Mother Courage and Her Children

### **Unit IV**

Dario Fo: Accidental Death of an Anarchist

Henrik Ibsen: A Doll's House

## **TEXT BOOKS**

1. Bertolt Brecht. Mother Courage and Her Children. Bloomsbury India, 2014. 978-9384052379
2. Dario Fo. Accidental Death of an Anarchist. London: Bloomsbury Methuen Drama, 2009. 978-0413773425
3. Fyodor Dostoyevsky. Crime and Punishment. Vintage Classic. Random House. 2017. 978-1784871970
4. Gustave Flaubert. Sentimental Education. Penguin Classics, 2004. 978-0140447972
5. Henrik Ibsen. A Doll's House. Methuen, 2021. 978-1350116788

<b>CONTEMPORARY LITERARY THEORIES</b>	
<b>Course Code: 21ENMA303</b>	Continuous Evaluation: 40 Marks
<b>Credits: 5</b>	End Semester Examination: 60 Marks
<b>L T P: 4 1 0</b>	<b>Course Type: Core</b>
<b>Prerequisite: NIL</b>	

### **COURSE OBJECTIVES (COs)**

1. Introduce and discuss some of the significant literary theories.
2. Acquaint the students with important philosophers and literary critics of 20<sup>th</sup> century.
3. Enable the students to critically understand the theories and analyze some of their impact.

### **COURSE LEARNING OUTCOMES (CLOs)**

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be:

1. Introduced to acquire an in-depth knowledge and understanding of some of the significant literary theories.
2. Acquainted with the works of important philosophers and literary critics of 20<sup>th</sup> century.
3. Able to critically analyze the impact of these theories on literary works and thought process in general.

### **MAPPING BETWEEN COURSE EDUCATIONAL OBJECTIVES AND COURSE LEARNING OUTCOMES**

<b>Course Objectives (COs)</b>	<b>Course Learning Outcomes (CLOs)</b>		
	<b>CLO 1</b>	<b>CLO 2</b>	<b>CLO 3</b>
<b>CO 1</b>	✓		
<b>CO 2</b>		✓	
<b>CO 3</b>		✓	✓

### **COURSE CONTENTS**

#### **Unit I**

Northrop Frye: Myth, Fiction, and Displacement

Victor Shklovsky: Art as Technique

#### **Unit II**

Louis Althusser: Ideology and Ideological State Apparatuses

Raymond Williams: Culture is Ordinary

### **Unit III**

Michel Foucault: What is an Author?

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

### **Unit IV**

Edward Said: Introduction to Orientalism

Gayatri Chakravorty Spivak: Can the Subaltern Speak?

### **TEXT BOOK**

1. Edward W. Said. Orientalism. Penguin, 2006. 978-0143027980
2. Germaine Warkentin (Ed.). Collected Works of Northrop Frye: Educated Imagination and Other Writings on Critical Theory, 1933- 1962. University of Toronto Press, 2006. ISBN : 1-4426-5951-3
3. Jacques Derrida(Trans. Ronald Cohn and Jesse Russell). Structure, Sign, and Play in the Discourse of the Human Sciences. 2013.
4. Lee T. Lemon and Marion J. Reis. Russian Formalist Criticism: Four Essays. University of Nebraska Press, 1965. ISBN: 978-0803239982
5. Louis Althusser. On The Reproduction Of Capitalism: Ideology And Ideological State. Verso Books, 2014. 978-1781681640
6. Michael Foucault (Trans. Tim Smith-Laing). What Is an Author?. Macat International Limited, 2018. ISBN: 978-1912453085
7. Raymon Williams, "Culture is Ordinary". Culture and Society (Ed. Jim McGuigan). Sage, 1958. 9781849207713
8. Rosalind C. Morris (Ed.). Can the Subaltern Speak?: Reflections on the History of an Idea. Columbia University Press, 2010. ISBN: 978-0231143851

### **REFERENCE BOOK AND OTHER MATERIALS**

1. Anita Desai, Fire on the Mountain, (London: Vantage, 1999)
2. Arvind Krishna Mehrotra, A Concise History of Indian Literature in English Permanent Black; First edition, 2010, ISBN: 978-8178243023
3. C.L. Innes, The Cambridge Introduction to Postcolonial Literatures in English, (Delhi: Cambridge University Press, 2007) ISBN: 978-0521541015
4. E.d. Aparna Bhargava Dharwadker, A Poetics of Modernity: Indian Theatre Theory, 1850 to the Present (Delhi: Oxford University Press, 2018) 978-0199487394
5. Vijay Mishra, The Literature of the Indian Diaspora: Theorizing the Diasporic Imaginary (London: Routledge, 2014) ISBN: 978-0415424172

## POSTCOLONIAL WRITINGS FROM INDIA

<b>Course Code: 22ENMA304</b>	Continuous Evaluation: 40 Marks
<b>Credits: 5</b>	End Semester Examination: 60 Marks
<b>L T P: 4 1 0</b>	<b>Course Type: Core</b>
<b>Prerequisite: NIL</b>	

### COURSE OBJECTIVES (COs)

1. Introduce the students to some of the significant post-colonial literary works by Indian authors.
2. Acquaint the students with important socio-political issues portrayed in these works.
3. Enable the students to develop a critical understanding of post-colonial society so that the impact of these literary works can be analyzed.
4. Enable the students to understand the various themes and issues that form a dominant part of Indian culture and its literature.

### COURSE LEARNING OUTCOMES (CLOs)

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be:

1. Able to acquire a thorough knowledge of the different phases in the development of post-colonial writings in India.
2. Exposed to and would also acquire an understanding of some of the significant texts related to the genre of post-colonial writings.
3. Able to develop a critical understanding of texts from varied perspectives like time, society, class, creed, gender etc.
4. Able to appreciate and analyze the significant writing styles, themes and subject-matter in post-colonial writings in India.

### MAPPING BETWEEN COURSE EDUCATIONAL OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)			
	CLO 1	CLO 2	CLO 3	CLO 4
<b>CO 1</b>	✓			
<b>CO 2</b>		✓		
<b>CO 3</b>			✓	
<b>CO 4</b>			✓	✓



## COURSE CONTENTS

### Unit I

- a) Namvar Singh: Decolonizing the Indian Mind (Essay)
- b) M. K. Naik: Indian Pride and Indian Prejudice: Reflections on the Relationship between Regional Indian Literatures and Indian Writing in English (Essay)
- c) A. K. Ramanujan: Is There an Indian Way of Thinking? An Informal Essay (Essay)
- d) *Jayant Mahapatra: Hunger*
- e) *Dom Moraes: Sinbad from Collected Poems 1987*

### Unit II

Raja Rao: *Kanthapura*

### Unit III

Shashi Tharoor: *The Great Indian Novel*

### Unit IV

Badal Sircar: *Evam Indrajit* (Tr Girish Karnad)

Mulk Raj Anand: *The Barber's Trade Union*

## TEXT BOOK

1. A.K. Ramanujan. *Is There an Indian Way of Thinking? An Informal Essay*. Sage, 1989.
2. M. K. Naik. "Indian Pride and Indian Prejudice: Reflections on the Relationship between Regional Indian Literatures and Indian Writing in English." *Cultural Diversity, Linguistic Plurality and Literary Traditions in India*. New Delhi: OUP India, 2015.
3. Mulk Raj Anand. *The Barber's Trade Union and Other Stories*. Ind-Us, 1983. 978-0865781450
4. Namvar Singh and Harish Trivedi. "Decolonizing the Indian Mind". *Indian Literature*, 35, No. 5 (151) (Sept.-Oct., 1992), pp.145-156.
5. Raja Rao. *Kanthapura*. Penguin, 2014. 978-0143422341
6. Shashi Tharoor. *The Great Indian Novel*. Penguin, 2014. 978-0143420088
7. *Three Modern Indian Plays*: OUP, 1998. ISBN: 978-0195623727
8. Jagadish Batra and Allan Johnson, *Postcolonial Literature Today*, New Delhi: Prestige Books, 2015)
9. Dom Moraes, *Selected Poems*. Penguin India Pvt Ltd. 2012. ISBN: 9780143418320
10. Jayant, Mahapatra. *Hunger* (<https://www.lyrikline.org/en/poems/hunger-4849>)

## SEMESTER IV

SOCIETY, LITERATURE AND THOUGHT-20 <sup>TH</sup> CENTURY	
Course Code: 21ENMA401	Continuous Evaluation: 40 Marks
Credits: 5	End Semester Examination: 60 Marks
L T P: 4 1 0	Course Type: Core
Prerequisite: NIL	

### COURSE OBJECTIVES (COs)

1. Able to demonstrate thorough knowledge of the major literary movements of the period, the texts discussed and class and the socio-cultural conditions.
2. Introduce the students to locate texts within the cultural and historical framework of their time.
3. Introduce the students to read and analyse a survey of texts written by 20th Century writers.
4. Enable the students to use basic principles of selected critical theory.

### COURSE LEARNING OUTCOMES (CLOs)

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be:

1. Able to get an insight into the major issues related to the cultural and social context introduced in the literature of the 20th century.
2. Able to appreciate the masterpieces of literature written in this literary period.
3. Able to develop and practise their interpretive skills and textual analysis in reading literature.
4. Able to get an insight into the major issues related to the cultural and social context introduced in the literature of the 20th century

### MAPPING BETWEEN COURSE EDUCATIONAL OBJECTIVES AND COURSE LEARNING OUTCOME

Course Objectives (COs)	Course Learning Outcomes (CLOs)			
	CLO 1	CLO 2	CLO 3	CLO 4
CO 1	✓			
CO 2		✓		
CO 3			✓	
CO 4	✓		✓	✓

## **COURSE CONTENTS**

### **Unit I**

Jean-Paul Sartre: Existentialism and Human Emotions (Prose)

Albert Camus: “An Absurd Reasoning” from The Myth of Sisyphus (Prose)

Aldous Huxley: Science, Liberty and Peace (Essay)

Philip Larkin: The Whitsun Weddings (poetry)

Ted Hughes: Night Ride on Ariel (poetry)

### **Unit II**

William Golding: Lord of the Flies

### **Unit III**

T. S. Eliot: The Wasteland

### **Unit IV**

Eugene O’Neill: The Emperor Jones

Caryl Churchill: Cloud 9

## **TEXT BOOKS**

1. Albert Camus. The Myth of Sisyphus. Penguin UK, 2013.978-0141182001
2. Aldous Huxley: Science, Liberty and Peace. Chatto & Windus, 1947. 978-0701108151
3. Caryl Churchill. Cloud 9. Taylor & Francis, 1984. 9780415901352
4. Eugene O’Neill. The Emperor Jones. Digireads.com, 2009. 978-1420933482
5. Jean-Paul Sartre. Existentialism and Human Emotions. Open Road Integrated Media, 2015.978-1504025188
6. Philip Larkin. Collected Poems. Faber & Faber, 2014.978-0571240074
7. T.S. Eliot. The Wasteland. Norton, 2004. 978-9562910538
8. Ted Hughes: Poems. Faber & Faber, 2004. 978-0571227907
9. William Golding. Lord of the Flies. Faber & Faber, 2012. 978-0571200535

<b>LITERATURE AND FILMS</b>	
<b>Course Code: 20ENMA402</b>	Continuous Evaluation: 40 Marks
<b>Credits: 5</b>	End Semester Examination: 60 Marks
<b>L T P: 4 1 0</b>	<b>Course Type: Core</b>
<b>Prerequisite: NIL</b>	

### **COURSE OBJECTIVES (COs)**

1. Introduce the students to integral and critical relationship between films and literature.
2. Introduce the students to interdisciplinary knowledge about films and literature.
3. Critically reading and writing and producing critical analysis of works in this genre.
4. Apprise the students to examine films in their cultural, historical, industrial, technological and aesthetic contexts.

### **COURSE LEARNING OUTCOMES (CLOs)**

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be:

1. Exposed to and would also acquire an understanding of the critical relationship between films and literature.
2. Able to acquire a thorough interdisciplinary knowledge of films and literature.
3. Able to develop a critical understanding of works in this genre.
4. Able to appreciate and analyse the significant works of the genre.

### **MAPPING BETWEEN COURSE EDUCATIONAL OBJECTIVES AND COURSE LEARNING OUTCOMES**

<b>Course Objectives (COs)</b>	<b>Course Learning Outcomes (CLOs)</b>			
	<b>CLO 1</b>	<b>CLO 2</b>	<b>CLO 3</b>	<b>CLO 4</b>
<b>CO 1</b>	✓			
<b>CO 2</b>		✓		
<b>CO 3</b>			✓	
<b>CO 4</b>	✓		✓	✓

### **COURSE CONTENTS**

## **Unit I**

a) Basic Concepts: Film language, Structure and Meaning, Time in the cinema, Space in the cinema, Performance and Movements, Cinematography: Lighting, Dramatic use of color and special effects, The Fifth Dimension: Sound, Film Editing and Styles.

b) Genre Studies: War, Gangster/Crime, Comedy, Tragedy, Drama/ Suspense/ Thriller, Romance, Epic/ Historical (Biopics), Guy Films, Musicals, Horror, Action, Adventure, etc.

### **Prescribed Text**

Sergei Eisenstein: The Film Sense

## **Unit II**

a) Film theory: The Auteur theory, Adaptation theory, Film semiotics, Psychoanalytic film theory, Feminist film theory.

b) Film theorists: Hugo Munsterberg, Bela Balazs, Rudolf Arnheim, Jean Mitry, Andre Bazin, Alexandre Astruc, Andre Breton, Christian Metz.

### **Prescribed Text**

Laura Mulvey: Visual Pleasure in Narrative Cinema (Essay)

## **Unit III**

### **Adaptations of Literature to films**

Framework of adaptation theory, Analysis of Novel, Short Fiction and Drama/ Theatre in Adaptation with reference to any of the cinematic versions of 'Macbeth' and 'Romeo and Juliet'; Utsav ( Adaptation of the play 'Mrichchhkatikam' directed by Girish Karnad); Pather Panchali (Based on Bibhuti Bhushan Bandopandhyay's work and directed by Satyajit Ray); Midnight's Children (based on the novel by Salman Rushdie and directed by Deepa Mehta); and Lootera (based on O Henry's short story 'The Last Leaf', directed by Vikramaditya Motwane).

## **Unit IV**

### **Art, Literature and Films**

Film/ Cinema as Art (reality and Artistic creation), Film as literature, Understanding film texts (Meaning and Experience), Approach to Film Criticism: (Journalistic, Humanistic, Genre, Social Science, Historical, Ideological/ Theoretical Approach)

### **Practical Criticism**

Analysis of a film based on the students' choice but subject to the instructor's discretion.

## **TEXT BOOKS**

1. Christian Metz. Language and Cinema. Walter de Gruyter, 1974. 9789027926821
2. Philip Rush, Robert Lowe. A Student's Guide to AS Drama and Theatre Studies. Rhinegold Publishing, 2004.
3. Adrian Robbe. Techniques of the Film Masters. LuLu Inc. Publisher, 2008. 978-1435743472
4. Robert Stam. Film Theory: An Introduction. Wiley-Blackwell. 1999. 978-0631206545

5. William Shakespeare (Author), Lisbeth Zwerger (Illustrator), Anthea Bell (Translator). *Romeo and Juliet*. Michael Neugebauer (Publishing)
6. William Shakespeare. *Macbeth: (The tragedy of Macbeth)*. Kindle Edition, 2017.
7. Utsav. Rekha (Actor), Amjad Khan (Actor), Girish Karnad (Director) Rated A (Adults only). Format: DVD- Video. Language: English. Bhabhani Bhattacharya. *Pather Panchali*.
8. Bhabhani Bhattacharya. *Pather Panchali*. Indiana University Press, 1929.
9. Salman Rushdie. *Midnight's Children*. Random House, 2010.
10. Sangeeta Datta, Kaustav Bakshi, Rohit K. Dasgupta (Eds). Rituparno Ghosh: *Cinema, Gender and art*. Routledge, 2015.
11. Anuradha Dingwaney Needham. *New Indian Cinema in post-Independence India: The cultural work of Shyam Benegal's Films*, Routledge, 2013.
12. Michael Hastings. *Tom and Viv*. Oberon Books, 2016.
13. Anthony Slide. *Fifty Classic British Films, 1932-1982: A pictorial Record*. Courier Corporation, 1985.
14. Bhasham Sahni. *Tamas*. Penguin, 2008.
15. John Bayley. *Elegy for Iris*. St. Martin's Press. 2013.
16. Sergei Eisenstein: *The Film Sense*. Mariner Books, 1998.
17. Laura Mulvey: "Visual Pleasure in Narrative Cinema". Grin Publishing, 2008.

<b>DISSERTATION</b>	
<b>Course Code: 21ENMA491</b>	Internal Assessment (viva voce): 50 Marks
<b>Credits: 5</b>	Final Assessment (Dissertation): 100 Marks
<b>L T P: 4 1 0</b>	Maximum Marks: 150
<b>Prerequisite: NIL</b>	

#### **COURSE GUIDELINES:**

1. Students are required to choose a topic related to literature and conduct detailed research on the same.
2. The student would be conducting the research under the mentorship of one of the teaching staffs of the department (to be allocated by the department).
3. He / She is then required to prepare and submit a M.A Dissertation of minimum 50 pages.
4. Submission of the M.A Dissertation will be followed by a viva voce.
5. The Dissertation should be submitted on the stipulated date decided by the department, failing which the student will not be considered for the award of degree and will need to repeat another semester to complete the project.

## DISCIPLINE SPECIFIC ELECTIVES

### SEMESTER III

STYLISTICS AND DISCOURSE ANALYSIS	
Course Code: 21ENMA305	Continuous Evaluation: 40 Marks
Credits: 5	End Semester Examination: 60 Marks
L T P: 4 1 0	Course Type: DSE
Prerequisite: NIL	

#### COURSE OBJECTIVES (COs)

1. Introduce the students to stylistics and discourse analysis
2. Critically analyse the literary pieces by applying the various methods and approaches to stylistics
3. Critically approach texts for formulating arguments
4. Apprise the students about the concepts of style and analysis of literature

#### COURSE LEARNING OUTCOMES (CLOs)

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be:

1. Exposed to and would also acquire an understanding of stylistics and discourse analysis.
2. Able to acquire a thorough knowledge of the literature with stylistics
3. Able to develop a critical understanding of the concepts of stylistics.
4. Able to appreciate and analyse the significant writing and reading styles

#### MAPPING BETWEEN COURSE EDUCATIONAL OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)			
	CLO 1	CLO 2	CLO 3	CLO 4
CEO 1	✓			
CEO 2		✓		
CEO 3			✓	
CEO 4	✓		✓	✓

#### COURSE CONTENTS

##### Unit I

##### `Language of Literature

Style, Stylistics- Nature and Scope

Linguistics, Literary criticism and stylistics, Language of Literature- Foregrounding and Interpretation: Deviations, Parallelism, Repetitions, etc, Figurative Language, Rhythm and Metre.



## **Unit II**

### **Discourse Analysis**

Text and Discourse Meaning and the English verb notions of Textuality- Coherence and Cohesion

## **Unit III**

### **Pragmatics and Meaning in Interaction**

Language and communication Concept of Pragmatics, the Co-operative Principles, Conversational Principles; Politeness principles; Speech acts; Performatives

## **Unit IV**

### **Practical Analysis**

Selection of two Poems or Prose, Passages from the syllabi.

## **TEXT BOOKS**

1. Nina Nørgaard, Beatrix Busse, Rocío Montoro. Key Terms in Stylistics. Continuum, 2010. 978-0826419484
2. Tarek R. Besold, Marco Schorlemmer, Alan Smaill (Eds). Computational Creativity Research: Towards Creative Machines. Atlantis Press, 2014. 978-9462390843
3. Stefan Titscher, Michael Meyer, Ruth Wodak. Methods of Text and Discourse Analysis: In Search of Meaning. Sage, 2000. 978-0761964834
4. Katrin Menzel, Ekaterina Lapshinova-Koltunski, Kerstin Kunz. New Perspectives on Cohesion and Coherence: Implications for Translation. Multilingual, 2017. 978-3946234845
5. Geoffrey N. Leech. Principles of Pragmatics. Longman, 2016. 978-1032031255
6. Saihong Li Rasmussen. To Define and Inform: An Analysis of Information Provided in Dictionaries Used by Learners of English. Cambridge Scholars Publishing, 2010. 978-1443822336
7. Katherine Bradley and Barbara Weiden Boyd. A Vergil Workbook (English and Latin Edition). Bolchazy-Carducci Publishers, 2006. 978-0865166141

<b>AFRICAN AND CARRIBEAN LITERATURE</b>	
<b>Course Code: 21ENMA306</b>	Continuous Evaluation: 40 Marks
<b>Credits: 5</b>	End Semester Examination: 60 Marks
<b>L T P: 4 1 0</b>	<b>Course Type: DSE</b>
<b>Prerequisite: NIL</b>	

### **COURSE OBJECTIVES (COs)**

1. Introduce the students to some of the significant African and Caribbean literature
2. Acquaint the students with important socio-political issues portrayed in these works
3. Enable the students to understand the various themes and issues that form a dominant part of African and Caribbean literature

### **COURSE LEARNING OUTCOMES (CLOs)**

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be:

1. Exposed to and would also acquire an in-depth understanding of some of the African and Caribbean Literature
2. Able to develop a critical understanding of texts from varied perspectives like time, society, class, creed, gender, colonization, decolonization etc.
3. Able to appreciate and analyse the dominant writing styles, themes and subject-matter.

### **MAPPING BETWEEN COURSE EDUCATIONAL OBJECTIVES AND COURSE LEARNING OUTCOMES**

<b>Course Objectives (COs)</b>	<b>Course Learning Outcomes (CLOs)</b>		
	<b>CLO 1</b>	<b>CLO 2</b>	<b>CLO 3</b>
<b>CEO 1</b>	✓		
<b>CEO 2</b>		✓	
<b>CEO 3</b>			✓

### **COURSE CONTENTS**

#### **Unit I**

#### **Poetry**

Gabriel Okara: You Laughed and Laughed and Laughed

Edward Kamau Braithwaite: Caliban

George Lamming: In the Castle of My Skin

Jamaica Kincaid: A Small Place

## **Unit II**

V.S Naipaul : A House for Mr Biswas

## **Unit – III**

Edwidge Danticat: Breath, Eyes, Memory

## **Unit – IV**

### **Drama**

Athol Frugard: Sizwe Banzi is Dead

Trevor Dave Rhone: Smile Orange

## **TEXT BOOK**

1. Cengage Learning Gale. A Study Guide for Athol Fugard's "Sizwe Banzi Is Dead". Study Guides, 2017. 978-1375388030
2. Derek Walcott and Edward Baugh. Selected Poems. Farrar, Straus and Giroux. 2014. 978-0374531119
3. Edwidge Dantica. Breath, Eyes, Memory. Soho Press, 2015. 978-1616955021
4. Gabriel Okara and Brenda Marie Osbey. Collected Poems. University of Nebraska Press, 2016. 978-0803286870
5. George Lamming. In the Castle of My Skin. Penguin, 2017. 978-0241296066
6. Jamaica Kincaid. A Small Place. Straus and Giroux, 2000. 978-0374527075
7. Trevor D. Rhone. Old Story Time and Smile Orange (Longman Caribbean Writers Series). Longman, 1988. 978-0582786332
8. V.S Naipaul. A House for Mr Biswas. Vintage; Reprint edition, 2001: ISBN: 978-0375707162

<b>APPLIED LINGUISTICS</b>	
<b>Course Code: 21ENMA307</b>	Continuous Evaluation: 40 Marks
<b>Credits: 5</b>	End Semester Examination: 60 Marks
<b>L T P: 4 1 0</b>	<b>Course Type: DSE</b>
<b>Prerequisite: NIL</b>	

### **COURSE OBJECTIVES (COs)**

1. Introduce the students to the issues related to second language acquisition
2. Familiarize the students with the different modes of teaching English to second language learners
3. Enable the students to understand the specific usages of language
4. Enable the students to critically analyse the situation in which one may find herself while teaching English as a second language

### **COURSE LEARNING OUTCOMES (CLOs)**

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be:

1. Able to acquire an in-depth comprehensive knowledge and understanding of the various approaches related to English language teaching
2. Able to not just utilize the prescribed modes of teaching English as a second language but also would be able to innovate new methods depending on the situation
3. Able to critically understand and respond to any situation related to second language acquisition, specifically English
4. Able to critically understand the evolution of some of the important socio-political aspects related to second language acquisition

### **MAPPING BETWEEN COURSE EDUCATIONAL OBJECTIVES AND COURSE LEARNING OUTCOMES**

<b>Course Objectives (COs)</b>	<b>Course Learning Outcomes (CLOs)</b>			
	<b>CLO 1</b>	<b>CLO 2</b>	<b>CLO 3</b>	<b>CLO 4</b>
<b>CEO 1</b>	✓			
<b>CEO 2</b>		✓	✓	
<b>CEO 3</b>	✓		✓	✓

### **COURSE CONTENTS**

#### **Unit – I**

#### **Language Acquisition & Language Learning**

Theories of Language Acquisition, Language Learning and Teaching Learner Factors, Sociology of Language Teaching and Language Learning

## **Unit – II**

**Approaches, Methods and Techniques Grammar Translation Method and Reform Movement, Direct Method, Structural Approach and Audio-lingual Method, Bilingual Method, Eclectic Method, Notional-functional syllabus (modern approach), The Silent Way (humanistic approach), Use of Teaching Aids: Blackboard, Pictures, Overhead Projector (OHP), Tape Recorder, Grammar, Pronunciation, Vocabulary**

## **Unit – III**

### **English Language Teaching in India English in India**

Past, Present and Future, Problems of Teaching English in India, Contrastive and Error Analysis, Tests and Testing/ Evaluation, Language Planning and Lesson Planning, Curriculum Planning and Syllabus Design

## **Unit – IV**

### **English for Specific Purposes**

English as a Foreign/ Second Language, English for Academic Purposes, English in the Workplace, English for Research Publishing Purposes, Business English, Technical English, Scientific English, English for Art Purposes, English for Tourism, Legal English, Aviation English, Medical English, Nursing English, Thesis and Dissertation Writing

## **TEXT BOOK**

1. Brumfit, C.J. Communicative Methodology in Language Teaching. Cambridge University Press, 1984. 0521264235
2. Doff, Adrian. Teach English. Cambridge: Cambridge University Press, 1988. 0521348641, 9780521348645
3. Noam Chomsky. Language and Mind. Cambridge University Press, 2006. 978-0521674935
4. Penny Ur. A Course in English Language Teaching. Cambridge University Press. 2012. 978-1107684676
5. Philip Powell-Davies and Paul Gunashekar. English Language Teaching in a Diverse Environment. British Council, 2013.

## **REFERENCE BOOKS AND OTHER MATERIALS**

1. Quirk, Randolph and Greenbaum. A University Grammar of English. Pearson. 1973. 978-0582552074
2. O'Conner, J.D. Better English Pronunciation. Cambridge University Press, 1998. 978-0521231527

## SEMESTER IV

AUSTRALIAN LITERATURE	
Course Code: 21ENMA404	Continuous Evaluation: 50 Marks
Credits: 5	End Semester Examination: 50 Marks
L T P: 4 1 0	Course Type: DSE
Prerequisite: NIL	

### COURSE OBJECTIVES (COs)

1. Examine the relationship between literary text and social context
2. Inculcate multicultural competence among the students
3. Make the students familiar with a wide range of inter-disciplinary courses
4. Enable the students to critically reflect and develop literary arguments in a variety of contexts

### COURSE LEARNING OUTCOMES (CLOs)

The syllabus has been prepared in accordance with National Education Policy (NEP).  
After completion of course, students would be:

1. Able to acquire a thorough knowledge of the texts belonging to the area of Australian Literature
2. Able to understand the theoretical concepts and the recent shifts in this genre/area
3. Able to write and speak critically about literary texts in a range of genres including novels, films, poetry and drama
4. Able to identify and discuss a range of theoretical approaches to literature and race, sexuality and cultural difference.

### MAPPING BETWEEN COURSE EDUCATIONAL OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)			
	CLO 1	CLO 2	CLO 3	CLO 4
CEO 1	✓			
CEO 2		✓		✓
CEO 3		✓	✓	
CEO 4	✓		✓	✓

## **COURSE CONTENTS**

### **Unit – I**

#### **Memoir/Autobiography**

Patrick White: Flaws in the Glass

A Self Portrait

Sally Morgan: My Place

### **Unit – II**

#### **Poetry**

James Mcauley: To Any Poet

Peter Porter: Your Attention, Please

### **Unit – III**

#### **Drama**

Jack Davis: The Dreamers

David Williamson: Emerald City

### **Unit – IV**

#### **Fiction**

Christina Stead: For Love Alone

## **TEXT BOOKS**

1. Christina Stead. For Love Alone. Faber and Faber, 2011. 978-0571256136
2. David Williamson. Emerald City. Currency Press, 2014. 9781925005264
3. Germaine Greer. Daddy, We Hardly Knew You. Penguin, 1990. 978-0140125917
4. Jack Davis. The Dreamers. Currency Press Pty Ltd, 1982. 9780868194547
5. James J. McAuley. New and Selected Poems. Dedalus Press, 2008. 978-1904556343
6. Patrick White. Flaws in the Glass: A Self Portrait. Random House, 2013 978-0140062939.
7. Peter Porter. The Rest on the Flight: Selected Poems. Pan Macmillan, 2010. 978-0330522182
8. Sally Morgan. My Place. Little, Brown Book Group, 2002. 978-1920731373

<b>CANADIAN LITERATURE</b>	
<b>Course Code: 21ENMA405</b>	Continuous Evaluation: 40Marks
<b>Credits: 5</b>	End Semester Examination: 60 Marks
<b>L T P: 4 1 0</b>	<b>Course Type: DSE</b>
<b>Prerequisite: NIL</b>	

### **COURSE OBJECTIVES (COs)**

1. Introduce the students to some of the significant Canadian literary works
2. Enable the students to develop a critical understanding of Canadian Society and relate those to the literatures from other parts of the world
3. Enable the students to understand the various themes and issues that form a dominant part of Canadian literature.

### **COURSE LEARNING OUTCOMES (CLOs)**

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be:

1. Acquire an understanding of some of the significant Canadian literary texts and authors.
2. Able to develop a critical understanding of texts from varied perspectives.
3. Able to appreciate and analyse the significant writing styles, themes and issues portrayed in these works.

### **MAPPING BETWEEN COURSE EDUCATIONAL OBJECTIVES AND COURSE LEARNING OUTCOMES**

<b>Course Objectives (COs)</b>	<b>Course Learning Outcomes (CLOs)</b>		
	<b>CLO 1</b>	<b>CLO 2</b>	<b>CLO 3</b>
<b>CEO 1</b>	✓		
<b>CEO 2</b>		✓	✓
<b>CEO 3</b>			✓

### **COURSE CONTENTS**

#### **Unit – I**

##### **Prose**

Susanna Moodie: Brian, The Still Hunter (From Roughing It in the Bush)

M.G. Vassanji: Am I a Canadian Writer?

Dorothy Livesay: Waking in the Dark

Margaret Atwood: Progressive Insanities of a Pioneer

#### **Unit – II**

Margaret Lawrence: The Stone Angel



### **Unit – III**

Rohinton Mistry: Such a Long Journey

### **Unit IV**

#### **Drama**

George F Walker: Escape from Happiness

Marie Clements: The Unnatural and Accidental Women

#### **TEXT BOOK**

1. Asma Sayed. M.G. Vassanji: Essays on His Work. Guernica Editions, 2014. 978-1550719963
2. Dorothy Livesay. The Self-Completing Tree. Canadian Classic Series, 1999. 978-0888782588
3. George F. Walker. Escape from Happiness. Coach House Press, 1992. 978-0889104402
4. Margaret Atwood. Progressive Insanities of a Pioneer. Poetry Goes Public, 1978.
5. Margaret Laurence. The Stone Angel. Head of Zeus, 2016. 978-1784977696
6. Marie Humber Clements. The Unnatural and Accidental Women. Talon Books, 2005. 978-0889225213
7. Rohinton Mistry. Such a Long Journey. Faber & Faber, Main - Faber Modern Classics edition 2016. 978-0571326273
8. Susanna Moodie: Brian, The Still Hunter (From Roughing It in the Bush). Cambridge University Press, 2012.

<b>INDIAN LITERATURE IN ENGLISH</b>	
<b>Course Code: 21ENMA406</b>	Continuous Evaluation: 40 Marks
<b>Credits: 5</b>	End Semester Examination: 60 Marks
<b>L T P: 4 1 0</b>	<b>Course Type: DSE</b>
<b>Prerequisite: NIL</b>	

### **COURSE OBJECTIVES (COs)**

1. Introduce the students to the some of the most significant Indian writers who write in English
2. Familiarize the students with the issues that these authors/thinkers have portrayed in their works
3. Enable the students to critically analyse the developments and transitions of these thoughts and ideologies

### **COURSE LEARNING OUTCOMES (CLOs)**

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be:

1. Able to acquire an in-depth comprehensive knowledge and understanding of the texts, authors and genre
2. Acquainted with some of the most significant texts and issues presented in these works
3. Able to critically understand and respond to the issues portrayed by the women writers/philosophers/social thinkers and artists
4. Able to critically understand the evolution of some of the important socio-political/philosophical concepts

### **MAPPING BETWEEN COURSE EDUCATIONAL OBJECTIVES AND COURSE LEARNING OUTCOMES**

<b>Course Objectives (COs)</b>	<b>Course Learning Outcomes (CLOs)</b>			
	<b>CLO 1</b>	<b>CLO 2</b>	<b>CLO 3</b>	<b>CLO 4</b>
<b>CEO 1</b>	✓			
<b>CEO 2</b>		✓	✓	
<b>CEO 3</b>	✓		✓	✓

### **COURSE CONTENTS**

#### **Unit – I**

##### **Prose and Poems**

Mahatma Gandhi: Hind Swaraj

B. R. Ambedkar: Annihilation of Caste

Kamala Das: The Dance of the Eunuchs

Eunice De Souza: Marriages Are Made

Shri Aurobindo Ghosh: Nirvana

Keki N. Daruwalla: Love Across the Salt Dessert

**Unit – II**

Girish Karnad: The Fire and the Rain

Manjula Padmanabhan: Harvest

**Unit – III**

Salman Rushdie: Midnight's Children

**Unit – IV**

Chitra Banerjee Divakaruni: The Palace of Illusions

**TEXT BOOK**

1. Anthony J. Parel (Ed.). Gandhi: 'Hind Swaraj' and Other Writings. Cambridge University Press, 1997. 978-0521146029
2. Chitra Banerjee Divakaruni: The Palace of Illusions, Picador India, 2019. 978-9386215963
3. Girish Raghunath Karnad. The Fire and the Rain. Oxford University Press, 1998. 978-0195644432
4. Keki N. Daruwalla: Love Across the Salt Dessert. Penguin India, 2011. 978-0143417323
5. Manjula Padmanabhan. Harvest. Hachette India, 2017. 978-9350095140
6. Pier Paolo Piciucco (Ed.). Kamala Das: A Critical Spectrum. Atlantics, 2001. 978-8171569496
7. Salman Rushdie. Midnight's Children. Vintage Books, 2010. 978-0099535096
8. Saccidānandan. Indian Poetry: Modernism and After. Sahitya Academy, 2001. 9788126010929
9. Sri Aurobindo. Collected Poems, Sri Aurobindo Ashram Publications Department. 1999. 978-8170580164

**REFERENCE BOOKS AND OTHER MATERIALS**

1. Nirad C. Chaudhuri. A Passage to England. Macmillan, 1960. 978-0701208011
2. Lakshmi Subramanyam. Muffled Voices: Women in Modern Indian Theatre. Har-Anand Publications, 2002. 978-8124117149

## GENERAL ELECTIVES

### SEMESTER I

INDIAN LITERATURES IN ENGLISH TRANSLATION	
Course Code: 21GEMA101	Continuous Evaluation: 40 Marks
Credits: 4	End Semester Examination: 60 Marks
L T P: 3 1 0	
Prerequisite: NIL	

#### COURSE OBJECTIVES (COs)

1. To introduce some of the Indian texts to the readers/learners and discuss the significance of Indian literary traditions in Sanskrit, Hindi, Urdu and other regional languages.
2. To give an overview of the ancient, medieval and modern literatures in Indian culture/languages.
3. To provide students with a glimpse of the rich history, cultural diversity and linguistic plurality of Indian Literature.

#### COURSE LEARNING OUTCOMES (CLOs)

The syllabus has been prepared in accordance with National Education Policy (NEP). After the completion of the course, students will:

1. Be able to discuss the literary texts included in the syllabus critically and develop a better understanding about literary traditions in several Indian languages.
2. Become acquainted with different phases of the evolution of Indian literature, culture and languages.
3. Acquire some knowledge about the rich history, cultural diversity and linguistic plurality of Indian Literature.

#### MAPPING BETWEEN COURSE EDUCATIONAL OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes		
	CLO 1	CLO 2	CLO 3
CO 1	✓	✓	✓
CO 2	✓	✓	✓
CO 3	✓		✓

## **COURSE CONTENTS**

### **UNIT I**

Veda Vyasa: “Karnaparva” from Mahabharata

Bhasa: Svapnavasavadattam

### **UNIT II**

Amir Khusrau: Ghazal

Mirza Mohammad Hadi Ruswa: Umrao Jan Ada

### **UNIT III**

Premchand: Godaan

Jaishankar Prasad: Kamayani

### **UNIT IV**

Indira Goswami: An Unfinished Autobiography

Indira Parthasarathy: Aurangzeb

## **TEXT BOOKS**

1. Amir Khusrau. “Ghazal”. Cultural Diversity Linguistic Plurality & Literary Traditions in India (Ed. Sukrita Paul Kumar). New Delhi: Oxford University Press, 2018.
2. Bhasa (Trans. Ananta R. S. Vetal, and Jagannatha S. Hośinga). Svapnavasavadattam. Varanasi: Chowkhamba Sanskrit Series Office, 1960.
3. C. Rajagopalachari (Trans.). Mahabharata. Mumbai : Bharatiya Vidya Bhavan, 2010.
4. Indira Goswami (Trans. P. Kotoky). An Unfinished Autobiography. New Delhi: Sterling, 2002.
5. Indira Parthasarathy (Trans. T. Sriraman). Aurangzeb. Calcutta: Seagull Books, 2004.
6. Jai Shankar Prasad (Trans. Hari Chand Bansal). Jai Shankar Prasad's Kamayani : a Hindi epic translated into English verse. Delhi : Saraswati House, 1987.
7. Mirza Mohammad Hadi Ruswa (Trans. David Matthews). Umrao Jan Ada. Calcutta : Rupa & Co., 1996
8. Premchand. The Gift of a Cow: A Translation of the Classic Hindi Novel ‘Godaan’ (2<sup>nd</sup> Edition). Bloomington: Indiana University Press, 2002.

## **REFERENCE BOOKS AND OTHER RESOURCES//**

1. Amrit Rai (Trans. Harish Trivedi). Premchand: His Life and Times (2<sup>nd</sup> Ed.). New Delhi; Toronto: Oxford University Press, 2002.
2. Amrit Rai. A House Divided: The Origin and Development of Hindi/Hindavi. Delhi etc.: Oxford University Press, 1984.
3. Iravati K. Karve. Yuganta: The End of an Epoch. Poona: Deshmukh Prakashan, 1969.

<b>INTRODUCTION TO LANGUAGE AND LINGUISTICS</b>	
<b>Course Code: 22GEMA102</b>	Continuous Evaluation: 40 Marks
<b>Credits: 4</b>	End Semester Examination: 60 Marks
<b>L T P: 3 1 0</b>	<b>Course Type: Core</b>
<b>Prerequisite: NIL</b>	

### **COURSE OBJECTIVES (COs)**

1. To introduce the study of linguistics, the discipline that investigates the acquisition, production, and comprehension of language.
2. To make students aware of the language phenomenon, through themes such as, the relations between language and the brain, the process of producing sounds, words, syntactic structure, and meaning.
3. To analyze the pragmatic outcomes of language.
4. To introduce the social and cultural effects on communication.
5. To examine the relations between linguistics and foreign language teaching.

### **COURSE LEARNING OUTCOMES (CLOs)**

The syllabus has been prepared in accordance with the National Education Policy (NEP). After completion of the course, students would be able to:

1. Gain an appreciation for the field of linguistics and its main sub-fields.
2. Better understand the structure and components of language.
3. Recognize differences and similarities between English and other languages of the world.
4. Analyze linguistic data provided in class as well as various types of data that students collect themselves.

### **MAPPING BETWEEN COURSE EDUCATIONAL OBJECTIVES AND COURSE LEARNING OUTCOMES**

<b>Course Objectives (COs)</b>	<b>Course Learning Outcomes (CLOs)</b>			
	<b>CLO 1</b>	<b>CLO 2</b>	<b>CLO 3</b>	<b>CLO 4</b>
<b>CO 1</b>	✓			
<b>CO 2</b>			✓	
<b>CO 3</b>		✓		
<b>CO 4</b>	✓			
<b>CO 5</b>			✓	✓

## **COURSE CONTENTS**

### **Unit I**

**General Linguistics:** What is Language?, Origin and Development of Human Language Properties, Characteristics of Human Language, Linguistics as a Science, Models of Linguistic Analysis, Structuralism in Linguistics

### **Unit II**

**English Phonetics and Phonology:** The Speech Mechanism, Description and Classification of Vowels and Consonants, Phonemes and Allophones, Syllable, Word-Accent, Stress and Rhythm in Connected Speech, Intonation in English

### **Unit III**

**English Morphology & Syntax:** Morphemes & Allomorphs, Processes of Word Formation, Structure of the Noun Phrase & Verb Phrase, Structure of Phrase, Types of Clauses and Sentences

### **Unit IV**

**Language in Use:** Speech Community and Bi/ Multilingualism, Introduction to Sociolinguistics, Language and Gender (Sex-gender distinction, woman and man speech), Language and Ethnicity, Language in Relation to Class and Ideology, Language Standardization

## **TEXT BOOKS**

1. A P R Howatt & H G Widdowson. A History of English Language Teaching (Oxford Applied Linguistics). OUP, 2010. ISBN-10: 9780194370752, ISBN-13: 978-0194370752
2. Aslam. Introduction to English Phonetics and Phonology. Cambridge University Press, 2014. ISBN-10: 8175965053, ISBN-13: 978-8175965058
3. Ferdinand De Saussure. Course in General Linguistics. Bloomsbury Revelations, 2013. ISBN -9781472505385
4. Roach & Peter. Phonetics (Oxford Introduction to Language Study ELT). OUP, 2012. ISBN-10: 9780194372398, ISBN-13: 978-0194372398
5. Syal. An Introduction to Linguistics: Language, Grammar and Semantics. PHI Learning, 2007. ISBN-10: 8120332164, ISBN-13: 978-8120332164

## SEMESTER II

TRANSLATION—THEORY & PRACTICE	
Course Code: 21GEMA201	Continuous Evaluation: 40 Marks
Credits: 4	End Semester Examination: 60 Marks
L T P: 3 1 0	
Prerequisite: NIL	

### COURSE OBJECTIVES (COs)

Translation activities have played a major role in promoting exchange of ideas, inventions, knowledge, myths, etc. between different cultural and linguistic communities from around the world and within our own nation. This course aims to:

1. Identify and highlight the comparative differences in literary traditions through the linguistic and literary analysis of original and translated texts.
2. Provide students with a thorough knowledge of the history of translation and of its issues.
3. Introduce the readers to the principles and practices of translation.
4. Verify the validity and applicability of the theoretical paradigms through the analysis of a number of existing translations.

### COURSE LEARNING OUTCOMES (CLOs)

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be:

1. Able to have a lucid understanding of the various integrities and history attached to the very act of translation and translating a text/art/movie etc.
2. Introduced to cultural, ethical, and epistemological aspects of translation and interpreting practices.
3. Able to apply these principles and practices to specific translation tasks, using language appropriate to the genre and context of the source document.
4. Able to learn technical tools regularly used in translation or interpreting
5. Introduced to the skills in creation, management, and production of an individual project in a specialized subfield (interpreting, literary translation, technical and professional translation)



## MAPPING BETWEEN COURSE EDUCATIONAL OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)				
	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
CO 1	✓				
CO 2	✓				
CO 3			✓	✓	
CO 4	✓	✓			✓

### COURSE CONTENTS

#### Unit – I

History of Translation  
Types of Translation  
Functions of Translation

#### Unit – II

Ethics in Translation  
The role of a Translator  
Role of the Audience  
Loss and gain in translation  
Limitations in translation

#### Unit – III

Linguistic theories of translation  
Interlingual translation,  
Intralingual translation and Intersemiotic translation  
Equivalence in translation

#### Unit – IV

The Politics of translation  
Gender in translation  
Culture and translation

## **TEXT BOOKS**

1. Eugene Nida. The Theory and Practice of Translation (Brill Archive. 1982)
2. L. Venuti, ed. The Translation Studies Reader (Routledge, 2000)
3. M. Baker, ed. Routledge Encyclopedia of Translation Studies (Routledge, 1998)
4. Susan Bassnett, ed. Translation Studies, (Routledge, 2002)

## **REFERENCE BOOK AND OTHER MATERIALS**

1. Jeremy Munday, Introducing Translation Studies: Theories and Application (Routledge-2012)
2. Peter Newmark, A Text Book of Translation (Prentke Hall International. 1988)
3. Susan Bassnett and Harish Trivedi, eds. Post-colonial Translation: Theory and Practice, (Routledge, 1999)

<b>INTRODUCTION TO CULTURAL STUDIES</b>	
<b>Course Code:</b> 21GEMA202	Continuous Evaluation: 40 Marks
<b>Credits:</b> 4	End Semester Examination: 60 Marks
<b>L T P:</b> 3 1 0	
<b>Prerequisite:</b> NIL	

### **COURSE OBJECTIVES (COs)**

Introduction to Cultural Studies is a course designed to be relevant to students interested in popular culture and everyday matters of concern. The course will focus on

1. Key thinkers in Cultural Studies as well as the ways identities are constructed.
2. Analysing and explaining major theories that both influenced and came out of Cultural Studies and its approach to 'high' and popular culture.
3. Demonstrating the practicality of cultural studies theory to new situations and practices relevant to the everyday experience of students.
4. Cultivating a Critical approach to the study of culture articulating the relations between culture, power, and history.

### **COURSE LEARNING OUTCOMES (CLOs)**

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be:

1. Able to discover the contours of Cultural Studies as a field of inquiry, situating their learning within explorations of the disciplinary and historical context of the field.
2. Able to learn strategies to connect cultural knowledge to everyday life and practices, gaining a preliminary understanding of the relationship of methodology (paradigms for study) to inquiry in Cultural Studies.
3. Able to learn the advanced oral and written evaluations of development in the realm of Cultural production, Consumption, and representation.

### **MAPPING BETWEEN COURSE EDUCATIONAL OBJECTIVES AND COURSE LEARNING OUTCOMES**

<b>Course Objectives (COs)</b>	<b>Course Learning Outcomes (CLOs)</b>		
	<b>CLO 1</b>	<b>CLO 2</b>	<b>CLO 3</b>
<b>CEO 1</b>	✓		
<b>CEO 2</b>		✓	

<b>CEO 3</b>		✓	
<b>CEO 4</b>	✓		✓

## **COURSE CONTENTS**

### **Unit I**

Introduction to Cultural Studies (Background and few concepts of 'Culture')

Walter Benjamin: Art in the Age of Mechanical Reproduction

Roland Barthes: "Toys" and "Striptease" from Mythologies

Theodor W. Adorno: "Music and Mass Culture" from Essays on Music

### **Unit II**

Michel de Certeau: Walking in the City

Ipshita Chanda: A Room in the City: Constructing a Private Space

Shilpa Phadke, Sameera Khan & Shilpa Ranade: "Why Loiter" from Why Loiter? Woman and Risk on Mumbai Streets

### **Unit III**

Mary Douglas: The Abominations of Leviticus

Arjun Appadurai: How to make a national Cuisine

### **Unit IV**

Stephen Greenblatt: Renaissance self-fashioning

Ariel Dorfman and Armand Mattelart: From the Noble Savage to the Third World

## **TEXT BOOKS**

1. "Introduction." The Cultural Studies Reader. Simon During (ed). New York, London: Routledge, 1993, 1-25.
2. Arjun Appadurai: How to make a national Cuisine, Cambridge, 1988.
3. Barthes, Roland. Mythologies( Annette Lavers, trans.). Vintage, 1972.
4. Chandra, Ipshita. Selfing the City: Single Women Migrants and Their Lives in Kolkata. New Delhi: Sage Publications, 2017.
5. De Certeau, Michel. The practices of everyday life (S. F. Rendall, trans.). Berkeley: University of California Press, 1984.
6. Dorfman, Ariel, et al. How to Read Donald Duck: Imperialist Ideology in the Disney Comic. OR Books, 2018.
7. Greenblatt, Stephan. Renaissance Self-Fashioning: From More to Shakespeare. Chicago: University of Chicago Press, 1980.
8. Mary Douglas: The Abominations of Leviticus. London and New York, 1988.
9. Shilpa Phadke, Sameera Khan & Shilpa Ranade: "Why Loiter". Penguin, 2011.
10. Walter Benjamin: Art in the Age of Mechanical Reproduction. Penguin, 2008.

## **REFERENCE BOOKS AND OTHER RESOURCES**

1. Barker, Chris. Cultural Studies: Theory and Practice. London: Sage, 2011.
2. Agger, Ben. Cultural Studies as Critical Theory. London: The Palmer Press, 1992.
3. Storey, John, Cultural Theory and Popular Culture: A Reader. Harlow: Pearson, 2006.
4. Milner, Andrew & Jeff Browitt. Contemporary Cultural Theory: An Introduction. London: Routledge, 2006.
5. Marcel Proust, Remembrance of Things Past. Vintage, 1982.

### **LIVE PROJECT – RESEARCH PAPER**

<b>Course Code: 21FSHE271</b>	Continuous Assessment: 70 Marks
<b>Credits: 2</b>	End Term Assessment: 30 Marks
<b>L T P: 0 0 0</b>	
<b>Prerequisite: NIL</b>	

1. Students are required to choose a topic related to literature/cultural studies/ELT/Film Studies and conduct a detailed research on the same in 2<sup>nd</sup> Semester.
2. He / She is then required to prepare and submit a research paper on the same (at least 15 pages).
3. The research paper must be presented in front of the examiner which will then be followed by a viva-voce.