

**CENTRAL UNIVERSITY OF PUNJAB**



**MA English**  
**Course Structure and Detailed Syllabus**

**Batch: 2024**

**Department of English**  
**School of Languages, Literature and Culture**

## Graduate Attributes

Graduates pursuing postgraduate studies in English at the Department of English will develop the following attributes:

- Creative, analytical, interpretive, reflective and problem-solving skills
- Acceptance and engagement with diversity
- Academic integrity and ethically-based research skills
- Broadening of outlook, enhancement of sensibility and development of aesthetic and intellectual faculties.

## Course Structure

### Semester-I

Sr. No.	Course Code	Course Title	Course Type	L	T	P	Cr.
1	ENG.506	Introduction to the Study of Literature	CC	4	0	0	4
2	ENG.507	British Poetry	CC	3	1	0	4
3	ENG.508	Literary Criticism	CC	3	1	0	4
4	ENG.509	Introduction to Language and Linguistics	CC	3	1	0	4
<b>Discipline Elective Course (any one of the following):</b>							
5.1	ENG.510	Literature and Gender	DSE	3	0	0	<b>3</b>
5.2	ENG.511	Folklore and Literary Practices	DSE	3	0	0	
5.3	ENG.512	English Language in India	DSE	3	0	0	
5.4	ENG.513	Cultural Studies: Texts and Interpretations	DSE	3	0	0	
5.5	ENG.514	American Poetry	DSE	3	0	0	
5.6	ENG.561	Indian English Literature	DSE	3	0	0	
5.7	ENG.564	Indian Literary Theories	DSE	3	0	0	
-	-	*Individualised Education Programme	-	0	2	0	0
<b>Total Credits</b>				<b>16</b>	<b>5</b>	<b>0</b>	<b>19</b>

### Semester-II

Sr. No.	Course Code	Course Title	Course Type	L	T	P	Cr.
1	ENG.521	British Drama	CC	3	1	0	4
2	ENG.522	Literary Theory	CFC	3	1	0	4

3	ENG.523	American Literature	CC	3	1	0	4
4	ENG.524	Research Methodology, Academic Writing, and Computer Applications	CFC	3	0	2	4
<b>Discipline Elective Course (any two of the following):</b>							
5.1	ENG.526	Applied Linguistics	DSE	3	0	0	<b>6</b>
5.2	ENG.527	Children's Literature	DSE	3	0	0	
5.3	ENG.528	Literature and Allied Arts: Cinema	DSE	3	0	0	
5.4	ENG.529	Classics of World Literature	DSE	3	0	0	
5.5	ENG.530	Critical and Cultural Theory	DSE	3	0	0	
5.6	ENG.531	African American Literature	DSE	3	0	0	
5.7	ENG.532	Shakespeare across Cultures	DSE	3	0	0	
5.8	ENG.533	Posthumanism: Literary and Filmic Representations	DSE	3	0	0	

<b>*Interdisciplinary Course</b> (choose a course from the Interdisciplinary courses offered in the University/ SWAYAM- MOOC)							
<b>Interdisciplinary Courses (for other departments):</b>							
6.1	ENG.501	Professional Communication in English	IDC	2	0	0	<b>2</b>
6.2	ENG.502	Literature and Science	IDC	2	0	0	
-	-	*Individualised Education Programme	-	0	2	0	0
<b>Total Credits</b>				<b>20</b>	<b>5</b>	<b>2</b>	<b>24</b>

### **Semester-III**

Sr. No.	Course Code	Course Title	Course Type	L	T	P	Cr.
1	ENG.552	British Fiction	CC	3	1	0	4
2	ENG.563	Indian Literature in English and in English Translation	CC	3	1	0	4
3	ENG.553	Practical Criticism	SDC	0	0	4	2
4	ENG.554	Entrepreneurship	CFC	2	0	0	2
5	ENG.600	Dissertation- Part I	SDC	0	0	8	4
<b>Elective course (any one of the following):</b>							
6.1	ENG.556	American Fiction	DSE	3	0	0	<b>3</b>
6.2	ENG.557	Discourse Analysis	DSE	3	0	0	
6.3	ENG.558	Natyashastra	DSE	3	0	0	
6.4	ENG.559	Colonial Discourse and Postcolonial Studies	DSE	3	0	0	

6.5	ENG.560	English Language Teaching	DSE	3	0	0	
6.6	ENG.562	Translation Theory and Practice	DSE	3	0	0	
6.7	ENG.551	New Literatures	DSE	3	0	0	

<b>*Value-added Course</b> (choose a Course from the Value-added Courses offered in the University)							
<b>Value Added Courses (for other departments):</b>							
7.1	ENG.503	Basics of Academic Writing	VAC	2	0	0	<b>2</b>
7.2	ENG.504	Globalization	VAC	2	0	0	
7.3	ENG.505	Comics and Visual Culture	VAC	2	0	0	
-	-	*Individualised Education Programme	-	0	2	0	<b>0</b>
<b>Total Credits</b>				<b>13</b>	<b>4</b>	<b>12</b>	<b>21</b>

#### Semester-IV

Sr. No.	Course Code	Course Title	Course Type	L	T	P	Cr.
I	ENG.600	Dissertation- Part II	SDC	0	0	40	<b>20</b>
<b>Total Credits</b>				<b>0</b>	<b>0</b>	<b>20</b>	<b>20</b>

\*Individualised Education Programme: Each semester, one non-credit hour (two contact hours) will be kept in the timetable for the Individualised Education Plan/Tutorial for remedial teaching. During this time, department faculty will be available for one-to-one interaction/tutorial sessions to facilitate students' better understanding of the concepts and more effective absorption and assimilation of the content.

#### Optional Courses under Multiple-Entry Multiple-Exit Scheme

**Choose any one:**

Sr. No.	Course Code	Course Title	Course Type	L	T	P	Cr.
1	ENG.540	Literary Translation in Practice	-	1	0	2	4
2	ENG.541	English Language Teaching: Theory and Practice	-	1	1	2	4

## Examination Pattern and Evaluation for Master's Students

**Formative Evaluation:** Internal assessment shall be 25 marks using any two or more of the given methods: tests, open-book examinations, assignments, term papers, etc. The mid-semester test shall be of a descriptive type, with 25 marks, including short answers and essay types. The number of questions and distribution of marks shall be decided by the teachers.

**Summative Evaluation:** The End-semester examination (50 marks) with 70% descriptive type and 30% objective type shall be conducted at the end of the semester. The objective type shall include one-word/sentence answers, fill-in-the-blanks, MCQs', and matching. The descriptive type shall include short answer and essay-type questions. The number of questions and distribution of marks shall be decided by the teachers. **Questions for exams and tests shall be designed to assess course learning outcomes along with a focus on knowledge, understanding, application, analysis, synthesis, and evaluation.**

The evaluation for IDC, VAC, and entrepreneurship, innovation, and skill development courses shall include MST (50 marks) and ESE (50 marks). The pattern of examination for both MST and ESE shall be the same as the ESE described above for other courses.

Evaluation of dissertation proposals in the third semester shall include 50% weightage by supervisor and 50% by HoD and senior-most faculty of the department. The evaluation of the dissertation in the fourth semester shall include 50% weightage for continuous evaluation by the supervisor for regularity in work, mid-term evaluation, report of dissertation, presentation, and final viva-voce; 50% weightage based on average assessment scores by an external expert, HoD and senior-most faculty of the department. The distribution of marks is based on the report of the dissertation (30%), presentation (10%), and final viva voce (10%). The external expert may attend the final viva-voce through offline or online mode.

### Examination Pattern

<b>Core, Discipline Elective, and Compulsory Foundation Courses</b>			<b>IDC, VAC, and Entrepreneurship, Innovation and Skill Development Courses</b>	
	<b>Marks</b>	<b>Evaluation</b>	<b>Marks</b>	<b>Evaluation</b>
Internal Assessment	25	Various methods	-	-
Mid-semester Test (MST)	25	Descriptive	50	Descriptive (70%) Objective (30%)
End-semester Exam (ESE)	50	Descriptive (70%) Objective (30%)	50	Descriptive (70%) Objective (30%)

<b>Dissertation Proposal (Third Semester)</b>			<b>Dissertation (Fourth Semester)</b>		
	<b>Marks</b>	<b>Evaluation</b>		<b>Marks</b>	<b>Evaluation</b>
Supervisor	50	Dissertation proposal and presentation	Supervisor	50	Continuous assessment (regularity in work, mid-term evaluation) dissertation report, presentation, final viva-voce

HoD and senior-most faculty of the department	50	Dissertation proposal and presentation	External expert, HoD and senior-most faculty of the department	50	Dissertation report (30), presentation (10), final viva-voce (10)
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Marks for internship shall be given by the supervisor, HoD and senior-most faculty of the department.

### **Evaluation Parameters for Practical Criticism**

<b>Parameters</b>	<b>Marks</b>
Analytical ability	20
Relevance of critical theory	20
Relationship between content and form	20
Overall assessment	20
Viva-voce	20
<b>Total</b>	<b>100</b>

### **Evaluation Parameters for Computer Practicals**

<b>Parameters</b>	<b>Marks</b>
Implementation and analytical ability	60
Practical File	10
Viva-voce	30
<b>Total</b>	<b>100</b>

### **Some Guidelines for Internal Assessment**

1. The components/pattern of internal assessment/evaluation should be made clear to students during the semester.
2. The results of the internal assessment must be shown to the students.
3. The question papers and answers of internal assessment should be discussed in the class.
4. The internal assessment shall be transparent and student-friendly and free from personal bias or influence.

### **Abbreviations and Explanations:**

CC: Core Course

CFC: Compulsory Foundation Course

DSE: Discipline Specific Elective

IDC: Interdisciplinary Elective

SDC: Skill Development Course

VAC: Value Added Course

L: Lectures; T: Tutorial; P: Practical; Cr: Credits

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## Details of Syllabus

### SEMESTER – I

L	T	P	Credits
4	0	0	4

**Course Code: ENG.506**

**Course Title: Introduction to the Study of Literature**

**Total Hours: 60**

#### **Course Learning Outcomes:**

By the end of this course, students will be able to:

CLO 1: Identify what literature is, what is enjoyable to read, and beneficial to learn

CLO 2: Create some basic questions in the professional study of literature in English

CLO 3: Critically analyse what makes a piece of writing literature

CLO 4: Analyze what are the major types/kinds of literature

CLO 5: Identify what unique qualities and effects they convey to readers

CLO 6: Critically appreciate how we recognize the language that embodies the literary qualities and effects

#### **Course Contents:**

<b>Unit/ Hours</b>	<b>Contents</b>	<b>Mapping with CLO</b>
Unit I Hours: 15	<p>Prose: Definitions, kinds, and examples (letter, report, commentary, diary/ journal/memoir; annals, memoranda, and documents; biography, autobiography; types of the essay); Broad division into Fiction and Non-fiction; types of each.</p> <p>‘Literature’ Entry in <i>Keywords</i> by Raymond Williams (pp. 150–154.)</p> <p>George Orwell: Why I Write</p> <p>Nissim Ezekiel ‘Naipaul’s India and Mine’</p> <p>Terry Eagleton: How to Read Literature</p> <p>George Orwell: ‘Politics and the English Language.’</p> <p>Essential Reading: Abrams, M.H. <i>A Glossary of Literary Terms</i></p> <p><i>[Discussion on kinds of and divisions in Prose, and generating pertinent questions by students]</i></p>	CLO 1 CLO 2 CLO 3

<p>Unit II Hours: 15</p>	<p>Poetry: Kinds of poetry; the language of poetry (figurative versus literal language, irony, sounds, rhythms, voices, lexical and syntactic orders, images/imagery.); verse forms and structures.</p> <p>Edmund Spenser, 'One day I wrote her name upon the strand...' G.M. Hopkins, 'God's Grandeur', Robert Frost, 'Nothing Gold Can Stay', Denise Levertov, 'The Secret', Ted Hughes, 'Thought-Fox'. Essay on Rasa: Indian Literary Theory: Kapil Kapoor Terry Eagleton: <i>How to Read a Poem</i>.</p> <p>Essential Reading: <i>Literature: Thinking, Reading, and Writing Critically</i>. Ed. Sylvan Barnet et al. (Section on Poetry)</p> <p>[Discussion on poetry as a genre, and generating pertinent questions by students]</p>	<p>CLO 4 CLO 5 CLO 6</p>
<p>Unit III Hours: 15</p>	<p>Drama: Brief introduction to the stage, and the origins of drama; basic concepts such as plot, character, action, climax, suspense, tragedy, comedy, farce, melodrama; the full length/five-act play versus the One-act; stage-set and setting; dramatic irony, the play-text, and language.</p> <p>Vijay Tendulkar: <i>Sakharam Binder</i> (Act I) William Shakespeare: <i>Julius Caesar</i> (Act I Scene I)</p> <p>Essential Reading: <i>G.N. Devy Reader</i> (Sections) <i>The Elements of Drama</i> by J.L. Styan</p> <p>[Discussion on Drama as a genre, and generating pertinent questions by students]</p>	<p>CLO 4 CLO 5 CLO 6</p>
<p>Unit IV Hours: 15</p>	<p>Definition and kinds of short and long fiction; <i>katha</i> versus tale versus story; metafiction; narrative focus/ voice(s), telling and listening, point of view, plot, character, description, setting/ background; allegory and symbolic suggestion; narrative embedding and layering (mise-en-abyme); theme versus motif; text and language.</p> <p>A.K. Ramanujan, <i>Folktales from India</i>, (pp. 3, 4, 30 – 35). Grace Paley, 'A Conversation with My Father' from <i>Enormous Changes at the Last Minute: Stories</i>. R.K. Narayan, 'The Grandmother's Tale' from <i>Grandmother's Tale and Selected Stories</i></p> <p>Essential Reading: <i>The Art of Fiction</i> by John Gardner</p>	<p>CLO 4 CLO 5 CLO 6</p>



	<p><i>Literature: An Introduction to Fiction, Poetry, and Drama.</i> Eds. X.J. Kennedy and Dana Gioia. (Section on Fiction)</p> <p>[Discussion on Fiction as a genre, and generating pertinent questions by students]</p>	
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### Transactional Modes:

Lecture, discussion, recitation, presentations by students, assignments, library research on topics or problems, open textbook study, drama-role play

### Suggested Readings:

1. Abrams, M.H. *A Glossary of Literary Terms*. Singapore: Harcourt Asia, 2010.
2. Barnet, Sylvan et al. *Literature: Thinking, Reading, and Writing Critically*. 5th Edition. New York: Longman, 2015.
3. Devy, G.N. *The G.N. Devy Reader*. Hyderabad: Orient Blackswan, 2009.
4. Eagleton, Terry. *How to Read a Poem*. London: Blackwell, 2017.
5. Eagleton, Terry. *How to Read Literature*. New York: Yale UP, 2019.
6. Gardener, John. *The Art of Fiction*. New Delhi: Vintage, 1985.
7. Kapoor, Kapil and Nalini M. Ratnam. *Literary Theory: Indian Conceptual Framework*. New Delhi: Affiliated East-West Press, 1998.
8. Kennedy X. J. and Dana Gioia, eds. *Literature: An Introduction to Fiction, Poetry, and Drama*. 13th Edition. New York: Pearson, 2016.
9. Lodge, David. *The Art of Fiction*. New Delhi: Vintage, 2011.
10. Narayan. R. K. *Grandmother's Tale and Selected Stories*. New York: Viking, 1999.
11. Paley, Grace. *Enormous Changes at the Last Minute: Stories*. New York: Farrar, Straus and Giroux, 1974.
12. Ramanujan, A.K. *Folktales from India*. New Delhi: Penguin, 2009.
13. Styan, J.L. *The Elements of Drama*. London: CUP, 2016.
14. Strand, Mark, and Eavan Boland. *The Making of a Poem: A Norton Anthology of Poetic Forms*. New York: Norton, 2000.
15. Tyson, Hannah and Mark Beverley. *IB English A: Literature Course Companion* (Oxford IB Diploma Programme). OUP, 2012.
16. Williams, Raymond. *Keywords: A Vocabulary of Culture and Society*. New York: OUP, 1986.

### Online Resources:

1. Introduction to the theory of Literature. Yale University  
<https://www.youtube.com/watch?v=4YY4CTSQ8nY&list=PLD00D35CBC75941BD>
2. Monica Cure: How to Read Poetry  
<https://www.youtube.com/watch?v=6irYRriLvgA>
3. Introduction to British Literature  
<https://www.youtube.com/watch?v=C4NwTzQFXDM>
4. Introduction to modern poetry  
<https://www.youtube.com/watch?v=aG9el6hOjm8&list=PLh9mgdi4rNewA25FVJ-lawQ-yr-alF58z>
5. Life and Literature  
[https://www.youtube.com/watch?v=gtpttraObMVI&list=PLNspmbLkKJ8JmLiopBwS9gV\\_MgzndPzt5&index=122](https://www.youtube.com/watch?v=gtpttraObMVI&list=PLNspmbLkKJ8JmLiopBwS9gV_MgzndPzt5&index=122)

6. Reading English Literature

[https://www.youtube.com/watch?v=AitPKBlIj8&list=PLNspmbLKJ8JmLiopBwS9gV\\_MgzndPzt5&index=158](https://www.youtube.com/watch?v=AitPKBlIj8&list=PLNspmbLKJ8JmLiopBwS9gV_MgzndPzt5&index=158)

L	T	P	Credits
3	1	0	4

**Course Code: ENG.507**

**Course Title: British Poetry**

**Total Hours: 60**

**Course Learning Outcomes:**

By the end of this course, students will be able to:

CLO1: Read closely and appraise Middle and Early Modern English, from Chaucer's rhyming couplets to Shakespearean sonnets.

CLO2: Demonstrate knowledge of the style, structure, and content of the assigned literary texts.

CLO3: Identify the unique qualities of the authors studied, and compare and contrast them.

CLO4: Situate the assigned literary texts in their historical contexts and recognize the impact of major events and transitions.

**Course Contents:**

Units/ Hours	Contents	Mapping with CLO
Unit I Hours: 15	Geoffrey Chaucer: "Prologue to the Canterbury Tales" Edmund Spenser: "Epithalamion" John Donne: "Twickenham Garden"*, "Hymn To God The Father"*, "The Sunne Rising"  William Shakespeare: Sonnet 18, 29, 57, 124 Andrew Marvell: "An Horatian Ode Upon Cromwell's Return From Ireland"*  <i>(Discussion on various other contemporary poets)</i>	CLO 1
Unit II Hours: 15	John Milton: "On The Morning of Christ's Nativity"* John Dryden: "Alexander's Feast or The Power of Music" Alexander Pope: "The Study of An Epistle to Dr Arbuthnot"* William Blake: "Never Seek to Tell thy Love", "The Garden of Love" William Wordsworth: "Tintern Abbey",* "The World Is Too Much With Us", "I Wandered Lonely as a Cloud" S. T. Coleridge: "Kubla Khan", * "Christabel"  <i>(Students will be asked to write term paper on other contemporary poets)</i>	CLO 2
Unit III Hours: 15	P B Shelley: "A Study of The Triumph of Life",* "Ozymandias" John Keats: "Ode on a Grecian Urn" Lord Byron: "When We Two Parted", "She Walks in Beauty" Robert Browning: "My Last Duchess" Christina Rossetti: "Goblin Market"*	CLO 3

Unit IV Hours: 15	W B Yeats: "Easter 1916" Wilfred Owen: "Strange Meeting" T S Eliot: "The Waste Land" Philip Larkin: "The Whitsun Weddings"* Ted Hughes: "God's Grandeur"*  (Students will write term paper on various other contemporary poems)	CLO 4
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### Transactional Modes:

Lecture, class discussion, recitation, presentations by students, assignments, library research on topics or problems, required term paper, open textbook study.

\*= These texts will be taken up for Term Papers and Assignments wherein students' presentations and discussion are mandated.

### Texts for Assignment, Term Paper and Presentation Topics:

- "Jabberwocky" by Lewis Carroll
- "Do not go gentle into that good night" by Dylan Thomas
- "The Lady of Shalott" and "Ulysses" by Alfred Tennyson
- "If—" by Rudyard Kipling
- "I Wandered Lonely as a Cloud" by William Wordsworth
- "The Love Song of J. Alfred Prufrock" by T. S. Eliot
- "The Lake Isle of Innisfree" by W.B. Yeats
- "Goblin Market" by Christina Rossetti
- "The Passionate Shepherd to His Love" by Christopher Marlowe
- "Procedures for Underground" and "Siren Song" by Margaret Atwood
- "Havisham" and "In Your Mind" by Carol Ann Duffy

### Suggested Readings:

1. Abrams, M H. et al. *The Norton Anthology of English Literature: Major Authors*. 9th edition. New York and London: W. W. Norton, 2013.
2. Bowden, Muriel: *A Commentary on the General Prologue*, Macmillan: London, 1948.
3. Bush, Douglas. *English Literature in the Earlier Seventeenth Century 1600-1660*, Clarendon Press: Oxford, 1962.
4. Carter, Ronald & MacRae, John. *The Routledge History of English Literature in English: Britain and Ireland*, New York: Routledge, 1997.
5. Coghill, N.: *The Poet Chaucer*, London, 1961.
6. Gardner, Helen, ed. John Donne: *A Collection of Critical Essays*. Prentice-Hall, 1982.
7. Geoffrey Chaucer, Wyatt-J., ed., *Chaucer, The Prologue*, University Tutorial Press, London 1997
8. Gerald, Hammond. *The Metaphysical Poets*. Macmillan 1974.
9. Julian Lovelock. *Songs & Sonnets*. Macmillan, 1973.
10. Sanders, Andrew. *The Short Oxford History of English Literature*, Oxford: Clarendon Press, 1994.
11. Berthoff, Ann E. *Resolved Soul: A Study of Marvell's Major Poems*. Princeton UP, 2015.
12. Burlinson, Christopher. *Allegory, Space and the Material World in the Writings of Edmund Spenser*. DS Brewer, 2006.
13. Hadfield, Andrew. *Edmund Spenser: A Life*. Oxford UP, USA, 2014.

14. Hughes, Ted. *Collected Animal Poems: The Iron Wolf; What is the Truth?; A March Calf; The Thought-fox*. 1995.
15. Marvell, Andrew. *The Complete Poems*. Penguin, 1985.
16. Rogers, Pat. *The Cambridge Companion to Alexander Pope*. Cambridge UP, 2007.
17. Summers, Joseph. *George Herbert: His Religion and Art*. Wipf and Stock Publishers, 2018.

### Online Resources

1. Poetry Foundation:  
[https://www.poetryfoundation.org/poems/browse#page=1&sort\\_by=recently\\_added](https://www.poetryfoundation.org/poems/browse#page=1&sort_by=recently_added)
2. English Literature, e-Resources: <https://libguides.reading.ac.uk/english-literature/e-resources>
3. Age of Chaucer & Introduction to Chaucer  
<https://www.youtube.com/watch?v=7azPpgE4Q2w&list=PLZmtNST9nzOw-c6OUexg7PnMr-umoxm23>
4. Metaphysical Poetry  
<https://www.youtube.com/watch?v=nH5I2Qz2hsc&list=PLZmtNST9nzOw-c6OUexg7PnMr-umoxm23&index=7>
5. The Waste Land by T.S. Eliot  
<https://www.youtube.com/watch?v=S6Wf3r0nwBA&list=PLZmtNST9nzOw-c6OUexg7PnMr-umoxm23&index=22>
6. Introductory Lectures on British Poetry  
<https://www.youtube.com/watch?v=l9z4jVp8U3Y>
7. Modern British Literature Yeats's Late Poetry  
<https://www.youtube.com/watch?v=UXRiWf4p7J8>

L	T	P	Credits
3	1	0	4

**Course Code: ENG.508**

**Course Title: Literary Criticism**

**Total Hours: 60**

### Course Learning Outcomes:

By the end of this course, students will be able to:

CLO 1: Approach the field of literary criticism with clarity

CLO 2: Analyse the historical evolution of literary criticism and theory.

CLO 3: Identify the unique qualities of the key figures and their contributions and some of their seminal texts

CLO 4: Appreciate the culture of literary appreciation and criticism over the years

### Course Contents:

Units/ Hours	Contents	Mapping with CLO
Unit 1 Hours: 15	Plato: <i>Republic</i> (selections/Chapter 10) Aristotle: <i>Poetics</i>	CLO 1

	Philip Sidney: 'An Apology for Poetry'* [Discussion on Horace "ArsPoetica", and Longinus "On the Sublime"]*	
Unit II Hours: 15	John Dryden 'An Essay on Dramatic Poesy'* Dr. Johnson 'Preface' to Shakespeare Walter Pater: Preface to <i>Studies in the History of the Renaissance</i> [Discussion on the influence of Ben Jonson, and on neo-classical criticism] *	CLO 2
Unit III Hours: 15	William Wordsworth 'Preface' to <i>The Lyrical Ballads</i> (1800)* Samuel Taylor Coleridge <i>Biographia Literaria</i> , Chapters XIII, and XIV [Discussion on Shelley's "A Defence of Poetry"]*	CLO 3
Unit IV Hours: 15	T.S. Eliot: 'Tradition and the Individual Talent' Cleanth Brooks: 'Irony as a Principle of Structure'* F.R. Leavis: <i>The Great Tradition</i> (Discussion on Mathew Arnold's "The Study of Poetry.")*	CLO 4

\*= These texts will be taken up in tutorial mode wherein students' presentations and discussions are mandated.

### Transactional Modes:

Lecture, class discussion, presentations by students, assignments, library research on topics or problems, open textbook study.

### Suggested Readings:

1. Abrams, M.H. *A Glossary of Literary Terms*. Singapore: Harcourt Asia Pvt. Ltd., 2000.
2. Blamires, Harry. *A History of Literary Criticism*. Delhi: Macmillan, 2001.
3. Daiches, David. *Critical Approaches to Literature*. 2nd ed. Hyderabad: Orient Longman, 2001.
4. David Lodge (ed.). *Modern Criticism and Theory*. London, Longman, 1988.
5. David Lodge (ed.). *Twentieth-Century Literary Criticism Reader*. London, Longman, 1972.
6. Ford, Boris (ed.). *The Pelican Guide to English Literature*, Vols.4 & 5. London: Pelican, 1980.
7. Habib, M.A.R. *A History of Literary Criticism: From Plato to the Present*. Oxford: Blackwell, 2005.
8. House, Humphrey. *Aristotle's Poetics*. Ludhiana: Kalyani Publishers, 1970.
9. Lucas, F. L. *Tragedy in Relation to Aristotle's Poetics*. New Delhi: Allied Publishers, 1970.
10. Nagarajan, M.S. *English Literary Criticism & Theory: An Introductory History*. Hyderabad: Orient Longman, 2006.
11. Robert Con Davis (ed). *Contemporary Literary Criticism: Modernism Through Post Structuralism*. London: Longman, 1986.
12. Sethuraman, V S. (ed) *Contemporary Criticism; An Anthology*. Madras: Macmillan, 1989.
13. Waugh, Patricia. *Literary Theory & Criticism: An Oxford Guide*. Delhi: OUP, 2006.
14. Wellek, Rene. *A History of Modern Criticism: 1750-1950*, Vols. I-IV. London: Jonathan Cape, 1958.

15. Wilbur Scott (ed). Five Approaches of Literary Criticism. New York: Macmillan, 1978.

**Online Resources:**

1. Stanford Encyclopedia of Philosophy: <https://plato.stanford.edu/>

L	T	P	Credits
3	1	0	4

**Course Code: ENG.509**

**Course Title: Introduction to Language and Linguistics**

**Total Hours: 60**

**Course Learning Outcomes:**

By the end of this course, students will be able to:

CLO1: Gain an appreciation for the field of linguistics and its main subfields.

CLO2: Better appraise the structure and components of language.

CLO3: Develop awareness of the extent and limits of variation between languages and principles governing it.

CLO4: Grasp how and why language varies across speakers and over time, how individuals acquire language and how language works in the brain.

**Course Contents:**

Units/ Hours	Contents	Mapping with CLO
Unit I Hours:15	Language: Nature of language; Origin of language; Animal and human communication; Properties of human language; Innateness hypothesis*  Brain and language; Localization of language; Aphasia; Language Acquisition: Stages in language acquisition; Input; Second language acquisition, Bilingualism; Native language influence*  <i>[Group discussions on nature of language and difference between animal and human communication]</i>	CLO1 CLO3 CLO4
Unit II Hours:15	Language and Society: Regional, social and cultural variations in language; Lingua-francas; Pidgins and creoles; Styles, slangs and jargons; Sapir-Whorf hypothesis;* Linguistic classification: Language families; Language history and change*  <i>[Discussion on the relevance of Sapir- Whorf hypothesis and language change in the present times]</i>	CLO3 CLO4
Unit III	Semantics, Pragmatics and Discourse Analysis: Basic concepts of semantics; Truth and meaning; Compositional semantics; Lexical	CLO1 CLO2

Hours:15	<p>semantics; Pragmatics; Context; Implicature; Presupposition; Speech act; cohesion and coherence; Cooperative principle; Context; Language, meaning and power*</p> <p><i>[Practice tasks on the identification of speech acts, contexts and cooperative principles in the identification of meaning]</i></p>	
Unit IV Hours:15	<p>Phonetics and Phonology: Classification of speech sounds; Phonemes; Allophones.</p> <p>Morphology: Content and function words; Morphemes; Word formation</p> <p>Syntax: Descriptive and prescriptive Grammar; Syntactic categories; Phrase structure trees*; Transformational analysis; Transformational grammar</p> <p>Basics of Computational linguistics: Large Language Models (LLM); Natural Language Processing</p> <p><i>[Individual tasks on phonetic transcription and drawing phrase structure trees]</i></p>	CLO1 CLO2

\*= These topics will be taken up in tutorial mode wherein students' presentations and discussions are mandated.

### Transactional Modes:

Lecture, class discussion, presentations by students, assignments, library research on topics or problems, audio-visual lessons, individualized instructions.

### Suggested Readings:

1. Aitchison, Jean. *The Articulate Mammal: An Introduction to Psycholinguistics*. The United Kingdom, Taylor & Francis, 2011.
2. Akmajian, A., Farmer, A. K., Bickmore, L., Demers, R. A., Harnish, R. M. *Linguistics: An Introduction to Language and Communication*. United Kingdom: MIT Press, 2017.
3. Bloomfield, L. *Language*. India, Motilal Banarsidass Publishers, 1994.
4. Chomsky, N. *Language and Mind*. Cambridge: Cambridge University Press, 2006.
5. Chomsky, N. *Syntactic Structures*. Germany: De Gruyter, 2020.
6. Clark, John Ellery, Colin Yallop, and Janet Fletcher. *An Introduction to Phonetics and Phonology*. Wiley-Blackwell, 2007.
7. Crystal, David. *Words Words Words*. United Kingdom, OUP Oxford, 2007.
8. Dalai, Bata Kishor. *Studies in Indian Linguistics*. India, Bharatiya Kala Prakashan, 2007.
9. Eisenstein, J. *Introduction to Natural Language Processing*. United Kingdom: MIT Press, 2019
10. Ellis, Rod. *The Study of Second Language Acquisition*. Oxford, Oxford University Press, 2008.
11. Fromkin, V., Rodman, R., Hyams, N., Amberber, M., Cox, F., Thornton, R. . *An Introduction to Language*. Australia: Cengage Learning Australia, 2021
12. Schwieter J.W., & de Garavito J.B (eds.). *Introducing Linguistics: Theoretical and Applied Approaches*. Singapore: Cambridge University Press, 2021.

13. Halliday, M., Matthiessen, C. M., Halliday, M., Matthiessen, C. *An Introduction to Functional Grammar*. United Kingdom: Taylor & Francis, 2014.
14. Harley, Trevor A. *The Psychology of Language: From Data to Theory*. The United Kingdom, Taylor & Francis, 2013.
15. Hockett, Charles F. *Course in Modern Linguistics*. Prentice-Hall College Div, 1958.
16. Hudson, R. A. (1996). *Sociolinguistics*. United Kingdom: Cambridge University Press.
17. Jurafsky, D. and Martin, J.H. *Speech and language processing, Speech and Language Processing*. Available at: <https://web.stanford.edu/~jurafsky/slp3/ed3book.pdf> (Accessed: 03 April 2024).
18. Lyons, J. *Introduction to Theoretical Linguistics*. Cambridge UP, 1968.
19. Meyerhoff, Miriam. *Introducing Sociolinguistics*. The United Kingdom, Taylor & Francis, 2015.
20. Pinker, S. *The Language Instinct: How The Mind Creates Language*. United States: HarperCollins, 2010.
21. Reetz, Henning, Allard Jongman. *Phonetics: Transcription, Production, Acoustics, and Perception*. Blackwell, 2008.
22. Roach, Peter. *English Phonetics and Phonology: a Practical Course*. Cambridge UP, 2009.
23. Saussure, Ferdinand de. *Course in General Linguistics*. Eds. Charles Bally and Albert Sechehaye. Trans. Roy Harris. La Salle, Illinois: Open Court, 1983.
24. Stockwell, Peter. *Sociolinguistics: A Resource Book for Students*. The United Kingdom, Routledge, 2007.
25. Syal, Pushpinder. *An Introduction to Linguistics: Language, Grammar and Semantics*. PHI Learning Pvt. Ltd., 2007.
26. Wildgen, Wolfgang. *The Evolution of Human Language: Scenarios, Principles, and Cultural Dynamics*. John Benjamins Publishing Company, 2004.
27. Yule, George. *The Study of Language*. Cambridge, UK: Cambridge University Press, 2022.

### Online Resources:

1. Glottopedia: <http://glottopedia.org>
2. English Language Timeline: <http://www.bl.uk/learning/langlit/timeline/index.html>
3. The Rosetta Project: <https://rosettaproject.org/>
4. Speech Accent Archive: <http://accent.gmu.edu/index.php>
5. International Phonetic Association: <https://www.internationalphoneticassociation.org/>
6. The International Corpus of English (ICE): <http://ice-corpora.net/ice/>
7. Linguist List: Online database for linguists- <https://linguistlist.org/>

### Elective Course:

L	T	P	Credits
3	0	0	3

**Course Code: ENG.510**

**Course Title: Literature and Gender**

**Total Hours: 45**

### Course Learning Outcomes:



By the end of this course, students will be able to:

CLO1: Analyse how a gendered perspective may change one’s perception of literature

CLO2: Analyse the writings of key theorists with special reference to literature and gender

CLO3: Identify the unique qualities of the authors studied, and compare and contrast them.

CLO4: Situate the assigned literary texts in their historical contexts and recognize the impact of major events and transitions.

CLO5: Develop a well-written argument about one or more literary texts or authors, and accurately cite literary and other sources.

### Course Contents:

Units/ Hours	Contents	Mapping with CLO
Unit I Hours: 12	Literature and Gender: Introduction to Feminism and gender construction, Heteronormativity and Masculinity, Performativity, LGBT Indian Discourse on Gender  [Discussion on various aspects of gender]	CLO1 CLO5
Unit II Hours: 11	Simone de Beauvoir: <i>The Second Sex</i> (“Introduction”) Riki Wilchins: <i>‘Homosexuality: Foucault and the Politics of the Self’, excerpts from Queer Theory, Gender Theory: An Instant Primer*</i> Virginia Woolf: <i>A Room of One’s Own*</i>  [Study and analysis of selected texts]	CLO2 CLO3 CLO4
Unit III Hours: 11	Kamala Das: Selected Poetry Audre Lorde: Selected Poetry * Jamaica Kincaid: <i>Annie John*</i>  [Study and analysis of selected texts]	CLO2 CLO3 CLO4
Unit IV Hours: 11	Mahesh Dattani: <i>A Muggy Night in Mumbai</i> Ismat Chughtai: <i>Lihaaf*</i> Samra Habib: <i>We Have Always Been Here: A Queer Muslim Memoir*</i>  [Study and analysis of selected texts]	CLO2 CLO3 CLO4

\*= These texts will be taken up for Term Papers and Assignments wherein students’ presentations and discussions are mandated.

### Transactional Modes:

Lecture, class discussion, presentations by students, assignments, library research on topics or problems, open textbook study.

### Suggested Readings:

- Adichie, Chimamanda N. *We Should All Be Feminists*. New Delhi: Penguin Randomhouse, 2015.

2. Deshraj, Anupama D. *Feminine Self and Feminism in Virginia Woolf*. Nagpur: Dattasons, 2010.
3. Lane, Richard J. ed. *Global Literary Theory: An Anthology*. London: Routledge, 2013.
4. Leitch, Vincent B., ed. *The Norton Anthology of Theory and Criticism*. London: Norton, 2010.
5. Rutherford, Jonathan, ed. *Identity: Community, Culture, Difference*. London: Lawrence and Wishart, 1990.
6. Showalter, Elaine. 'Towards the Feminist Poetics'. *Twentieth-Century Literary Criticism: A Reader*. Ed. David Lodge. New York: Routledge, 2016.
7. Susie, Tharu and K. Lalitha. *Women Writing in India: 600 B.C. to the Early Twentieth Century - Vol. I*. 1993.
8. Bhasin Kamala. *Understanding Gender*, Kali for Women, N. Delhi, 2000.
9. Chodhuri Maitreyee. *Feminism in India*, Women Unlimited, New Delhi, 2004.
10. Chakravarty Uma, *Gendering Caste through a feminist Lens*, Stree, Calcutta, 2003.
11. Davis Kathy, Evans Mary, Lorber, J (ed). *Handbook of Gender and Women's Studies*, Sage, UK, 2006.
12. Freedman Jane: *Feminism*, Viva Books, New Delhi, 2002.
13. Geetha V.: *Patriarchy*, Stree, Calcutta, 2007.
14. Geetha V.: *Gender*, Stree, Calcutta, 2002.
15. Ghadially Rehana (Edt): *Urban Women in Contemporary India*, Sage Publications, 2007.
16. Kaplan Karen, *An Introduction to Women's Studies: Gender in a Transnational World*. 2nd ed. Eds. Inderpal Grewal and New York: McGraw Hill, 2006.
17. Karat Brinda: *Survival and Emancipation*, Three essays Collective, 2005.
18. Khullar Mala(ed.): *Writing the Women's Movement- A Reader*, Zubaan, New Delhi, 2005.
19. Kimmel Michael: *The Gendered Society*, Oxford, NY, 2008.
20. Radha Kumar: *History of Doing*, Kali for Women, New Delhi, 1992.
21. Rege Sharmila: *Sociology of gender*, Sage, New Delhi, 2003.
22. Aileen S. Kraditor. *The Ideas of the Woman Suffrage Movement, 1890-1920*. Columbia, University Press: New York., 1965
23. Angela Davis. *Women, Race and Class*. Navayana Publishing: New Delhi, 2013.
24. Anupama Rao. *Sexuality and the family form*. Economic and Political Weekly. 40 (8). 2005.
25. Aparna Basu and Bharati Rao. *Women's Struggle*. Manahor, New Delhi, 1996.
26. Aparna Rayaprol. *Feminist research: Redefining methodology in social sciences*, Contributions to Indian Sociology, 50, (3). 368-388. 2016.
27. Audre Lorde. 'The Master's Tools will Never Dismantle the Master's House' in *Sister Outsider: Essays and Speeches*. U.S.A.: The Crossing Press, 1984.
28. Asha Moodley. Defining Reproductive Rights. *Agenda: Empowering Women for Gender Equity*. 27. 8-14. 1995.
29. Ashild Kolas. *Mothers and Activists in the Hills of Assam*. Economic and Political Weekly. 49 (43/44). 41-48. 2014.
30. Betty Friedman. *The Feminine Mystique*. New York, 1963.
31. bell hooks. *Feminist Theory from Margin to Centre*. South end Press: US, 1984.
32. Chandra Talpade Mohanty. *Feminism without Borders: Decolonizing Theory, Practicing Solidarity*. Duke University Press, 2003.
33. Chakravathy, R. *Feminism and Contemporary Women Writers: Rethinking Subjectivity*. Routledge, India, 2007.
34. Falvia Agnes. *Law and Gender Inequality: the politics of Women's rights in India*. Oxford University Press, 2001.

35. Gayathri Chakraborty Spivak. *Can the Subaltern Speak*. In C. Nelson and L. Crossberg, Eds. "Marxism and the Interpretation of Culture." University of Illinois, 1988.
36. J.C. Nash. *Re-thinking Intersectionality*. *Feminist Review*. 89. 1-15, 2008.
37. Indrani Chatterjee. *Gender, Slavery and Law in Colonial India*, Oxford University Press, 1999.
38. Kalpana Kannabiran. *The Violence of Normal Times: Essays on Women's Lived Realities*. Women Unlimited, an associate with Kali for Women, New Delhi, 2005.
39. Kamala Visweswaran. *Fictions of feminist ethnography*. Oxford University Press: New Delhi, 1996.
40. Margaret Atwood. *The Handmaid's Tale*. McClelland and Stewart, 1985.
41. Mary Wollstonecraft. *A Vindication of the Rights of Woman: With Strictures on Political and Moral Subjects*, 1792.
42. Malla, Kalyan. *Ananga Rang* (Chapter 1: Of the Four Orders of Women Chapter 2: Of Various Sorts of Passion in Women). Archive.org, <https://archive.org/details/dli.venugopal.724>
43. Michel Foucault. *The History of Sexuality: An Introduction*. Vol-I, Trans. Hurley Robert, New York.
44. Elaine Showalter. *A Literature of Their Own*. Princeton University Press, 1978.
45. Susan Gubar and Sandra Gilbert. *The Mad Woman in the Attic*. The Woman Writer and the 19th Century Literary Imagination. Yale University Press, 1979.
46. Vatsyayana. *Kama Sutra* (Chapter I: Salutation to Dharma, Artha, and Kama & Chapter II: Observations on the three worldly attainments of Virtue, Wealth, and Love). Project Gutenberg, <https://www.gutenberg.org/files/27827/27827-h/27827-h.htm>
47. Virginia Woolf. *A Room of One's Own*. Broadview Press: North America, 1929.

#### Online Resources:

1. Michel Foucault and Queer Theory  
<https://www.youtube.com/watch?v=ma7JkSr8BXY>
  2. [Annamarie Jagose] Queer Theory an Introduction  
[https://drive.google.com/file/d/1wV34KtHsbZuHi\\_QWRVeTImxMuGSG7bo/view?usp=drive\\_web&authuser=1](https://drive.google.com/file/d/1wV34KtHsbZuHi_QWRVeTImxMuGSG7bo/view?usp=drive_web&authuser=1)
  3. Simone de Beauvoir, The Second Sex  
[https://www.youtube.com/watch?v=9UZriC\\_nRoA](https://www.youtube.com/watch?v=9UZriC_nRoA)
  4. The Second Sex, Simone de Beauvoir, Introduction  
[https://drive.google.com/file/d/1CgOv-A-Ey50d9tmSLbO2DUKDz\\_N-hIPw/view?usp=drive\\_web&authuser=1](https://drive.google.com/file/d/1CgOv-A-Ey50d9tmSLbO2DUKDz_N-hIPw/view?usp=drive_web&authuser=1)
  5. Simone de Beauvoir and The Second Sex  
<https://literariness.org/2016/05/06/simone-de-beauvoir-and-the-second-sex/>
  6. Introduction to Simone de Beauvoir's 'The Second Sex'  
<https://www.nytimes.com/2010/05/30/books/excerpt-introduction-second-sex.html>
  7. The feminine sensibility of Kamala Das  
<https://www.thehindu.com/books/the-feminine-sensibility-of-kamala-das/article13666032.ece>
  8. *On A Muggy Night In Mumbai* Mahesh Dattani Director K S Rajendran  
<https://www.youtube.com/watch?v=zkl6HXJ-HcE>
  9. Social Realism in the Plays of Mahesh Dattani  
[https://drive.google.com/file/d/1Oj4vp9ongrVpUxCng91ldLa-1Nioyour/view?usp=drive\\_web&authuser=1](https://drive.google.com/file/d/1Oj4vp9ongrVpUxCng91ldLa-1Nioyour/view?usp=drive_web&authuser=1)
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**Elective Course:**

L	T	P	Credits
3	0	0	3

**Course Code: ENG.51 I****Course Title: Folklore and Literary Practices****Total Hours: 45****Course Learning Outcomes:**

By the end of the course, the students will be able to:

CLO 1: Establish the relationships between folklore, oral narratives, and culture.

CLO 2: Develop an understanding of the foundations of human beliefs, the nature of reality, and the norms that guide human behaviour.

CLO 3: Examine and interpret how the human condition and human values explore through works of art and expressive culture

CLO 4: Develop an appreciation of folklore that keeps alive the psychological patterns, instincts, or archetypes of the collective mind of a community

**Course Contents:**

Units/ Hours	Content	Mapping with CLO
Unit I Hours: 12	Definition, meaning and scope of folklore; Common Ground of both Folklore and Literature; Relationship between orality and literacy; Key Areas of Differences between Folklore and Literature; Folk narratives  Jacob Grimm and Wilhelm <i>Grimm's Fairy Tales</i> Marcia R. Lieberman: "Some Day My Prince Will Come": Female Acculturation through the Fairy Tale*  <i>[Discussion on how gender construction takes place in India]</i>	CLO1
Unit II Hours: 11	Folklore theory and research; Psychoanalytical theory and folklore; Comparative and cultural theories  Rabindranath Tagore: <i>Lokashahitya: The Oral Tradition in Bengali Children's Rhymes</i> Ong, Walter, J.: <i>Orality and Literacy</i> Routledge, 2002: Chapter I*  <i>[Practical application on vernacular folklores]</i>	CLO2

Unit III Hours: 11	<p>Cultural studies related to folklore and literature; Folklore approach to the study of gender and literature; Study of folklore and literature based on community and social background of a text</p> <p>K. Ramanujan: <i>Folktales from India</i> Dan Ben-Amos: 'Toward a Definition of Folklore in Context'*</p> <p>[Notes on the process of discipline formation]</p>	CLO3
Unit IV Hours: 11	<p>Folk narratives of India; Case studies from the West and India; Folklore and Indian English literature</p> <p>Sohinder Singh Bedi <i>Folklore of the Punjab</i> Sadhana Naithani 'The Colonizer-Folklorist'</p> <p>[Tracing variations in Punjabi folktales]</p>	CLO4

\*= These texts will be taken up for Term Papers and Assignments wherein students' presentations and discussions are mandated.

### Transactional Modes:

Lecture, class discussion, recitation, presentations by students, assignments, library research on topics or problems, open text-book study, drama-role playing, use of audio-visual aids

### Suggested Readings:

1. Amirthalingam, M. "Folklore of Sacred Groves". *Indian Folklife*. 1.3, 2000, pp. 1-22.
2. Ben-Amos, D. "Toward a Definition of Folklore in Context". *The Journal of American Folklore*. 84.331, 1971, pp. 3-15.
3. Blackburn, Stuart H. *Another Harmony, New Essays and the Folklore of India*, Berkeley. Ed. A.K. Ramanujan. California: University of California Press, 1986.
4. Brown, W. Norman. "The Pañcatantra in Modern Indian Folklore." *Journal of the American Oriental Society*, vol. 39, 1919, pp. 1-54. *JSTOR*, <https://doi.org/10.2307/592712>. Accessed 9 Apr. 2024.
5. Dundes, Alan. "Fairy Tales from a Folklorist Perspective." *Folk and Fairy Tales*. 4<sup>th</sup> ed. Eds. Martin Hallett and Barbara Karasek. Peterborough: Broadview Press, 2009. 335-342.
6. Handoo, Jawaharlal. *Folklore in Modern India*. Mysore: CIIL Press, 1998.
7. Jan de Vies, 'Theories concerning Nature Myths'. *Sacred Narrative: Readings in the Theory of Myth*. Ed. Alan Dundes. California: University of California Press, 1984.
8. Lieberman, Marcia R. "'Some Day My Prince Will Come': Female Acculturation through the Fairy Tale." *College English* 34.3 (1972): 383-95. Web.
9. Muthukumaraswamy, M. D. 'Finding ecological citizenship inside the archives of pain: Famine Folklore.' *Indian Folklife* 3, 2000.
10. Naithani, S. "The Colonizer-Folklorist." *Journal of Folklore Research*, 34.1, 1997, pp. 1-14. Retrieved from <http://www.jstor.org/stable/3814697>.
11. Pillai, Jagadeesh. *The Indian Folktales: An Exploration of India's Oral Folklore Traditions*. Notion Press, 2023.
12. Ramanujan, A. K. *Folktales From India*. Penguin India, 2009.
13. Sakthivel, S. *Folklore Literature in India*. Meena Pathippagam, Madurai, 1976

14. Wilson, William. 'Herder, Folklore and Romantic Nationalism'. *Folk Groups and Folklore Genres: a Reader*. Ed. Elliott Oring. Utah: Utah State University Press, 1989.

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**Elective Course:**

L	T	P	Credits
3	0	0	3

**Course Code: ENG.512**

**Course Title: English Language in India**

**Total Hours: 45**

**Course Learning Outcomes:**

By the end of this course, students will be able to:

CLO1: Gain extensive knowledge of several diverse phenomena related to the historical and current-day spread of English.

CLO2: Develop a thorough understanding of key perspectives and theories from the field of Indian English studies.

CLO3: Analyse the spread of Indian English to other areas of academic inquiry, including writing studies and the teaching of English.

CLO4: Build awareness of some specific linguistic processes related to language change and variation.

**Course Contents:**

Unit Hours	Contents	Mapping with CLO
Unit I Hours: 12	Origins and spread of English in India: Background to and debates on Macauley's Minute; implications of Early efforts to promote English on Indian languages and society of the early 19th century  <i>[Students present their understanding of the origins and development of English in India]</i>	CLO1
Unit II Hours: 11	English in India and Indian English: English as an international language; English imperialism and globalization; debates on World Englishes; Kachru's Concentric Circle model; English and multilingual India  <i>[A discussion on the varieties of Englishes in India]</i>	CLO2
Unit III Hours: 11	Language planning and language policy: Pre and Post-independence legal status of English; Socio-cultural and political aspects of language policies  English as a subject and medium of instruction; methods of teaching, curriculum design and development, & textbooks. English and NEP-2020  <i>[Students' analysis of the implications of English as a medium of instruction is put forth in the class]</i>	CLO3

Unit IV Hours: 11	English and communication; Literary traditions in Indian English; Indian English and print/digital media; The Changing Shape of English in India; Future of English in India.  [Students predict the future role and place of English in India]	CLO4
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### Suggested Readings:

1. Canagarajah, Suresh. *Translingual Practice: Global Englishes and Cosmopolitan Relations*. Oxon: Routledge, 2013.
2. Central Institute of English and Foreign Languages. *A Bibliography of Indian English*. India, Hyderabad, India, 1972.
3. Crystal, D. *English as a Global Language*. 2nd ed. Cambridge: Cambridge University Press, 2003
4. Eades, D., et al. "Pidgin, Local Identity, and Schooling in Hawai'i." *Dialects, Englishes, Creoles, and Education*. Shondel J. Nero. Mahwah, N.J: Lawrence Erlbaum, pp.139- 163, 2006
5. Forey, Gail. "The Impact of Call Centre Employment on Women in India." *World Englishes*. 32(4), pp.503-520, 2013.
6. Higgins, C. "From Da Bomb to Bomba: Global Hip Hop Nation Language in Tanzania." *Global Linguistic Flows: Hip Hop Cultures, Youth Identities, and the Politics of Language*. Eds. H. S. Alim, Awad Ibrahim, and Alastair Pennycook. New York, NY: Routledge, pp.96-112, 2009.
7. Jenkins, J. *World Englishes: A Resource Book for Students*. 2nd ed. New York: Routledge, 2009.
8. Kachru, Braj B. *The Indianization of English: the English language in India*. India, Oxford, 1983.
9. Kachru, Y. *World Englishes in Asian Contexts*. (Larry E. Smith Eds.) Hong Kong: Hong Kong University Press, 2006.
10. Kachru, Braj B., et al. *The Handbook of World Englishes*. United Kingdom, Wiley, 2009.
11. Kachru, Braj B. *The Other Tongue: English across cultures*. University of Illinois Press. 1992.
12. Kachru, Braj B. *World Englishes: Approaches, issues, and resources*. *Language Teaching*, 25: 1-14. Cambridge UP, 1992
13. Krishnaswamy, N., and Krishnaswamy, Lalitha. *The Story of English in India*. Foundation Books, 2006.
14. Paranjape, Makarand R., & Prasad, G.J.V. *Indian English and "vernacular" India*. India, Longman, 2010.
15. Pennycook, Alastair. *The Cultural Politics of English as an International Language*. Taylor & Francis, 2017.
16. Phillipson, Robert. *Linguistic Imperialism*. Hong Kong, OUP Oxford, 1992.
17. Prasad, G.J.V. *Writing India, Writing English: Literature, Language, Location*, Taylor & Francis, 2014.
18. Ramanathan, V. *The English-Vernacular Divide: Postcolonial Language Politics and Practice*. Clevedon: Multilingual Matters, 2005.
19. Mehrotra, Arvind Krishna. *A History of Indian Literature in English*. Hurst & Company, 2003.
20. Melchers, Gunnel, Philip Shaw, and Peter Sundkvist. *World Englishes*. The United Kingdom, Taylor & Francis, 2019.
21. Mohan, Kalpana. *An English Made in India: How a Foreign Language Became Local*. India, Aleph Book Company, 2019.
22. Nelson, Cecil L., Daniel R. Davis and Zoya G. Proshina (Eds). *The Handbook of World Englishes*. The United Kingdom, Wiley, 2020.
23. Pingali, Sailaja. *Indian English*. Edinburgh University Press, 2009.
24. Trivedi, Harish. *Colonial Transactions: English Literature and India*. The United Kingdom, Manchester University Press, 1995.

25. Viswanathan, Gauri. *Masks of Conquest: Literary Study and British Rule in India*. India, Columbia University Press, 2015.

**Online Resources:**

1. Center for English as a Lingua Franca (CELF), Tamagawa University’s <https://www.tamagawa.ac.jp/celf/eng/>
2. English Project and the English Language in India: <http://www.englishproject.org/resources/english-project-and-english-language-india>
3. Centre for Global Englishes, University of Southampton <https://www.southampton.ac.uk/research/groups/centre-for-global-englishes>
4. Investigating English for Academic Purposes provision in South Asian Higher Education <https://www.teachingenglish.org.uk/publications/case-studies-insights-and-research/investigating-english-academic-purposes-provision>
5. The Arrival and Development of the English Language in India <https://core.ac.uk/download/pdf/326229904.pdf>
6. The Future of English? [https://www.teachingenglish.org.uk/sites/teacheng/files/pub\\_learning-elt-future.pdf](https://www.teachingenglish.org.uk/sites/teacheng/files/pub_learning-elt-future.pdf)

**Elective Course:**

L	T	P	Credits
3	0	0	3

**Course Code: ENG.513**

**Course Title: Cultural Studies: Texts and Interpretations**

**Total Hours: 45**

**Course Learning Outcomes:**

By the end of this course, students will be able to:

CLO1: Comprehend the discourse on the concept of culture

CLO2: Theoretically grasp the development of cultural studies in other disciplines like cultural sociology, cultural anthropology, folkloristics, and literary studies

CLO3: Trace the emergence of subculture and popular culture

CLO4: Learn and apply contemporary interpretations of cultural texts and/or practices like music, advertising, women’s magazines, shopping and sports.

**Course Contents:**

Unit/ Hours	Content	Mapping with CLO
Unit I Hours:12	Jenks, Chris. “Introduction.” <i>Culture</i> . London and New York: Routledge, 2005. 6-24.	CLO1



	<p>Malinowski, Bronislaw. "What is Culture?" <i>A Scientific Theory of Culture and Other Essays</i>. London: Routledge, 2004a. 36-51.</p> <p>Tylor, Edward B. "The Science of Culture" <i>Primitive Culture</i>. Vol. I. London: John Murray, 1920. 1- 22.</p> <p>[Group discussion on how a new discipline emerges]</p>	
Unit II Hours:11	<p>Hall, Stuart. "Culture Studies and its Theoretical Legacies." <i>Cultural Studies Reader</i>. Ed. Simon During. New York: Routledge, 1999. 97-109.</p> <p>J Hillis Miller: "Cultural Studies and Reading"</p> <p>Williams, Raymond. "Advertising: The Magic System." <i>The Cultural Studies Reader</i>. Ed. Simon During. Chapter 29. London and New York: Routledge, 1999. 410-23.</p> <p>McLuhan, Marshall. "Television." <i>Understanding Media: The Extensions of Man</i>. Chapter 31. London: Routledge and Kegan Paul, 1964. 308-37.</p> <p>[Discussion on how media works in our own culture]</p>	CLO2
Unit III Hours:11	<p>Lyotard, Jean-François. "Defining the Post-Modern"." <i>Cultural Studies Reader</i>. Ed. Simon During. New York: Routledge, 1999. 141-44.</p> <p>Richard Hoggart: <i>Contemporary Cultural Studies: An Approach to the Study of Literature and Society</i> (Selections)</p> <p>Adorno, Theodor and Max Horkheimer. <i>Dialectics of Enlightenment</i>. (Selections)</p> <p>Spivak, Gayatri Chakravorty. "Scattered Speculations on the Question of Cultural Studies". Ed. Simon During. New York: Routledge, 1999. 169-188.</p> <p>(Discussion on how the above thinkers critique enlightenment)</p>	CLO3
Unit IV Hours:11	<p>Hebdige, Dick. "Subculture: The Meaning of Style." <i>Culture: Critical Concepts in Sociology</i>. Ed. Chris Jenks. Vol. III. London and New York: Routledge, 2003. 221- 34.</p> <p>Cohen, Albert K. "A General Theory of Subcultures." <i>Culture: Critical Concepts in Sociology</i>. Ed. Chris Jenks. Vol. III. London and New York: Routledge, 2003. 259-69.</p> <p>Schiach, Morag. "A History of the Changing Definitions of the Popular." <i>Discourse on Popular Culture: Class, Gender and History in Cultural Analysis, 1730 to the Present</i>. Chapter I. London: Polity Press, 1989. 19-34.</p> <p>[Tracing sub-cultural texts in Indian popular culture]</p>	CLO4

### Transactional Modes:

Lecture, presentations by students, multi-media viewing, screening of cultural texts like movies, advertisements and music, assignments, term paper, analysis and interpretation of visual cultural texts

### Suggested Readings:

1. Barker, Charis & Jane, Emma A. *Cultural Studies Theory and practice*. Sage, 2016.
  2. David, Oswell. *Culture and Society: An Introduction to Cultural Studies*. New Delhi: Sage Publications India Pvt. Ltd., 2006.
  3. During, Simon. *Cultural Studies Reader*. Routledge, 1999.
  4. Frow, John. *Cultural Studies and Cultural Value*. Oxford: Clarendon, 1995.
  5. Gray, Ann. *Research Practice for Culture Studies*. London: Sage, 2003.
  6. Grossberg, L., Nelson, C., & Treichler, Paula. *Cultural Studies*. Routledge, 2013.
  7. Hall, Stuart. "Cultural Studies: Two Paradigms." *Media, Culture and Society* 3 (1980): 57-72.
  8. Hoggart, Richard. *Contemporary Cultural Studies: An Approach to the Study of Literature and Society*. University of Birmingham, 1969.
  9. Horkheimer, Max, and Theodor W. Adorno. *The Dialectic of Enlightenment*. New York: Herder & Herder, 1972. Horn, Pierre L., ed. *Handbook of French Popular Culture*. New York: Greenwood P, 1991.
  10. Jordin, Martin. "Contemporary Futures: The Analysis of Science Fiction." *Popular Fiction and Social Change*. Ed. Christopher Pawling. London: Macmillan, 1984. 50-75.
  11. Smith, Philip. *Cultural Theory: An Introduction*. Oxford: Blackwell Publishers Ltd., 2001.
  12. Williams, Raymond. *Keywords: A Vocabulary of Culture and Society*. Rev. ed. London: Fontana, 1988.
  13. Williams, Raymond. *Television: Technology and Cultural Form*. London: Collins, 1974.
  14. Williams, Raymond. *The Sociology of Culture*. New York: Schockenbooks, 1982.
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### Elective Course:

L	T	P	Credits
3	0	0	3

**Course Code: ENG.514**

**Course Title: American Poetry**

**Total Hours: 45**

### Course Learning Outcomes:

By the end of this course, students will be able to:

CLO 1: Read closely and analyse American Poetry.

CLO 2: Demonstrate knowledge of the style, structure, and content of the assigned literary texts.

CLO 3: Identify the unique qualities of some of the seminal American poems which depict American perceptions and concerns and poetic styles

## Course Contents:

Unit/ Hours	Contents	Mapping with CLO
Unit I Hours: 12	Anne Bradstreet: 'To My Dear and Loving Husband' * Walt Whitman: 'A passage to India' Allan Poe: 'The Raven' Emily Dickinson: (select poems)*  <i>[Discussion on American poetry, and generating pertinent questions on the features by students]</i>	CLO 1 CLO 2 CLO 3
Unit II Hours: 11	Robert Frost: 'Birches'; 'Home Burial'* Wallace Stevens: 'Anecdote of the Jar'/ 'The Emperor of Ice Cream'* Edwin Arlington Robinson: 'Richard Cory' Hart Crane: 'Poem: To Brooklyn Bridge'  <i>[Discussion on American poetry, and generating pertinent questions on the features by students]</i>	CLO 1 CLO 2 CLO 3
Unit III Hours: 11	Sylvia Plath: 'Lady Lazarus' , 'Daddy' Audre Lorde: 'Martha'* Robert Lowell: 'For the Union Dead' Sonia Sanchez: 'Homecoming'*  <i>[Discussion on American poetry, and generating pertinent questions on the features by students]</i>	CLO 1 CLO 2 CLO 3
Unit IV Hours: 11	Ezra Pound: 'Hugh Selwyn Mauberley' Allen Ginsberg: 'America' H. D.: 'The Garden'* E.E. Cummings 'Anyone Lived in a Pretty How Town/ Buffalo Bill'*  <i>[Discussion on American poetry, and generating pertinent questions on the features by students]</i>	CLO 1 CLO 2 CLO 3

\*= These texts will be taken up for seminar and discussion mode or Term Papers and Assignments wherein students' presentations and discussions are mandated.

## Transactional Modes:

Lecture, class discussion, recitation, presentations by students, assignments, library research on topics or problems, open textbook study.

### Suggested Readings:

1. Alan Nadel. *Containment Culture: American Narratives, Postmodernism, and the Atomic Age*. New York: Duke UP, 1995.
2. Axelrod, Steven Gould, Thomas J. Travisano, and Camille Roman, eds. *The New Anthology of American Poetry: Postmodernisms: 1950-Present*. New York: Rutgers UP, 2012.
3. Brooks, Jr., Cleanth and Robert Penn Warren. *Understanding Poetry: An Anthology for College Students*. New York: Henry Holt, 2010.
4. Deborah Nelson. *Pursuing Privacy in Cold War America*. New York: Columbia UP, 2002.
5. Elaine Tyler May. *Homeward Bound: American Families in the Cold War*. New York: Basic Books, 2008.
6. Ferguson, Margaret W. Mary Jo Salter, and Tim Kendall, eds. *The Norton Anthology of Poetry*. New York: Norton, 2018.
7. Lehman, David and John Brehm, eds. *The Oxford Book of American Poetry*. Oxford UP, 2006.
8. Matterson, Stephen. *American Literature: The Essential Glossary*. New York: Arnold, 2003.
9. Puissant, Susanne Christine. *Irony and the Poetry of the First World War*. New York: Palgrave, 2009. Wolosky, Shira. *The Art of Poetry: How to Read a Poem*. New York: OUP, 2011.
10. Ramazani, Jahan, Richard Ellmann and Robert O'Clair, eds. *The Norton Anthology of Modern and Contemporary Poetry*. Vol. 1 & 2. New York: Norton, 2003.

### Online Resources:

1. Classics of American Literature: Poetry  
[https://www.youtube.com/watch?v=xzFkOwx862A&list=PLNsppmbLKJ8JmLiopBwS9gV\\_MgznDPzt5&index=89](https://www.youtube.com/watch?v=xzFkOwx862A&list=PLNsppmbLKJ8JmLiopBwS9gV_MgznDPzt5&index=89)
  2. Classics of American Literature -2: Poetry  
[https://www.youtube.com/watch?v=bWFK74fwbIs&list=PLNsppmbLKJ8JmLiopBwS9gV\\_MgznDPzt5&index=90](https://www.youtube.com/watch?v=bWFK74fwbIs&list=PLNsppmbLKJ8JmLiopBwS9gV_MgznDPzt5&index=90)
  3. The poetry of Robert Frost  
<https://www.youtube.com/watch?v=YET4mC5IWRA>
  4. Poetry and Codependency: The Poetry of Sylvia Plath  
<https://www.youtube.com/watch?v=hmArLszft3w>
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### Elective Course:

L	T	P	Credits
3	0	0	3

**Course Code: 561**

**Course Title: Indian English Literature**

**Total Hours: 45**

### Course Learning Outcomes:

By the end of this course, students will be able to:

CLO1: Analyse the style, structure, and content of the assigned literary texts, from Indian English literature.

CLO2: Identify the unique qualities of the authors studied, and compare and contrast them.

CLO3: Situate the assigned seminal texts in the Indian writing in English and create literary sensibility and emotional response to the Indian literary texts

CLO4: Understand the questions of identity, history and race in the texts

CLO5: Develop a well-written argument about one or more literary texts or authors, and accurately cite literary and other sources.

### Course Contents:

Unit/ Hours	Contents	Mapping with CLO
Unit I Hours: 12	A brief introduction to Indian English Literature (Poetry) Nissim Ezekiel: Selected Poetry Temsüla Ao: Selected Poetry Agha Shahid Ali: 'Farewell', 'Ghazal', ("Where are you now?") 'The Country without a Post Office'  [Discussion on various texts]	CLO1 CLO5
Unit II Hours: 11	A brief introduction to Indian English Literature (Drama) Manjula Padmanabhan: <i>Lights Out</i> Gurcharan Das: <i>9 Jakhoo Hill</i> *  [Study and analysis of selected texts]	CLO2 CLO3 CLO4
Unit III Hours: 11	A brief introduction to Indian English Literature (Fiction)) R.K. Narayan: <i>The Guide</i> * Amitav Ghosh: <i>The Hungry Tide</i> *  [Study and analysis of selected texts]	CLO2 CLO3 CLO4
Unit IV Hours: 11	A brief introduction to Indian English Literature (Non-Fiction) Jawaharlal Nehru: <i>Discovery of India</i> , Chapter 3 Zeyad Masroor Khan: <i>City on Fire: A Boyhood in Aligarh</i> *  [Discussion of selected texts]	CLO2 CLO3 CLO4

\*= These texts will be taken up for Term Papers and Assignments wherein students' presentations and discussion are mandated.

### Transactional Modes:

Lecture, class discussion, recitation, presentations by students, assignments, library research on topics or problems, open text-book study.

### Suggested Readings:

1. Iyenger, K.R. Srinivasa. *Indian Writing in English*. Sterling Publishers Pvt. Ltd, 2012.
2. King, Bruce. *Modern Indian Poetry in English*. OUP India, 2005.

3. Mehrotra, A.K. *A Concise History of Indian Literature in English*. Palgrave Macmillan, 2009.
4. Naik, M.E. Ed. *Aspects of Indian Writing in English*. Macmillan Publishers India, 2007.
5. Naik, M.K. *A History of Indian English Literature*. Sahitya Akademi, 2009.
6. Naik, M.K. *Indian English Literature: 1980-2000: A Critical Survey*. Pencraft International, 2007.
7. Walsh, William. *Indian Literature in English*. Longman, 1990.
8. Williams, H.M. *Indo-Anglian Literature: 1800-1970: A Survey*. Sangam Books Ltd., 1979.
9. Deshmone, Chetan, ed. *Muses India: Essays on English-Language Writers from Mahomet to Rushdie*. Jefferson, NC, and London: McFarland & Co., 2013.
10. Naik, M. K. *A History of Indian English Literature*. Delhi: Sahitya Akademi, 1992.
11. Devy, G. N. *After Amnesia: Tradition and Changes in Indian Literary Criticism*. Hyderabad: Orient Longman and Sangam Books, 1992.
12. Mukherji, Minakshi. *The Twice Born Fiction*. New Delhi: Heinemann, 1971.
13. Nandy, A. *The Intimate Enemy: Loss and Recovery of Self Under Colonialism*. Delhi, OUP, 1983.
14. Radhakrishnan, N. *Indo Anglian Fiction: Major Trends and Themes*. Madras: Emerald. 1984.
15. Rao, Krishna. *The Indo-Anglian Novels and the Changing Tradition*. Mysore: Rao and Raghavan, 1973.
16. Vishwanathan, G. *Masks of Conquest: Literary Study and British Role in India*. New York: Colombia University Press, 1989.
17. Iyenger, K R S. *Indian Writing in English*. New Delhi. Sterling Publisher, 1984.
18. Olney, James, (Ed.) *Autobiography Essays-Theoretical and Critical*. New Jersey: Princeton U P.1980.
19. Anderson, Linda. *Autobiography*. Landon: Rontledge,2001.
20. Pradeep Trikha, Ajmar. *Multiple Celebration, Celebrating Multiplicity: Girish Karnad*. Madras:ARAW LII publication,2009.
21. Ansani, Shyam M. *New Dimensions of Indian English Novels*, Delhi: Doaba House,1987.
22. Devy, G.N. *An Another Tongue: Essays on Indian English Literature*, Madras: Macmillan India Ltd. 1995.
23. Gandhi, Leela. *Post-Colonialism*, Oxford University Press, 2002.
24. Gokak, V K *Indian and World Culture*, Delhi: Sahitya Akademi, 1989.
25. Gupta, Balram G S. (Ed.) *Studies in Indian Fiction in English*, Gulbarga: JIWE Publications, 1987.
26. Jain, Jasbir. *Beyond Postcolonialism: Dreams and Realities of a Nation*, Jaipur: Rawat Publications, 2006.
27. Jha, Gauri Shankar. *Current Perspectives in Indian English Literature*. New Delhi, Atlantic Publishers, 2006.
28. Kumar, Gajendra and Uday Shankar Ojha. *The Post Modern Agony and Ecstasy of Indian English Literature*, New Delhi: Sarup Book Publishers, 2009.
29. Mehrotra, Arvind Krishna (Ed.) *A Concise History of Indian Literature in English*, Ranikhet: Permanent Black, 2010.
30. Narasimhaiah, C D. (Ed.) *Makers of Indian English Literature*, Delhi: Pencraft International, 2000.
31. Mehrotra, A. K. (Ed.) *Twelve Modern Indian Poets*. Calcutta: OUP, 1992.
32. Nandy Pritish. *Indian Poetry in English Today*, Delhi: OUP, 1976.
33. Sarang, Vilas. (Ed.) *Indian English Poetry since 1950*, Anthology. Hyderabad: Disha Books, 1990.
34. Ameeruddin, Syed (ed.) *Indian Verse in English*, Madras: Poet Press India, 1977.
35. Deshpande Gauri. (Ed.) *An Anthology of Indian English Poetry*, Delhi: Hind Pocket Books, n.d.
36. Dwivedi, A.N. (Ed.) *Indian Poetry in English*, New Delhi: Arnold Heinemann, 1980.
37. King, Bruse. *Modern Indian Poetry in English*, Delhi: OUP,1987.
38. Kharat, S. *Cheating & Deception Motif in the Plays of Girish Karnad*, Sahitya Manthan, Kanpur,2012

39. Parthasarathy, R. (Ed.) *Ten Twentieth–Century Indian Poets*, Delhi: Oxford University Press, 1976.
40. Peeradina, S. (ed.) *Contemporary Indian Poetry in English*, Bombay: The Macmillan Co., 1972.
41. Sett, A.K. (ed.) *An Anthology of Modern Indian Poetry*, London: John Murray, 1929.
42. Singh, R.P.N. (ed.) *A Book of English Verse on Indian Soil*, Bombay: Orient Longmans, 1967.
43. Jain R. S. *Dalit Autobiography*. Nagar, Ritu Publications. 2010
44. Pandey Sudhakar, Raj Rao (Ed.). *Image of India in Indian Novel in English*, Orient Blackswan, 1991
45. Iyengar, K. R. Srinivasa. *Indian Writing in English*. Revised edition, Sterling
46. King, Bruce: *Modern Indian Poetry in English*. Oxford University Press, 2005.
47. M. K., Naik. *A History of Indian English Literature*. New Delhi: Sahitya Akademi, 2009.
48. Mehrotra, A. K. *An Illustrated History of Indian Literature in English*. New Delhi: Permanent Black, 2003.
49. Singh Umeed, Sharma Pankaj ed. *Reading a Novel: Kanthapura & An Exercise in Language Use*, Macmillan, 2016.

### Online Sources:

1. Amitav Ghosh  
<https://www.amitavghosh.com/aghahidali.html>
2. Shahid Ali Agha lecture  
<https://www.youtube.com/watch?v=6lu3pkJQJOW>
3. How the legendary Begum Akhtar influenced the life and poetry of Agha Shahid Ali  
<https://scroll.in/article/923025/how-the-legendary-begum-akhtar-influenced-the-life-and-poetry-of-gha-shahid-ali>
4. Agha Shahid Ali: “Tonight”  
<https://www.poetryfoundation.org/articles/69597/gha-shahid-ali-tonight>  
<https://medium.com/aghahidali/tonight-ghazal-by-gha-shahid-ali-a-brief-summary-d4ed1065f902>
5. The Refrains of Kashmir  
<https://arcade.stanford.edu/content/refrains-kashmir-gha-shahid-alis-canzones-and-forms-exile>
6. Lights Out GNLU Theatre Club  
<https://www.youtube.com/watch?v=6PEYhb9hVus>
7. MTWCC Lecture Manjula Padmanabha  
<https://www.youtube.com/watch?v=hsJ2LMtVI9I>
8. NPTEL: Indian Fiction in English  
<https://nptel.ac.in/courses/109106135/>
9. Indian Writing in English: Literary Texts – Introduction  
<https://www.youtube.com/watch?v=yYAMk6akP5I>
10. Significance of Salman Rushdie’s *The Midnight’s Children*  
[https://www.ted.com/talks/iseult\\_gillespie\\_why\\_should\\_you\\_read\\_midnight\\_s\\_children](https://www.ted.com/talks/iseult_gillespie_why_should_you_read_midnight_s_children)
11. Significance of Arundhati Roy’s *The God of Small Things*  
[https://www.ted.com/talks/laura\\_wright\\_why\\_should\\_you\\_read\\_the\\_god\\_of\\_small\\_things\\_by\\_arundhati\\_roy](https://www.ted.com/talks/laura_wright_why_should_you_read_the_god_of_small_things_by_arundhati_roy)  
A. K. Ramanujan, “Is There an Indian Way of Thinking? An Informal Essay,”  
<https://profcohen.net/reli113/uploads/texts/ramanujan.pdf>

**Elective Course:**

L	T	P	Credits
3	0	0	3

**Course Code: ENG.564****Course Title: Indian Literary Theories****Total Hours: 45****Course Learning Outcomes:**

By the end of this course, students will be able to:

CLO1: Read closely and appraise Indian Literary Theories.

CLO2: Demonstrate knowledge of the style, structure, and content of the assigned literary texts.

CLO3: Identify the unique qualities of the authors studied, and compare and contrast them.

CLO4: Situate the assigned literary texts in their historical contexts.

**Course Contents:**

<b>Units/ Hours</b>	<b>Contents</b>	<b>Mapping with CLO</b>
Unit I Hours: 11	<p>Conceptualisation of Literary Theory- Composer and sources of composition; Literary composition and literariness; Objectives of literary composition; Genres of literary composition</p> <p>Key concepts: Rasa, Alamkara, Riti, Dhvani, Vakrokti, Guna/Dosa, Aucitya, Mahavakya, Yukti and Tantra</p>	CLO 1
Unit II Hours: 11	<p>Literature and Literary Theory- Origins of literary compositions; Literary compositions and composer; Formation of Poetics</p> <p>Anandvardhan: 'Dhavani: Structure of Poetic Meaning' (Translated by K. Krishnamoorthy)</p>	CLO 2
Unit III Hours: 11	<p>Literature as Discourse of Knowledge: India Perspectives- Three-fold structure of knowledge in literature; Sources and types of literary meaning; Literary conventions</p> <p>Kuntaka: 'Language of Poetry and Metaphor' (Translated by George G. O. Hass)</p>	CLO 3
Unit IV Hours: 12	<p>Indian Aesthetics: Literary Experience- Indian literary aesthetics; Structure of literary experience Linguistic meaning and referentiality; Context, perspective and intention in meaning</p> <p>Bharatmuni: 'On Natya and Rasa: Aesthetics of Dramatic Experience' (Translated by G. K. Bhatt)</p>	CLO 4



### **Transactional Modes:**

Lecture, class discussion, recitation, presentations by students, assignments, library research on topics or problems, required term paper, open textbook study.

### **Suggested Readings:**

1. Bhartrihari: Vakyapadiya, Trans. By K. A. Subramania Iyer. New Delhi: MLBD, 1971.
2. Bhartrihari's Discussions of the Nature of the Sphota. 272-286. By K. Raja
3. Devy, G. N. *Indian Literary Criticism: Theory and Interpretation*. Orient Blackswan, 2002.
4. Gupta, Neerja A. *A Student's Handbook of Indian Aesthetics*. Cambridge Scholars Publishing, 2017.
5. Kapoor, Kapil, and Nalini M. Ratnam. *Literary Theory: Indian Conceptual Framework*. 1998.
6. Kapoor, Kapil: *Literary theory: Indian Conceptual Framework*. Delhi: Affiliated East-West Press Pvt. Ltd, 2012.
7. Kapoor, Kapil: *Text and Interpretation: The Indian Tradition* (pp 97-150). Delhi: D.K. Print World Ltd, 2005.
8. Krishnamoorthy, Keralapura. *New Bearings of Indian Literary Theory and Criticism: (4 Lectures)*. 1982.
9. Matilal, B. K. "Perception. An Essay on Classical Indian Theories of Knowledge" (Oxford University Press, 1986.
10. Padia, Chandrakala: "Feminism, Tradition and Modernity: An Essay in Relation to Manusmriti." (pp 231-39). Shimla: IIAS, 2002 & 2015.
11. Pandey, M.S., et al. *Theory and Praxis: Indian and Western*. Cambridge Scholars Publishing, 2015.
12. Phillips, Stephen. *Epistemology in Classical India: The Knowledge Sources of the Nyaya School*, Routledge, 2014, ISBN 978-1138008816
13. Potter, Karl. *The Encyclopedia of Indian Philosophies: Indian Metaphysics and Epistemology*. Motilal Banarsidass, 2004, ISBN 978-8120803091
14. Rajan, P. K. *Indian Literary Criticism in English: Critics, Texts, Issues*. 2004.
15. Ramachandra, Ragini. *Indian Literary Criticism: An Enquiry into Its Vitality and Continuity*. 1989.
16. Ray, Mohit K. *Studies in Literary Criticism*. Atlantic Publishers & Dist, 2001.
17. Sethuraman, V.S. *Indian Aesthetics: An Introduction*. Bangalore: Trinity Press, 2014.

## SEMESTER– II

L	T	P	Credits
3	1	0	4

**Course Code: ENG.52 I**

**Course Title: British Drama**

**Total Hours: 60**

### Course Learning Outcomes:

By the end of this course, students will be able to:

CLO1: Understand the growth of the genre of drama.

CLO2: Demonstrate knowledge of the style, structure, and content of the assigned literary texts.

CLO3: Identify the unique qualities of the authors studied, and compare and contrast them.

CLO4: Situate the assigned literary texts in their historical contexts and recognize the impact of significant events and transitions.

CLO5: Develop a well-written argument about one or more literary texts or authors, and accurately cite literary and other sources.

### Course Contents:

Units/ Hours	Contents	Mapping with CLO
Unit I Hours:15	A brief introduction to the historical background of the genre and its literary history including popular styles and sub-genres  <i>[Discussion on various aspects about drama]</i>	CLO1 CLO5
Unit II Hours:15	Christopher Marlowe <i>Doctor Faustus*</i> William Shakespeare <i>Hamlet</i> Aphra Behn <i>The Rover*</i>  <i>[Study and analysis of selected texts]</i>	CLO2 CLO3 CLO4
Unit III Hours:15	George Bernard Shaw <i>Pygmalion</i> T. S. Eliot <i>Murder in the Cathedral*</i> Caryl Churchill <i>Top Girls*</i>  <i>[Study and analysis of selected texts]</i>	CLO2 CLO3 CLO4
Unit IV Hours:15	Samuel Beckett <i>Waiting for Godot</i> John Osborne <i>Look Back in Anger*</i> Rebecca Lenkiewicz <i>Her Naked Skin*</i>	CLO2 CLO3 CLO4

	[Discussion of selected texts]	
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\*= These texts will be taken up in tutorial mode wherein students' presentations and discussions are mandated.

### Transactional Modes:

Lecture, class discussion, recitation, presentations by students, assignments, library research on topics or problems, open textbook study, drama-role playing.

### Suggested Readings:

1. Abel, Lionel. *Tragedy and Metatheatre: Essays on Dramatic Form*. New York: Holmes y Meier Publishers, 2003.
2. Beckett, Samuel. *Waiting for Godot*. Ed. G.J.V. Prasad. Delhi: Faber and Faber, 2012. Print.
3. Bloom, Harold. *Shakespeare: The Invention of the Human*. New York: Riverhead Books; 1998.
4. Bradley, A.C. *Shakespearean Tragedy: Lectures on Hamlet, Othello, King Lear, and Macbeth*. New York and London: Penguin, 1991.
5. Brooks, Cleanth & Heilman, Robert B. *Understanding Drama*. New York: Henry Holt And Company, 1945.
6. Douglas Bruster. *To Be or Not To Be*. New York: Continuum, 2007.
7. Eliot, T.S. *Selected Prose of T.S. Eliot*. Ed. Frank Kermode. New York: Harvest Books, 1975.
8. Erne, Lukas. *Shakespeare as Literary Dramatist*. Cambridge: Cambridge University Press, 2008.
9. Harold Bloom. *Hamlet: Poem Unlimited*. New York: Riverhead Trade, 2004.
10. Johnson, Samuel. *The Works of Samuel Johnson, Vols. 7-8: Johnson on Shakespeare (The Yale Edition of the Works of Samuel Johnson)*. Ed. Arthur Sherbo. New Haven: Yale University Press, 1968.
11. Justman, Stewart. *Shakespeare: The Drama of Generations*. New Delhi: Macmillan India, 2007.
12. Leavis, F.R. *The Common Pursuit*. 1952. London: Penguin Books, 1993
13. Shakespeare, William. *Hamlet (Norton Critical Editions)*. Ed. Cyrus Hoy. New York: Norton, 1992.
14. Shakespeare, William. *Hamlet (The Pelican Shakespeare)*. Ed. A.R. Braunmuller. New York: Pelican, 2001.
15. Toropov, Brandon. *Shakespeare for Beginners*. Hyderabad: Orient Longman, 1999.
16. Wilson Knight, G. *The Wheel of Fire*. London: Methuen, 1930.
17. Esslin, Martin. "Modernist Drama: Wedekind to Brecht." *Modernism: A Guide to European Literature 1890-1930*, edited by Malcolm Bradbury and James McFarlane, Penguin Books, 1991.
18. Fletcher, John, and James McFarlane. "Modernist Drama: Origin and Patterns." *Modernism: A Guide to European Literature 1890-1930*, edited by Malcolm Bradbury and James 37McFarlane, Penguin Books, 1991.
19. Heath, Malcolm. *Introduction. Poetics by Aristotle*, Penguin Books, 1996.
20. Leech, Clifford. *Tragedy*, Routledge, 2002.
21. McFarlane, James. "Intimate Theater: Maeterlinck to Strindberg." *Modernism :A Guide to European Literature 1890-1930*, edited by Malcolm Bradbury and James McFarlane, Penguin Books, 1991.
22. Orr, John. *Tragic Drama and Modern Society: A Sociology of Dramatic Form from 1880 to the Present*. 2nd ed., The Macmillan Press Ltd, 1989.
23. Brecht, B. *The Street Scene in Theory of the Modern Stage*, (Ed. Bentley, E.), Penguin, 1968.
24. Boal, A. *Theatre of the Oppressed*. Pluto Press: London, 1976.

25. Neelands, J. *Beginning Drama 11-14* 2nd edition Fulton; London, 2004.
26. Winston J and Tandy M. *Beginning Drama 4-11*, David Fulton, London, 2001.
27. Aston, E. & Savona, G. *Theatre as Sign System*. Routledge: London. (esp. Semiotics of Performance), 1992.
28. Balme, C. *The Cambridge Introduction to Theatre Studies*, Cambridge; Cambridge University Press, 2008.
29. Braun, E. *The Director and the Stage*. Methuen; London, 1982.
30. Brook, P. *The Empty Space*. Penguin; Harmondsworth, 1972.
31. Carlson, M. *Performance*, Routledge London, 1996.
32. Counsell, C. *Signs of Performance*. Routledge, 1996.
33. Esslin, M. *The Field of Drama*. London; Methuen, 1987.
34. Freshwater, H. (2009) *Theatre & Audience*, London: Palgrave MacMillan
35. Leach, R. *Theatre Studies: The Basics*, Routledge: London, 2013.
36. Wilson M. (2006) *Storytelling and Theatre*, Palgrave, 2006.

**Online Sources:**

1. Hamlet  
[https://shakespeare.folger.edu/downloads/pdf/hamlet\\_PDF\\_FolgerShakespeare.pdf](https://shakespeare.folger.edu/downloads/pdf/hamlet_PDF_FolgerShakespeare.pdf)
2. Pygmalion  
<http://www.gutenberg.org/ebooks/3825>
3. Waiting for Godot  
<https://srgm.org.in/English%20121%20Samuel%20%20Beckett%20Waiting%20for%20Godot.pdf>
4. Look Back in Anger  
[https://acikders.ankara.edu.tr/pluginfile.php/182726/mod\\_resource/content/1/LOOK%20BACK%20IN%20ANGER\\_ACT1%20%281%29.pdf](https://acikders.ankara.edu.tr/pluginfile.php/182726/mod_resource/content/1/LOOK%20BACK%20IN%20ANGER_ACT1%20%281%29.pdf)
5. Murder in the Cathedral  
[https://archive.org/stream/in.ernet.dli.2015.86641/2015.86641.Murder-In-The-Cathedral\\_djvu.txt](https://archive.org/stream/in.ernet.dli.2015.86641/2015.86641.Murder-In-The-Cathedral_djvu.txt)
6. Doctor Faustus  
[https://mthoyibi.files.wordpress.com/2011/03/doctor-faustus\\_christopher-marlowe.pdf](https://mthoyibi.files.wordpress.com/2011/03/doctor-faustus_christopher-marlowe.pdf)

L	T	P	Credits
3	1	0	4

**Course Code: ENG.522**

**Course Title: Literary Theory**

**Total Hours: 60**

**Course Learning Outcomes:**

By the end of this course, students will be able to:

CLO 1: Read closely and analyse the seminal writings of select influential figures in literary theory pertaining to different perspectives on literature.

CLO 2: Demonstrate knowledge of how literature can be variously interpreted and identify the unique qualities of the authors studied, and compare and contrast them.

CLO 3: Analyse important trends in literary theory and key essays pertaining to these trends.

CLO 4: Identify different theoretical postulates from Formalism to cultural studies

### Course Contents:

Unit/ Hours	Content	Mapping with CLO
Unit I Hours:15	<p>Formalism, Structuralism and Post-Structuralism</p> <p>W.K. Wimsatt and Munroe &amp; C. Beardsley: 'The Intentional Fallacy'            Jacques Derrida: 'Structure, Sign and Play in the 'Discourse of the Human Sciences'</p> <p><i>[Showing the relevance and appropriateness of theoretical models in the study of literature. Demonstrating an understanding of important theoretical methodologies by summarizing key concepts and arguments.]</i></p>	CLO 1
Unit II Hours:15	<p>Marxism, Feminisms and Gender Studies</p> <p>Elaine Showalter: 'Feminist Criticism in the Wilderness'            Terry Eagleton "Literature and History" (1st chapter from <i>Marxism and Literary Criticism</i>)</p> <p><i>[Showing the relevance and appropriateness of theoretical models in the study of literature. Demonstrating an understanding of important theoretical methodologies by summarizing key concepts and arguments.]</i></p>	CLO 2
Unit III Hours:15	<p>Psychoanalysis, Modernism and Post-Modernism</p> <p>Lionel Trilling: 'Freud and Literature'            Jurgen Habermas: 'Modernity versus Postmodernity'            Michel Foucault 'What is an Author'</p> <p><i>[Showing the relevance and appropriateness of theoretical models in the study of literature. Demonstrating an understanding of important theoretical methodologies by summarizing key concepts and arguments.]</i></p>	CLO 3
Unit IV Hours:15	<p>Post-Colonialism, New Historicism and Cultural Studies</p> <p>Edward Said: 'The Scope of Orientalism' from <i>Orientalism</i>            Stuart Hall: 'Cultural Studies and its Theoretical Legacies'</p> <p><i>[Showing the relevance and appropriateness of theoretical models in the study of literature. Demonstrating an understanding of important theoretical methodologies by summarizing key concepts and arguments.]</i></p>	CLO 4

### Transactional Modes:

Lecture, class discussion, presentations by students, assignments, library research on topics or problems, open textbook study.

### Suggested Readings:

1. Abrams, M. H.A *Glossary of Literary Terms*. Singapore: Harcourt Asia Pvt. Ltd., 2000.
2. Ashcroft, Griffiths and Tiffin (eds, *The Post-colonial Studies Reader*. London Routledge 1995  
Blamires, Harry. *A History of Literary Criticism*. Delhi: Macmillan, 2001.
3. Barry, Peter. *Beginning Theory*. Manchester: Manchester UP, 2002.
4. Daiches, David. *Critical Approaches to Literature*. 2nd ed. Hyderabad: Orient Longman, 2001.
5. Eagleton, Terry. *Literary Theory: An Introduction*. 2nd ed. Minneapolis: U of Minnesota, 1999.
6. Ford, Boris. ed. *The Pelican Guide to English Literature*, Vols.4 & 5. London: Pelican, 1980.
7. Habib, M.A.R. *A History of Literary Criticism: From Plato to the Present*. Oxford: Blackwell, 2005.
8. Homi K. Bhabha: 'How Newness Enters the World: Postmodern space, postcolonial times and the trials of cultural translation', in *The Location of Culture* (London: Routledge, 1994), pp. 212-35.
9. Leitch, V.B. ed. *The Norton Anthology of Theory and Criticism*, New York: W.W. Norton, 2001
10. Lodge, David ed. *Modern Criticism and Theory*, London: Longman, 1988.
11. Mikhail Bakhtin: 'Epic and Novel', trs. Caryl Emerson and Michael Holquist, in M. M. Bakhtin, *The Dialogic Imagination*, ed, Michael Holquist (Austin, Texas: University of Texas Press, 1981), pp. 3-40.
12. Nagarajan, M.S. *English Literary Criticism & Theory: An Introductory History*. Hyderabad: Orient Longman, 2006.
13. Nayar, Pramod K. *Contemporary Literary and Cultural Theory*. New Delhi: Pearson, 2010.
14. Waugh, Patricia. *Literary Theory & Criticism: An Oxford Guide*. Delhi: OUP, 2006.
15. Wellek, Rene. *A History of Modern Criticism: 1750-1950*, Vols. I-IV. London: Jonathan Cape, 1958.
16. Wolfreys, Julian. *Literary Theories: A Reader and Guide*. Edinburgh, Edinburgh UP, 1999.

### Online Resources:

1. Introduction to Theory of Literature: <https://oyc.yale.edu/english/engl-300>
  2. Introduction to Literary Theory: <https://ocw.mit.edu/courses/211-451-introduction-to-literary-theory-fall-2014/>
  3. Introduction to Theory of Literature with Paul H. Fry  
[Introduction to Theory of Literature with Paul H. Fry - YouTube](#)
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L	T	P	Credits
3	1	0	4

**Course Code: ENG.523**

**Course Title: American Literature**

**Total Hours: 60**

### Course Learning Outcomes:

By the end of this course, students will be able to:

CLO 1: Develop their understanding of the history and cultural progress of the United States of America through literature conveying the perceptions and experiences of American authors.

CLO 2: Critically analyse the multiple, complex and internally antagonistic realities of the American people.

CLO 3: Situate the assigned literary texts in their historical contexts and recognize the impact of major events and transitions.

CLO 4: Critically appreciate the diversity in American literature and thought

CLO 5: Develop a well-written argument about the seminal texts which depict the regional, cultural, ethnic and racial tensions, diversities and issues in America.

### Course Contents:

Unit/ Hours	Contents	Mapping with CLO
Unit I Hours:15	<p>A brief introduction to the historical background</p> <p>Hector St John de Crevecoeur ‘What is an American? (Letter III).</p> <p>‘The American Declaration of Independence’*</p> <p>Ralph W, Emerson: ‘The American Scholar.’</p> <p>H.D. Thoreau: ‘Civil Disobedience’*</p> <p><i>[Discussion on American prose writings, and generating pertinent questions on the features by students]</i></p>	CLO 1 CLO 2
Unit II Hours:15	<p>Walt Whitman: <i>Song of Myself</i> (select poems)</p> <p>Emily Dickinson: (selections)</p> <p>Robert Frost: (selections)*</p> <p>Langston Hughes: ‘The Negro Speaks of Rivers’ *</p> <p>Wallace Stevens: ‘Peter Quince at the Clavier’</p> <p><i>[Discussion on American poetry, and generating pertinent questions on the features by students]</i></p>	CLO 3 CLO 4
Unit III Hours:15	<p>Herman Melville: ‘Bartleby the Scrivener’</p> <p>Charlotte Perkins Gilman: ‘The Yellow Wallpaper’*</p> <p>Nathaniel Hawthorne: ‘Young Goodman Brown’*</p> <p>Ernest Hemingway: <i>The Old man and the Sea</i></p> <p><i>[Discussion on American Fiction, and generating pertinent questions on the features by students]</i></p>	CLO 2 CLO 3 CLO 4

Unit IV Hours:15	Toni Morrison: <i>Playing in the Dark: Whiteness and the Literary Imagination</i> (Chapter 1) Paule Marshall: 'The Making of a Writer: From the Poets in the Kitchen'* Edward Albee: <i>Who's Afraid of Virginia Woolf?</i> Adrienne Cecile Rich: 'Compulsory Heterosexuality and Lesbian Existence'*  <i>[Discussion on American Drama and essays, and generating pertinent questions on the features by students]</i>	CLO 3 CLO 4 CLO: 5
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\*= These texts will be taken up in tutorial mode wherein students' presentations and discussions are mandated.

### Transactional Modes:

Lecture, class discussion, recitation, presentations by students, assignments, library research on topics or problems, open textbook study, reading assignments in supplementary texts, drama-role playing.

### Suggested Readings:

1. Bercovitch, Sacvan. Gen. Ed. *The Cambridge History of American Literature*. Cambridge Mass.: CUP, 2010.
2. Brooks, Jr., Cleanth and Robert Penn Warren. *Understanding Poetry: An Anthology for College Students*. New York: Henry Holt, 2010.
3. Deborah Nelson. *Pursuing Privacy in Cold War America*. New York: Columbia UP, 2002.
4. Elaine Tyler May. *Homeward Bound: American Families in the Cold War*. New York: Basic Books, 2008.
5. Elliott, Emory. Gen. Ed. *Columbia Literary History of the United States*. Columbia: Columbia UP, 2019.
6. Ferguson, Margaret W. Mary Jo Salter, and Tim Kendall, eds. *The Norton Anthology of Poetry*. New York: Norton, 2018.
7. Gray, Richard. *A History of American Literature*. New York: Blackwell, 2014.
8. Lehman, David and John Brehm, eds. *The Oxford Book of American Poetry*. Oxford UP, 2006.
9. Lauter, Paul, et al. ed. *The Heath Anthology of American Literature*. Volume 1 & 2. New York: Heath, 2020.
10. Matterson, Stephen. *American Literature: The Essential Glossary*. New York: Arnold, 2003.
11. Puissant, Susanne Christine. *Irony and the Poetry of the First World War*. New York: Palgrave, 2009.  
Wolosky, Shira. *The Art of Poetry: How to Read a Poem*. New York: OUP, 2011.
12. Ramazani, Jahan, Richard Ellmann and Robert O'Clair, eds. *The Norton Anthology of Modern and Contemporary Poetry*. Vol. 1 & 2. New York: Norton, 2003.

### Online Resources:

1. Beginning of American Literature  
[https://www.youtube.com/watch?v=qibmsTdCTaI&list=PLNspmbLKJ8JmLiopBwS9gV\\_MgzndPzt5&index=142](https://www.youtube.com/watch?v=qibmsTdCTaI&list=PLNspmbLKJ8JmLiopBwS9gV_MgzndPzt5&index=142)
2. Classic American Literature



[https://www.youtube.com/watch?v=zv6dJOCZbdU&list=PLNspmbLKJ8JmLiopBwS9gV\\_MgzndPzt5&index=141](https://www.youtube.com/watch?v=zv6dJOCZbdU&list=PLNspmbLKJ8JmLiopBwS9gV_MgzndPzt5&index=141)

3. Later 19th Century American Literature

[https://www.youtube.com/watch?v=IF-XEhyNFLs&list=PLNspmbLKJ8JmLiopBwS9gV\\_MgzndPzt5&index=108](https://www.youtube.com/watch?v=IF-XEhyNFLs&list=PLNspmbLKJ8JmLiopBwS9gV_MgzndPzt5&index=108)

4. Early 20th Century American Literature

[https://www.youtube.com/watch?v=JuvMh\\_VSX4I&list=PLNspmbLKJ8JmLiopBwS9gV\\_MgzndPzt5&index=109](https://www.youtube.com/watch?v=JuvMh_VSX4I&list=PLNspmbLKJ8JmLiopBwS9gV_MgzndPzt5&index=109)

5. Women Writers of America

[https://www.youtube.com/watch?v=VI6t2OPBVN0&list=PLNspmbLKJ8JmLiopBwS9gV\\_MgzndPzt5&index=110](https://www.youtube.com/watch?v=VI6t2OPBVN0&list=PLNspmbLKJ8JmLiopBwS9gV_MgzndPzt5&index=110)

L	T	P	Credits
3	0	2	4

**Course Code: ENG.524**

**Course Title: Research Methodology, Academic Writing, and Computer Applications**

**Total Hours: 60**

**Course Learning Outcomes:**

By the end of this course, students will be able to:

CLO1: Acquaint themselves with how research is conducted in language and literary studies.

CLO2: Critically evaluate current research and propose possible alternate directions for further work

CLO3: Analyse complex research issues in order to communicate their scientific results clearly for peer review.

CLO4: Correlate the basic statistics involved in data presentation, critical review of literature and assessing the research trends.

CLO5: Document research results.

**Course Contents:**

Unit/ Hours	Contents	Mapping with CLO
Unit I Hours:15	General principles of research: Meaning and importance of research; philosophical foundations of research; types of research; formulating hypothesis and development of research plan; review of literature; interpretation of results and discussion.  <i>[Discussion of selected topics]</i>	CLO1 CLO2

Unit II Hours:15	<p>Research methods in English Studies: archival, personal narratives, oral history, visual methodologies, discourse analysis, ethnographic methods, textual analysis, creative writing.</p> <p>Research and Academic Integrity: Copyright issues; conduct of ethical research; plagiarism in research.</p> <p><i>[Discussion of selected topics]</i></p>	CLO2 CLO3 CLO4
Unit III Hours:15	<p>Mechanics of academic writing: Sentence structure, cohesion and coherence. Format, language and style in research publications (MLA &amp; APA format); Research proposal and dissertation writing, formats and requirements.</p> <p>Editing and proofreading; manual and digital; use of Grammarly</p> <p><i>[Practical usage of selected tools]</i></p>	CLO4 CLO5
Unit IV Hours:15	<p>Library: Classification systems; e-Library; reference management tools; web-based literature search engines; university level access to reading material and databases.</p> <p>Fundamentals of computers, and digital resources: Reference management tools; web-based literature search engines; university level digital access to reading material and databases, Shodhganga, Science Direct, ShodhSindhu, JSTOR, etc.</p> <p>Citation management tools, Mendeley, Zotero, Endnote; Plagiarism detection tools.</p> <p><i>[Practical usage of selected tools]</i></p>	CLO4 CLO5

Following is an indicative list of practicals; more can be added as per requirement:

- Using internet for literary and linguistics research
- Creating bibliography using MLA and APA stylesheets
- Using library and its various facilities
- Creating table of contents, index, citations

### Transactional Modes:

Lecture, class discussion, presentations by students, assignments, library research on topics or problems, term paper

### Evaluation Criteria for Lab Practical:

The evaluation of lab practicals will be based on the following parameters:

Evaluation Parameters	Marks
Implementation and analytical ability	60
Practical File	10
Viva-voce	30
<b>Total</b>	<b>100</b>

### Suggested Readings:

1. Ahuja, Ram. *Research Methods*. Jaipur: Rawat Publications, 2009.
2. Anderson, Jonathan and Millicent Poole, *Assignment and Thesis Writing*, New Delhi: Wiley India Pvt. Ltd., 2019.
3. Audi, Robert. *Epistemology: A Contemporary Introduction to the Theory of Knowledge*, Routledge, 2002.
4. Chindhade, Shirish, and Ashok Thorat. *An Introduction to Research: The Rudiments of Literary Research*, New Delhi: Foundation Books, 2009.
5. Correa, Delia Da Sousa and W.R. Owens, eds. *The Handbook to Literary Research*, Oxon: Routledge, 1998.
6. Eliot, Simon and W.R. Owens, eds. *A Handbook to Literary Research*, 2nd ed. Oxon: Routledge, 2009.
7. Ember, Carol R., and Melvin Ember, *Cross-Cultural Research Methods*, 2nd ed. Lanham: Altamira, 2009.
8. Goddard, Wayne, and Stuart Melville, *Research Methodology – An Introduction*, 2nd ed. Lansdowne: JUTA, 2004.
9. Griffin, Gabriele. *Research Methods in English Studies*. Edinburgh University Press, 2013.
10. Harner, James L., *Literary Research Guide*, 5th ed. New York: MLA, 1989.
11. Kothari, C.R., *Research Methodology: Methods and Techniques*, 2nd ed. New Delhi: New Age International (P) Ltd. Publishers, 2004.
12. Kumar, Ranjit. *Research Methodology: A Step-by-Step Guide for Beginners*. SAGE Publications, 2018.
13. The Modern Language Association of America. *MLA Handbook (9th Ed)*. United States, Modern Language Association of America, 2021.
14. Seale, Clive, ed. *Social Research Methods: A Reader*. London: Routledge, 2003.
15. Wayne Booth, et.al. *The Craft of Research*. University of Chicago Press; Fourth edition, 2016.

### Online Resources:

1. Avoiding Plagiarism: <https://avoidingplagiarism.uts.edu.au/>
2. Digital Commons Network: <https://network.bepress.com/>
3. Google Scholar: <https://scholar.google.com/>
4. Internet Sources for Research: <https://udc.libguides.com/az.php>
5. JSOTR: <https://www.jstor.org/>
6. Purdue Online Writing Lab: [https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_formatting\\_and\\_style\\_guide/mla\\_formatting\\_and\\_style\\_guide.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html)
7. ProQuest: <https://www.proquest.com/>
8. The Writing Center, University of North Carolina: <https://writingcenter.unc.edu/>
9. Harvard College Writing Center Developing A Thesis | Harvard College Writing Center [bg\\_writing\\_english.pdf \(harvard.edu\)](https://www.writingcenter.harvard.edu/bg_writing_english.pdf)

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### Elective Course:

L	T	P	Credits
3	0	0	3

**Course Code: ENG.526**

**Course Title: Applied Linguistics**

**Total Hours: 45**

**Course Learning Outcomes:**

By the end of this course, students will be able to:

CLO1: Familiarize themselves with the broad areas in the field of Applied Linguistics.

CLO2: Deepen their knowledge of the role of linguistics in society, culture, communication and technology

CLO3: Widen their understanding of the potential research areas in Applied Linguistics

CLO4: Collect language data, organize it appropriately, and carry out an initial linguistic analysis of that data.

CLO5: Identify and describe factors that are relevant to language development for language groups in multilingual societies.

**Course Contents:**

<b>Unit/ Hours</b>	<b>Contents</b>	<b>Mapping with CLO</b>
Unit I Hours:12	Applied linguistics: Disciplines, theories, models, descriptions; Interdisciplinary nature of applied linguistics*; Relation between theoretical linguistics and applied linguistics. Scope of applied linguistics  <i>[Student-led discussions on the 'applied' nature of applied linguistics]</i>	CLO1
Unit II Hours:11	Theories of behaviourism, competence and cognitivism; First and second language acquisition (SLA); Factors related to SLA*; Bilingualism; psycholinguistics: Process of perception, comprehension, assessment and production; Language cognition*  <i>[Students discuss different aspects of bilingualism in India]</i>	CLO1 CLO2
Unit III Hours:11	Sociolinguistics; language diversity and contact; language in interaction; intercultural communication; language, identity and culture; language, ideology and power relations; language planning and policy*  <i>[Students explore different facets of language policy in the Indian contexts and their implications through official documents]</i>	CLO1 CLO2 CLO3 CLO5
Unit IV Hours:11	Language use: pragmatics, discourse analysis and stylistics; translation and interpretation; language education and assessment; corpus and computational linguistics*.  <i>[Students compile corpora of various kinds to practice corpus analysis using various tools]</i>	CLO1 CLO2 CLO4 CLO5

\*= These topics will be taken up for Term Papers and Assignments wherein students' presentations and discussions are mandated.

### Transactional Modes:

Lecture, class discussion, presentations by students, assignments, library research on topics or problems, open textbook study, use of audio-visual aids.

### Suggested Readings:

1. Berns, M., & Matsuda, P.K. *Applied linguistics: Overview and history*. In K. Brown (Ed.), *The Encyclopedia of language and linguistics* (2nd ed.; pp. 394–405). Elsevier, 2006
2. Cook, Guy. *Applied Linguistics*. Oxford University Press, 2003.
3. Cutting, Joan. *Pragmatics: A Resource Book for Students*. United Kingdom, Routledge, 2014.
4. Davies, A. & Elder, C. (Eds.) *Handbook of Applied Linguistics*. Blackwell, 2004.
5. Dörnyei, Zoltan. *Research Methods in Applied Linguistics: Quantitative, Qualitative, and Mixed Methodologies*. Spain, OUP Oxford, 2007.
6. Fairclough, Norman. *Critical Discourse Analysis: The Critical Study of Language*. London: Longman, 2010.
7. Groom, Nicholas, and Littlemore, Jeannette. *Doing Applied Linguistics: A Guide for Students*. Taylor & Francis, 2012.
8. Hall, C.J., Smith, P. H. & Wicaksono, R. *Mapping Applied Linguistics: A Guide for Students and Practitioners*. United Kingdom, Taylor & Francis, 2015.
9. Hartig, Alissa, et.al (eds.) *The Cambridge Introduction to Applied Linguistics*. Cambridge University Press, 2020.
10. Johnson, Keith & Johnson, Helen. *Encyclopedic Dictionary of Applied Linguistics*, Oxford/Malden. Blackwell, 1999.
11. Kaplan, Robert B. *The Oxford Handbook of Applied Linguistics*. Italy, OUP USA, 2010.
12. Leech, G. and Short, M., [1981] 2007. *Style in fiction. A linguistic introduction to English fictional prose*. Harlow: Pearson Education.
13. Levinson, Stephen C. *Pragmatics*, Cambridge: Cambridge University Press, 1993.
14. McCarthy, Michael. *Issues in Applied Linguistics*, Cambridge University Press, 2001.
15. McIntyre, Daniel, and Jeffries, Lesley. *Stylistics*. United Kingdom, Cambridge University Press, 2010.
16. Phakiti, Aek, et al. (eds.). *The Palgrave Handbook of Applied Linguistics Research Methodology*. United Kingdom, Palgrave Macmillan UK, 2020.
17. Pennycook, Alastair. *Critical Applied Linguistics: A Critical Introduction*. Lawrence Erlbaum Associates, 2001.
18. Rose, Heath, & McKinley, Jim (eds.). *Doing Research in Applied Linguistics: Realities, Dilemmas, and Solutions*. Taylor & Francis, 2016.
19. Semino, Elena & Demjén, Zsófia. *The Routledge Handbook of Metaphor and Language*. Routledge, Taylor & Francis Group, 2020.
20. Schmitt, Norbert. *An Introduction to Applied Linguistics*. Arnold, 2020.
21. Wei, Li. *Applied Linguistics*, Wiley, 2019.
22. Widdowson, Henry G. *Discourse Analysis*. Spain, OUP Oxford, 2007.

### Online Resources:

1. Ethnologue: <https://www.ethnologue.com/>
2. British Association of Applied Linguistics: <https://www.baal.org.uk>
3. Corpus Resources: <https://wp.lancs.ac.uk/corpussummerschools/online-resources/>
4. International Association for World Englishes: <https://www.aila.info/>

5. International Association for World Englishes: <https://www.iaweworks.org/>
  6. LanguageLog: <https://languagelog ldc.upenn.edu/nll/>
  7. Modern Language Association: <https://www.mla.org/>
  8. Oxford University Language Center: <https://www.lang.ox.ac.uk/>
  9. Resources for Working with Corpora:  
<https://guides.lib.utexas.edu/c.php?g=494168&p=5876230>
  10. SIL International: <https://www.sil.org/>
  11. Language and Style: <https://www.lancaster.ac.uk/fass/projects/stylistics/index.htm>
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**Elective Course:**

L	T	P	Credits
3	0	0	3

**Course Code: ENG.527**

**Course Title: Children’s Literature**

**Total Hours: 45**

**Course Learning Outcomes:**

By the end of this course, students will be able to:

CLO1: Critically assess the development of Children’s literature

CLO2: Analyse children’s literature from socio-political and cultural perspectives

CLO3: Seriously engage with aesthetics of children’s literature

**Course Contents:**

Unit/ Hours	Content	Mapping with CLO
Unit I Hours: 12	A brief introduction to children’s literature  Bell Hooks: <i>Happy to be Nappy</i> Oscar Wilde: <i>The Happy Prince and Other Tales</i>  [Discussion on children’s habits and cognition]	CLO1
Unit II Hours: 11	Vishnu Sharma Selected Stories from Panchatantra Upendrakishore Ray Chowdhury: <i>Goopy Gyne Bagha Byne</i>  [Discussion on what are the salient features of Indian children’s literature]	CLO2
Unit III Hours 11	Chinua Achebe: <i>Chike and the River</i> Sulaiman Ahmed Amar Ayyar: <i>King of Tricksters</i>  [Notes making on cultural aspects of the above texts]	CLO3
Unit IV	Antoine de Saint-Exupéry: <i>The Little Prince</i>	CLO3

Hours 11	Tetsuko Kuroyanagi: <i>Totto-Chan</i>  [Discussion on political consciousness and children]	
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**Transactional Modes:**

Lectures by the faculty, class discussion, recitation, presentations by students, assignments, library research on topics or problems, open textbook study, drama-role playing etc.

**Suggested Readings:**

1. Felicity Hughes, ‘Children’s Literature: Theory and Practice’, *English Literary History*, vol. 45, 1978, pp. 542–61.
2. Perry Nodelman, “Defining Children’s Literature” in *The Hidden Adult: Defining Children’s Literature*. Baltimore: John Hopkins University Press, 2008. (pp. 133-137)
3. John Holt, *Escape from Childhood*. Available online at-[https://canopy.uc.edu/bbcswebdav/pid-14529539-dt-content-rid-39705338\\_1/courses/16SS\\_EDST1001005/16SS\\_EDST1001005\\_ImportedContent\\_20151117021819/Course%20Readings/Escape%20from%20Childhood.pdf](https://canopy.uc.edu/bbcswebdav/pid-14529539-dt-content-rid-39705338_1/courses/16SS_EDST1001005/16SS_EDST1001005_ImportedContent_20151117021819/Course%20Readings/Escape%20from%20Childhood.pdf)
4. Rachel Falconer, “Young Adult Fiction and the Crossover Phenomena” in *The Routledge Companion to Children’s Literature*. Ed David Rudd. New York: Routledge. 2010 (pgs. 87-97).

**Online Resources:**

1. Representation Matters: Diversity in Children's Literature | Shyno Chacko | TEDxUnionCity  
<https://www.youtube.com/watch?v=RKTCLUjzvVs>
2. Children's Literature | The Very Short Introductions Podcast  
<https://www.youtube.com/watch?v=Xvmvbra7dxg>
3. The Importance of Children's Literature | Michael Morpurgo  
<https://www.youtube.com/watch?v=oezoYBR6YF0>

**Elective Course:**

L	T	P	Credits
3	0	0	3

**Course Code: ENG.528**

**Course Title: Film Studies: Indian and World Cinema**

**Total Hours: 45**

**Course Learning Outcomes:**

By the end of this course, students will be able to:

CLO1: Analyse major concepts in cinema.

CLO2: Perceive Indian and Western traditions of art and culture with a special focus on cinema.

CLO3: Critically analyse key films from Indian and Western tradition

**Course Contents:**

Unit/ Hours	Content	Mapping with CLO
Unit I Hours:12	Major Concepts in Cinema Indian and Western traditions, Documentaries Mise-en-scene, Montage, Types of Shot, Film Genres  [Comprehending why technique and technology matter in film making]	CLO1
Unit II Hours:11	The Formation of Genres like Melodrama, Family and Gender as well as an overview of the Development of Indian Popular Cinema, OTT and Documentaries Teachers will be free to choose the texts of films dependent on availability.  [Discussion on how films carry discourses and cultural messages]	CLO2
Unit III Hours:11	Indian Films suggested for teaching are: 'Mother India'; 'Kaghaz ke Phool', 'Pather Panchali', 'Ankur', Jaane Bhi Do Yaaro*', 'Maqbool*', 'Gangs of Wasseypur*' 'Masaan' 'Anne Ghode da Daan'  [Notes making on how Indian films are culturally rooted in Indian reality]	CLO3
Unit IV Hours:11	World Cinema Suggested: Hitchcock's 'Psycho', Vittoria De Sica's 'Bicycle Thieves', Bergman's 'Autumn Sonata*', Rashomon (Akira Kurosawa, 1950), Oldboy*, Amelia  [Group discussion on psychology and cinema]	CLO3

\*= These texts/films will be taken up for Term Papers and Assignments wherein students' presentations and discussion are mandated.

### Transactional Modes

Lecture, class discussion, presentations by students, assignments, library research on topics or problems, open text-book study, use of motion pictures, educational films, videotapes, theatre motion pictures, film strips.

### Suggested Readings:

1. Bordwell, David and Kristin Thompson. *Film Art: An Introduction*. New York: McGraw-Hill, 1979.
2. *Contemporary Readings* (Boston and New York: Bedford/St. Martin's, 2011)
3. Corrigan, Timothy, Patricia White, and Meta Mazaj, eds. *Critical Visions in Film Theory: Classic and Contemporary Readings*. New York: Macmillan, 2011.
4. Hill, John and Pamela Church Gibson, eds. *The Oxford Guide to Film Studies*. Oxford and New York: Oxford University Press, 1998.
5. Lal, Vinay and Ashis Nandy (Ed.). *Fingerprinting Popular Culture: The Mythic and the Iconic in Indian Cinema*. New Delhi: Oxford University Press, 2007.
6. Mazumdar, Ranjani. *Bombay Cinema*. New Delhi: Orient BlackSwan Pvt. Ltd., 2009.



7. Nandy, Ashish "An Intelligent Critic's Guide to Indian Cinema." *Reinventing Film Studies*. Ed. Christine Gledhill and Linda Williams. London: Arnold, 2000.
8. Prasad, M. Madhava. *Ideology of the Hindi Film: A Historical Construction*. New Delhi: Oxford University Press, 2000.
9. R. Dwyer and C. Pinney (Ed.). *Pleasure and the Nation: History, Politics and Consumption of Public Culture in India*. Oxford: Oxford University Press, 2001.
10. Ray, Satyajit. *Our Films Their Films*. New Delhi: Orient Blackswan Pvt. Ltd., 1992.
11. Smith, Geoffrey Nowell, ed. *The Oxford History of World Cinema*. Oxford and New York: Oxford University, 1997.
12. Mulvey, Laura. "Visual Pleasure and Narrative Cinema." *Feminist Film Theory: A Reader*, edited by Sue Thornham, NYU Press, 1999

**Online Resources:**

1. Film Studies  
<https://www.youtube.com/watch?v=ahHlifcFyqk>
2. Film Studies  
[https://www.youtube.com/watch?v=iFqs-qrjgeo&list=PLbMVogVj5nJQsaj5p\\_MRYLGhUtmpaEDB0](https://www.youtube.com/watch?v=iFqs-qrjgeo&list=PLbMVogVj5nJQsaj5p_MRYLGhUtmpaEDB0)
3. Montage  
<https://www.youtube.com/watch?v=bXx99Oh9Hoo>
4. Cinema and Semiotics  
<https://www.youtube.com/watch?v=4N6nGHORsyl&list=PLyqSpQzTE6M8Kc98tUrpYAeDP R8rqSkrf>
5. Shot Composition  
[https://www.youtube.com/watch?v=O2AUPvoGwKI&list=PLzVsCmg62ZDD5iS5d8vFBJDr\\_WvCOZd-w](https://www.youtube.com/watch?v=O2AUPvoGwKI&list=PLzVsCmg62ZDD5iS5d8vFBJDr_WvCOZd-w)
6. Film Studies  
<https://www.youtube.com/watch?v=g3qFVVjzQFA>
7. History of Cinema  
<https://www.youtube.com/watch?v=VDkjl7Nk74&pp=ygURSGlzdG9yeSBvZiBjaW5lbWE%3D>
8. Indian Cinema  
<https://www.youtube.com/watch?v=CzzNUkupcCc&pp=ygUYSGlzdG9yeSBvZiBjbmRpYW4gY2luZWlh>

**Elective Course:**

L	T	P	Credits
3	0	0	3

**Course Code: ENG.529**

**Course Title: Classics of World Literature**

**Total Hours: 45**

**Course Learning Outcomes:**

By the end of this course, students will be able to:

CLO1: Read closely and analyse the classics of world literature.

CLO2: Demonstrate knowledge of the style, structure, and content of the assigned literary texts.

CLO3: Identify the unique qualities of the authors studied, and compare and contrast them.

CLO4: Situate the assigned literary texts in their historical contexts and recognize the impact of major events and transitions.

CLO5: Widen the horizons of their knowledge and show the depth of human experience through literature.

### Course Contents:

Unit/ Hours	Content	Mapping with CLO
Unit I Hours:12	Italo Calvino: <i>Why Read the Classics</i> Saadat Hasan Manto: Selected stories Guy de Maupassant: Selected stories  [Thought experiment on what the salient features of classics are]	CLO1
Unit II Hours:11	Sappho: Ode to Aphrodite Pablo Neruda: Select poems Mirza Ghalib: Select poems Rabindranath Tagore: <i>Gitanjali</i> (Selections)*  [Discussion on whether Indian classics are different or not]	CLO2
Unit III Hours:11	Chinua Achebe: <i>Things Fall Apart</i> * Franz Kafka: <i>Trial</i>  [Discussion on contemporary world classics]	CLO3
Unit IV Hours:11	Sophocles: <i>Oedipus Rex</i> * Luigi Pirandello: <i>Six Characters in Search of an Author</i> * Bertolt Brecht: <i>Mother Courage and Children</i>  [Discussion on Epic theater and drama]	CLO4 CLO5

\*= These texts/films will be taken up for Term Papers and Assignments wherein students' presentations and discussion are mandated.

### Transactional Modes:

Lecture, class discussion, recitation, presentations by students, assignments, library research on topics or problems, open text-book study, use of audio-visual aids.

### Texts for Assignments, Term Papers and Presentations

- I. Homer: *Iliad*

2. Sri Aurobindo: *Savitri*
3. Wole Soyienka: *Death and the King's Horseman*
4. Clara Anderson: *The Steps a Young Woman Must Take*
5. Haruki Murakami: *Kafka on the Shore*

### Suggested Readings:

1. Apfel, L.J. *The Advent of Pluralism: Diversity and Conflict in the Age of Sophocles*. Oxford: Oxford University Press, 2011.
2. Austin, Norman. *Sophocles' Philoctetes and the Great Soul Robbery* Madison: University of Wisconsin Press, 2011.
3. David, Damrosch. *What Is World Literature?* Princeton: Princeton U. P., 2003.
4. DeBevoise, M.B. trans. *The World Republic of Letters*, Harvard U.P., 2004.
5. --, *How to Read World Literature*. New York and London: Blackwell, 2009.
6. David et al., Damrosch eds., *The Longman Anthology of World Literature*. New York: Pearson Longman, 6 vols. 2d ed. 2009.
7. Davis, Paul, et al., eds., *The Bedford Anthology of World Literature*. New York: Bedford/St. Martin's, 6 vols., 2004.
8. D'haen et al., Theo eds., *The Routledge Companion to World Literature*. London: Routledge, 2011.
9. ----, *World Literature: A Reader*. London: Routledge, 2012.
10. Moss, Joyce & Valestuk, Lorraine, eds., *World Literature and Its Times*, New York: Gale Group, 2001
11. Storey, Ian Christopher and Arlene Allan. *A Guide to Ancient Greek Drama*. Malden: Blackwell. 2005.
12. Whitman, C. H. *Sophocles: A Study of Heroic Humanism*. Cambridge: Harvard University Press. 1951

### Online Resources:

1. Martin Puchner I: The Challenge of World Literature  
<https://www.youtube.com/watch?v=OrzKuFWHhEE>
  2. Postmodern English Literature  
[https://www.youtube.com/watch?v=VCgbkk2P\\_TY](https://www.youtube.com/watch?v=VCgbkk2P_TY)
  3. Twentieth Century Literary Trends—2  
<https://www.youtube.com/watch?v=TyF02m28zsz&list=PLNspmbLKJ8LHhgN-VNbWjUFWz8SxEHTM&index=4>
  4. 21st Century English Literature  
<https://www.youtube.com/watch?v=Mad-xnTt5hY&list=PLNspmbLKJ8LHhgN-VNbWjUFWz8SxEHTM&index=96>
  5. Marquez as a Fiction Writer  
<https://www.youtube.com/watch?v=rjid2y5fR8o&list=PLNspmbLKJ8LHhgN-VNbWjUFWz8SxEHTM&index=15>
  6. Egyptian Writer : Naguib Mahfouz  
<https://www.youtube.com/watch?v=iEKSS3sf5fY&list=PLNspmbLKJ8LHhgN-VNbWjUFWz8SxEHTM&index=27>
  7. South African Literature  
<https://www.youtube.com/watch?v=Wl dlzgnq9k&list=PLNspmbLKJ8LHhgN-VNbWjUFWz8SxEHTM&index=9>
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**Elective Course:**

L	T	P	Cr
3	0	0	3

**Course Code: ENG.530****Course Title: Critical and Cultural Theory****Total Hours: 45****Course Learning Outcomes:**

By the end of this course, students will be able to:

CLO 1: Critically engage with the latest theoretical questions through reading and discussion of a variety of critical perspectives and approaches.

CLO 2: Identify the unique qualities of the authors studied, and compare and contrast them.

CLO 3: Situate the assigned texts in their historical contexts and recognize the impact of major events and transitions.

CLO 4: Develop a well-written argument about one or more texts or authors, and accurately cite literary and other sources.

**Course Contents:**

<b>Unit/ Hours</b>	<b>Contents</b>	<b>Mapping with CLO</b>
Unit I Hours:12	Key concepts: Culture Industry, Dialectical Enlightenment, Racism, Totalitarianism Max Horkheimer and Theodor W. Adorno: 'The Culture Industry: Enlightenment as Mass Deception' in Dialectic of Enlightenment Hannah Arendt: 'A Classless Society' in The Origins of Totalitarianism  <i>[Exploring the links of critical theory with the cultural sphere, developing students' knowledge of major themes, concepts and terms and demonstration of the in-depth understanding of foundational critical texts.]</i>	CLO 1
Unit II Hours:11	bell hooks: 'A Revolution of Values: The promise of multicultural change' Jurgen Habermas: 'The Public Sphere: An Encyclopedia Article'  <i>[Exploring the links of critical theory with the cultural sphere, developing students' knowledge of major themes, concepts and terms and demonstration of the in-depth understanding of foundational critical texts.]</i>	CLO 2
Unit III Hours:11	Rumina Sethi: 'Postcolonial Cultural Studies at the Crossroads: Theoretical Approaches and Practical Realities' Douglas Kellner: 'Television, Advertising, and the Construction of Postmodern Identities' in <i>Media Culture: Cultural Studies, Identity and Politics between the Modern and the Postmodern</i>  <i>[Exploring the links of critical theory with the cultural sphere, developing students' knowledge of major themes, concepts and terms and demonstration</i>	CLO 3

	<i>of the in-depth understanding of foundational critical texts.]</i>	
Unit IV Hours: 11	Paul Gilroy: 'The Black Atlantic as a Counterculture of Modernity' Kwame Anthony Appiah: 'Is the Post- in Postmodernism the Post- in Postcolonial?'  <i>[Exploring the links of critical theory with the cultural sphere, developing students' knowledge of major themes, concepts and terms and demonstration of the in-depth understanding of foundational critical texts.]</i>	CLO 4

### Transactional Modes:

Lecture, class discussion, recitation, presentations by students, assignments, library research on topics or problems, open text-book study.

### Suggested Readings:

1. Appiah, Kwame A. "Is the Post- in Postmodernism the Post- in Postcolonial?" *Critical Inquiry*, vol. 17, no. 2, 1991, pp. 336-357.
2. Arendt, Hannah. *The Origins of Totalitarianism*. Penguin, 2017.
3. Balibar, Étienne. *We, the People of Europe?: Reflections on Transnational Citizenship*. Princeton UP, 2009.
4. Benjamin, Walter. *Illuminations: Essays and Reflections*. Mariner Books, 2019.
5. Fromm, Erich. *The Sane Society*. Routledge, 2012.
6. Habermas, Jürgen. "The Public Sphere: An Encyclopedia Article." *Critical Theory and Society A Reader*, 2020, pp. 136-142.
7. Hall, Stuart. *Essential Essays, Volume 2: Identity and Diaspora*. Duke UP, 2018.
8. Horkheimer, Max, et al. *Dialectic of Enlightenment*. Stanford UP, 2002.
9. Kellner, Douglas. *Media Culture: Cultural Studies, Identity and Politics in the Contemporary Moment*. Routledge, 2020.
10. Marcuse, Herbert. *The Essential Marcuse: Selected Writings of Philosopher and Social Critic Herbert Marcuse*. Beacon P, 2007.
11. Nixon, Rob. *Slow Violence and the Environmentalism of the Poor*. Harvard UP, 2011.

### Online Resources:

1. Theodor W. Adorno: <https://plato.stanford.edu/entries/adorno/>
2. Global Social Theory: <https://globalsocialtheory.org/>

### Elective Course:

L	T	P	Credits
3	0	0	3

**Course Code: ENG.531**

**Course Title: African American Literature**

**Total Hours: 45**

## Course Learning Outcomes:

By the end of this course, students will be able to:

CLO 1: Analyse the contributions of African Americans to the history and cultural progress of the United States of America

CLO 2: Situate the assigned literary texts in their historical contexts and recognize the impact of major events and transitions.

CLO3: Demonstrate knowledge of the style, structure, and content of the assigned literary texts, from African American literature.

CLO 4: Identify the unique qualities of the authors studied, and compare and contrast them.

CLO 5: Develop a well-written argument about one or more African American texts or authors, and accurately cite literary and other sources.

## Course Contents:

Unit/ Hours	Contents	Mapping with CLO
Unit I Hours:12	<p>A brief introduction to the historical background</p> <p>Phillis Wheatley: 'On Being Brought from Africa to America' Lucy Terry: 'Bars Fight' *</p> <p>Maya Angelou: 'I know why the caged bird sings'</p> <p>Gwendolyn Brooks: 'A song in the Front Yard'</p> <p>Langston Hughes: 'The Negro Speaks of Rivers' / 'Dream'*</p> <p><i>[Discussion on African American poetry, and generating pertinent questions on the features by students]</i></p>	<p>CLO 1</p> <p>CLO 2</p> <p>CLO 3</p>
Unit II Hours:11	<p>Frederick Douglass: <i>Narrative of the Life of Frederick Douglass, an American Slave, Written by Himself</i> *</p> <p>Frances E.W. Harper: <i>Iola Leroy</i></p> <p><i>[Discussion on African American Narratives, and generating pertinent questions on the features by students]</i></p>	<p>CLO 1</p> <p>CLO 2</p> <p>CLO 3</p> <p>CLO 4</p>
Unit III Hours:11	<p>Richard Wright: <i>Native Son</i></p> <p>Zora Neale Hurston: <i>Their Eyes Were Watching God</i>*</p> <p><i>[Discussion on African American Fiction, and generating pertinent questions on the features by students]</i></p>	<p>CLO 3</p> <p>CLO 4</p>
Unit IV Hours:11	<p>W. E.B. DuBois. <i>The Souls of Black Folk: Essays and Sketches.</i> (Selections)</p> <p>C.L. Franklin: 'The Eagle Stirreth Her Nest'*</p> <p>Martin Luther King Jr. 'I Have a Dream' *</p>	<p>CLO 3</p> <p>CLO 4</p> <p>CLO 5</p>

	<p>Lorraine Hansberry: <i>A Raisin' in the Sun</i></p> <p>[Discussion on African American Plays and Sermons, and generating pertinent questions on the features by students]</p>	
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\*= These texts will be taken up for seminar and discussion mode or for Term Papers and Assignments wherein students' presentations and discussion are mandated.

### Transactional Modes:

Lecture, class discussion, recitation, presentations by students, assignments, library research on topics or problems, open text-book study, drama-role playing, use of audio-visual aids.

### Suggested Readings:

1. DuBois, W. E.B. *The Souls of Black Folk: Essays and Sketches*. Chicago: A.C. McClurg, 1903.
2. Gates (Jr.), Henry Louis and Valerie Smith, Eds. *The Norton Anthology of African American Literature*. Vol. 1 & 2. New York: Norton, 2014.
3. Gates (Jr.), Henry Louis. *The Signifying Monkey: A Theory of African-American Literary Criticism*. New York: OUP, 2014.
4. Houston Baker, Jr. *Blues, Ideology, and Afro-American Literature*. Chicago: Chicago Univ. Press, 2015.
5. Hubbard, Doland. *The Sermon and the African American Literary Imagination*. Missouri: Uni. of Missouri P., 2011.
6. Jarrett, Gene Andrew, Eds. *A Companion to African American Literature*. New York: Willey, 2013.
7. Lawrence Levine, *Black Culture and Black Consciousness*. Oxford: OUP, 2017.
8. Lerone Bennett. *Before Mayflower: A History of the Negro in America, 1619-1964*. Baltimore: Penguin Books. 2016.
9. Richard Barksdale. Ed. *Black Writers of America: A Comprehensive Anthology*. New York: Macmillan, 2019.

### Online Resources:

1. Black American Literature
2. [https://www.youtube.com/watch?v=YeBkgFxfjM4&list=PLNspmbLKJ8JmLiopBwS9gV\\_MgzndPzt5&index=112](https://www.youtube.com/watch?v=YeBkgFxfjM4&list=PLNspmbLKJ8JmLiopBwS9gV_MgzndPzt5&index=112)
3. Black American Literature: Poetry
4. [https://www.youtube.com/watch?v=T5qVbDcl44&list=PLNspmbLKJ8JmLiopBwS9gV\\_MgzndPzt5&index=127](https://www.youtube.com/watch?v=T5qVbDcl44&list=PLNspmbLKJ8JmLiopBwS9gV_MgzndPzt5&index=127)
5. Black American Literature: Fiction
6. [https://www.youtube.com/watch?v=ooI9jLSrte4&list=PLNspmbLKJ8JmLiopBwS9gV\\_MgzndPzt5&index=129](https://www.youtube.com/watch?v=ooI9jLSrte4&list=PLNspmbLKJ8JmLiopBwS9gV_MgzndPzt5&index=129)
7. Black Drama
8. [https://www.youtube.com/watch?v=946GuTteHac&list=PLNspmbLKJ8JmLiopBwS9gV\\_MgzndPzt5&index=125](https://www.youtube.com/watch?v=946GuTteHac&list=PLNspmbLKJ8JmLiopBwS9gV_MgzndPzt5&index=125)
9. Black Drama-2
10. [https://www.youtube.com/watch?v=\\_GUic7K4jdY&list=PLNspmbLKJ8JmLiopBwS9gV\\_MgzndPzt5&index=124](https://www.youtube.com/watch?v=_GUic7K4jdY&list=PLNspmbLKJ8JmLiopBwS9gV_MgzndPzt5&index=124)

**Elective Course:**

L	T	P	Credits
3	0	0	3

**Course Code: ENG.532****Course Title: Shakespeare Across Cultures****Total Hours: 45****Course Learning Outcomes:**

By the end of this course, students will be able to:

CLO1: Analyse Shakespeare by using discourses of language, race, gender, identity, and geopolitics.

CLO2: Demonstrate how cultures transfigure Shakespeare in their literary and cultural terrain.

CLO3: Illustrate the reasons for reworking and adapting Shakespeare in various cultures

CLO4: Demonstrate how contemporary viewers critically respond to the reworking of Shakespeare

CLO5: Find alternative frameworks to rework the essentially Eurocentric Shakespeare

**Course Contents:**

<b>Units/ Hours</b>	<b>Contents</b>	<b>Mapping with CLO</b>
Unit I Hours: 12	Shakespeare across Cultures: Introduction, Canon and Culture: Universality of Shakespeare, Global Shakespeare, Colonialism and Shakespeare, Shakespeare and the Imperialism of the English Language  <i>[Discussion on various aspects about Shakespeare]</i>	CLO1 CLO5
Unit II Hours: 11	Shakespeare and Modern Culture, Shakespeare on Stage, Shakespeare on Screen, Discussion on various Shakespeare screen adaptations (BBC adaptations, Akira Kurosawa, Vishal Bhardwaj) Shakespeare in New Media, Shakespearean Semiotics, Shakespeare Translations, Shakespeare and the Language of Translation, Rewriting and Adapting Shakespeare  <i>[Study and analysis of selected topics]</i>	CLO2 CLO3 CLO4
Unit III Hours: 11	Shakespeare as Children's Literature, Shakespeare and Literary Polysystems, Cross-Cultural and Transcultural Shakespeare, Political Shakespeare, Shakespeare and Gender, Shakespeare and Race, Shakespeare and Popular Culture  <i>[Study and analysis of selected topics]</i>	CLO2 CLO3 CLO4



Unit IV Hours: 11	Shakespeare and Critical Theory, Shakespeare in Indian Language Translations, Shakespeare in Indian Language Adaptations, Shakespeare in India: Films, Shakespeare and India: Theatre, Shakespeare Scholarship in India  [Discussion of selected topics]	CLO2 CLO3 CLO4
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### Shakespeare's Texts for Assignment and Term Paper Topics:

*Merchant of Venice, Henry IV, Henry V, Julius Caesar, Much Ado About Nothing, As You Like It, Twelfth Night, Hamlet, All's Well That Ends Well, Measure for Measure, Othello, Macbeth, King Lear, Cymbeline, The Winter's Tale, The Tempest, Sonnets*

**Films:** *Kaliyatham (Jayaraj), Joji, Hunger, Omkara, Haider, Maqbool, Bhranti Bilas, Angoor, I Oml Love, Arivaali, Ophelia, Goliyon Ki Raasleela Ram Leela*

### Transactional Modes:

Lecture, class discussion, recitation, presentations by students, assignments, library research on topics or problems, open text-book study, drama-role playing

### Suggested Readings:

1. Bevington, David. *Shakespeare and Biography*. Oxford, 2010.
2. Bloom, Harold. *Hamlet: Poem Unlimited*. New York: Riverhead Trade, 2004.
3. Bloom, Harold. *Shakespeare: The Invention of the Human*. New York: Riverhead Books, 1998.
4. Bradley, A.C. *Shakespearean Tragedy: Lectures on Hamlet, Othello, King Lear, and Macbeth*. New York and London: Penguin, 1991.
5. British Film Institute. *Shakespeare, 16+ Source Guide* (essay and bibliography).
6. Bruster, Douglas. *To Be or Not To Be*. New York: Continuum, 2007.
7. Burrow, Colin (ed.). *The Complete Sonnets and Poems*. The Oxford Shakespeare, 2002.
8. Duncan-Jones Katherine (ed). *Shakespeare's Sonnets*. Arden Shakespeare, 2010.
9. \_\_\_\_\_. *Shakespeare: An Ungentle Life*. Arden, 2010.
10. Edmondson, Paul and Stanley Wells. *Shakespeare's Sonnets*. Oxford, 2004.
11. Erne, Lukas. *Shakespeare as Literary Dramatist*. Cambridge: Cambridge University Press, 2008.
12. Greenblatt, Stephen. *Renaissance Self-Fashioning: From More to Shakespeare*. Chicago: University of Chicago Press, 2005.
13. Gurr, Andrew and Mariko Ichikawa. *Staging in Shakespeare's Theatres*. Oxford, 2000.
14. Gurr, Andrew. *The Shakespearean Stage, 1574-1642*, 4th ed. Cambridge, 2009.
15. Justman, Stewart. *Shakespeare: The Drama of Generations*. New Delhi: Macmillan India, 2007.
16. Lanier, Douglas. *Shakespeare and Modern Popular Culture*. Oxford, 2002.
17. Loomba, Ania. *Shakespeare, Race and Colonialism*. Oxford, 2002.
18. Mannoni, Octave. *Prospero and Caliban: The Psychology of Colonization*. New York: Frederick A. Praeger, 1964.
19. Mowat, Barbara and Paul Werstine, eds. *Shakespeare's Sonnets and Poems*. New Folger Library, 2006.
20. Potter, Lois. *Life of William Shakespeare: A Critical Biography*. Wiley-Blackwell, 2012.

21. Rothwell, Kenneth. *A History of Shakespeare on Screen: a Century of Film and Television*, 2nd ed. Cambridge, 2009.
22. Schoenbaum, S. *William Shakespeare: A Documentary Life*. Oxford, 1975.
23. \_\_\_\_\_. *William Shakespeare, Records and Images*. Oxford, 1981.
24. Shapiro James. *Year in the Life of William Shakespeare, 1599*. Simon & Schuster, 2010.
25. Stern, Tiffany. *Documents of Performance in Early Modern England*. Cambridge, 2009.
26. Sturgess, Kim C.. *Shakespeare and the American Nation*. Cambridge, 2007.
27. Taylor, Gary. *Reinventing Shakespeare: a Cultural History from the Restoration to the Present*. Vintage, 1991.
28. Toropov, Brandon. *Shakespeare for Beginners*. Hyderabad: Orient Longman, 1999.
29. Vaughan, Alden T. and Virginia Mason Vaughan. *Shakespeare in America*. Oxford, 2012.
30. Vendler, Helen. *The Art of Shakespeare's Sonnets*. Harvard, 1997.
31. Shakespeare, William, *The Complete Works of William Shakespeare (The Oxford Shakespeare)*, ed. with a glossary by W.J. Craig M.A. Oxford University Press, 1916.

**Online Sources:**

1. Shakespeare Criticism  
<https://dspace.gipe.ac.in/xmlui/bitstream/handle/10973/33061/GIPE-011322.pdf?sequence=3>
2. The Complete Works of William Shakespeare  
<https://www.gutenberg.org/ebooks/100>
3. The philosophy of William Shakespeare  
<https://archive.org/details/delineatinginsev00shakuoft/page/n5/mode/2up>
4. Shakespearean Criticism through the Ages  
<https://www.youtube.com/watch?v=tGIU12yabdk>
5. Shakespearean Theatre  
<https://www.youtube.com/watch?v=-PVIQcbwRWg>

**Elective Course:**

L	T	P	Credits
2	0	0	2

**Course Code: ENG.533**

**Course Title: Posthumanism: Literary and Filmic Representations**

**Total Hours: 45**

**Course Learning Outcomes:**

By the end of this course, students will be able to:

- CLO1: Read closely and analyse Science Fiction.
- CLO2: Demonstrate knowledge of the style, structure, and content of the assigned literary texts.
- CLO3: Watch movies and analyse them within the context of posthumanism.
- CLO4: Situate the assigned literary texts and films in posthumanist context and recognize the impact of major events and transitions.

CLO5: Widen the theoretical knowledge and show the depth of human experience through literature.

### Course Contents:

Unit/ Hours	Contents	Mapping with CLO
Unit I Hours 12	Ihab Hassan - "Prometheus as Performer: Toward a Posthumanist Culture?" Andy Miah: A Critical History of Posthumanism Neil Badmington - "Theorizing Posthumanism"  (Group discussion on various interrelated concepts)	CLO 2 CLO 5
Unit II Hours 11	Rosi Braidotti - Post-Humanism: Life beyond the Self Fancis Fukuyama – <i>Our Posthuman Future*</i> (Selected Sections) N. Katherine Hayles - <i>How We Became Posthuman: Virtual Bodies in Cybernetics, Literature, and Informatics (Chapter- I)</i> Cary Wolfe - <i>What is Posthumanism?*</i> (Selected Sections)  (Students will be asked to write term papers)	CLO 2 CLO 5
Unit III Hours 11	(Based on theoretical reading in the unit I & II the following texts would be explicated) Mary Shelley – <i>Frankenstein*</i> George Orwell - <i>Nineteen Eighty-Four</i> Kazuo Ishiguro - <i>Never Let Me Go</i> Manjula Padmanabhan: <i>Harvest</i>  (Study and analysis of selected texts)	CLO 1 CLO 2 CLO 4 CLO 5
Unit IV Hours 11	(Based on theoretical reading in the unit I & II the following movies would be explicated) Stanley Kubrick - <i>2001: A Space Odyssey*</i> (1968) Ridley Scott - <i>Blade Runner</i> (1982) Alex Garland- <i>Ex-Machina</i> (2015) Lana Wachowski and Lilly Wachowski: <i>The Matrix*</i> (1999) Sujoy Ghosh: <i>Anukul</i> (2017)  (Group discussion and film review writing)	CLO 2 CLO 3 CLO 4 CLO 5

\*= These texts will be taken up in tutorial mode wherein students' presentations and discussions are mandated.

### Transactional Modes:

Lecture, class discussion, recitation, presentations by students, assignments, library research on topics or problems, open text-book study, use of audio-visual aids.

### Suggested Readings:

1. Badmington, Neil. "Theorizing Posthumanism." *Posthumanism and the Other Within*. Routledge, 2004.
2. Braidotti, Rosi. *The Posthuman*. Polity Press, 2013.

3. Callus, Ivan and Stefan Herbrechter. *Posthumanism: The Routledge Companion to Critical and Cultural Theory*. Routledge, 2013.
4. Ferrando, Francesca. "Towards a Posthumanist Methodology: A Statement." *Frame Journal of Literary Studies*, vol. 25, 2012, pp. 9-18.
5. Fukuyama, Francis. *Our Posthuman Future: Consequences of Biotechnology Revolution*. Farrar, Straus and Giroux, 2002.
6. Hassan, Ihab. "Prometheus as Performer: Towards a Posthumanist Culture?" *The Georgio Review*, vol. 31, no. 4, 1977, pp. 830-50. JSTOR, [www.jstor.org/stable/41397536](http://www.jstor.org/stable/41397536). Accessed 21 Apr. 2018.
7. Hayles, N. Katherine. *How We Became Posthuman*. U of Chicago P, 1999.
8. Ishiguro, Kazuo. *Never Let Me Go*. Faber and Faber, 2005.
9. Heidegger, Martin. *The Question Concerning Technology and Other Essays*. Garland Publishing, 1953.
10. Nietzsche, Friedrich. *Thus Spoke Zarathustra*. Cambridge University Press, 2006.
11. Padmanabhan, Manjula. *Harvest*. Kali for Women, 1998.
12. Pepperell, Robert. *The Posthuman Condition: Consciousness Beyond the Brain*. Cromwell, 2003.
13. Orwell, George. *Nineteen Eighty-Four*. Penguin UK, 2013.
14. Shelley, Mary. *Frankenstein*. Penguin Classics, 2003.
15. Wolfe, Cary. *What is Posthumanism?* U of Minnesota P, 2010.

### Online Resources

1. Course on Posthumanism: <https://www.posthumans.org/course-the-posthuman.html>
2. Posthumanism as a Research Methodology: <https://www.youtube.com/watch?v=4HTKC7I6BhA>
3. Slavoj Zizek — Why I'm not a Humanist: <https://www.youtube.com/watch?v=PrVWS5cXFjzQ>
4. N. Katherine Hayles • Why We Are (Still) Posthuman: <https://www.youtube.com/watch?v=CtZxiOYcXDc>

**\*Interdisciplinary course offered by Department Faculty for students of other Departments:**

L	T	P	Credits
2	0	0	2

**Course Code: ENG.501**

**Course Title: Professional Communication in English (IDC)**

**Total Hours: 30**

### Course Learning Outcomes:

By the end of this course, students will be able to:

CLO1: Improve their language skills required for effective communication in English

CLO: Write down their arguments in a well-defined manner.

CLO3: Acquire effective academic and professional writing skills.

CLO4: Practice effective presentation skills in the professional context

### Course Contents:

Unit/ Hours	Contents	Mapping with CLO
Unit I Hours: 7	Professional Letter and Email writing: nature and types of letters and emails; process and procedure of letters and email writing; requirements for effective letters and email writing; preparing drafts of letters and emails.  <i>[Students write various drafts of letters and emails]</i>	CLO1 CLO2 CLO3
Unit II Hours: 7	Resume writing: nature and types of resumes; process and procedure of resume writing; requirements for an effective resume; preparing a draft of resume  <i>[Students write various drafts of their resume]</i>	CLO1 CLO2 CLO3
Unit III Hours: 8	Report writing: nature and types of report; process and procedure of report writing; requirements for effective report writing; structure and language of a report  <i>[Students write various drafts of professional reports]</i>	CLO1 CLO2 CLO3
Unit IV Hours: 8	Presentation Skills: nature and types of resumes; process and procedure of formal presentation; requirements for an effective presentation; preparing and delivering an effective presentation.  <i>[Students prepare. ppts and make presentations]</i>	CLO1 CLO2 CLO4

### Transactional Modes:

Lecture, class discussion, debate, presentations by students, assignments, library research on topics or problems, role-playing.

### Suggested Readings:

1. Andrews, Deborah C., and Tham, Jason C. K. *Designing Technical and Professional Communication: Strategies for the Global Community*. United Kingdom, Taylor & Francis, 2021.
2. Bhardwaj, Kumkum. *Professional Communication*. India, I.K. International Publishing House Pvt. Limited, 2013.
3. Chesebro, Joseph L. *Professional Communication at Work: Interpersonal Strategies for Career Success*. United Kingdom, Taylor & Francis, 2014.
4. Gutbrod, Hans. *Handbook for Professional Communication: How to Get Your Ideas Across, Every Single Time*. n.p., XinXii, 2017.
5. Jain, A. K., and Bhatia, Pravin S. R. *Professional Communication Skills*. India, S. Chand Limited, 2006.
6. Martinet, A V & Thomson A J. *Practical English Grammar (4<sup>th</sup> Edition)*. Oxford University Press, 2014.
7. Raman & Sharma. *Technical Communication*. Oxford University Press, 2005.

8. Rizvi, Ashraf. *Effective Technical Communication*. Tata McGraw Hill, 2006.
9. Yule, George. *Oxford Practice Grammar*. OUP, 2011.

**Online Resources:**

1. Business English for Success: <https://open.umn.edu/opentextbooks/textbooks/65>
2. Effective communications skills for business: <https://www.udemy.com/course/effective-communications-skills-for-business/>
3. How to Detect Cultural Differences: <http://cnx.org/content/m14686/latest/>
4. How to Conduct an Effective Business Presentation: <https://www.toastmasters.org/mainmenucategories/freeresources/needhelpgivingaspeech/businesspresentations.aspx>
5. Open Mind: Digital communication skills: [www.macmillanenglish.com/courses/open-mind/](http://www.macmillanenglish.com/courses/open-mind/)
6. Plan your Presentation in Just 3 Minutes: <https://communicationprogram.wharton.upenn.edu/library/planning-your-presentation/>
7. TED Talks - Communication: <https://www.ted.com/topics/communication>

**\*Interdisciplinary course offered by Department Faculty for students of other Departments:**

L	T	P	Credits
2	0	0	2

**Course Code: ENG.502**

**Course Title: Literature and Science (IDC)**

**Total Hours: 30**

**Course Learning Outcomes:**

Upon completing the course, the student should be able to:

CLO 1: Show knowledge of a wide range of literary and non-literary texts dealing with scientific and cultural issues.

CLO 2: Discuss the generic and rhetorical features of non-fiction and fiction poetry and prose.

CLO 3: Show awareness of contemporary critical debates and ideas of relevant scholarship and show skills in effective communication, and command over a broad range of vocabulary and critical terms.

CLO 4: Handle information and argument in a critical manner and show competence in organizing and evaluating texts and the information, concepts and arguments they represent.

**Course Contents:**

Units/ Hours	Contents	Mapping with CLO
Unit I Hours:15	Matthew Arnold: "Literature and Science" T.H. Huxley: "Science and Culture"	CLO 1

	<i>[Chronological and thematic understanding of Science Fiction, examining the concepts such as utopias, time travel, superhuman and other worlds and the way these issues have been reflected in the evolving conceptions of literature and science.]</i>	
Unit II Hours:15	T.S. Kuhn: “The Nature and Necessity of Scientific Revolution” C.P. Snow: “The Two Cultures”  <i>[Chronological and thematic understanding of Science Fiction, examining the concepts such as utopias, time travel, superhuman and other worlds and the way these issues have been reflected in the evolving conceptions of literature and science.]</i>	CLO 2
Unit III Hours:15	Edgar Allan Poe: “To Science” Richard Feynman: <i>Surely, You’re Joking Mr Feynman</i>  <i>[Chronological and thematic understanding of Science Fiction, examining the concepts such as utopias, time travel, superhuman and other worlds and the way these issues have been reflected in the evolving conceptions of literature and science.]</i>	CLO 3
Unit IV Hours:15	Ray Bradbury: "The Million Year Picnic" H. G. Wells: The Time Machine  <i>[Chronological and thematic understanding of Science Fiction, examining the concepts such as utopias, time travel, superhuman and other worlds and the way these issues have been reflected in the evolving conceptions of literature and science.]</i>	CLO 4

### Transactional Modes:

Lecture, class discussion, presentations by students, assignments, library research on topics or problems, open textbook study, writing exercises.

### Suggested Readings:

1. Kuhn, Thomas S. *The Structure of Scientific Revolutions*. U of Chicago P, 1969.
2. Osserman, Robert. *Poetry of the Universe*. Anchor, 2011.
3. Poe, Edgar A. *Poe: Poems*. Everyman's Library, 2014.
4. Snow, C. P. *The Two Cultures*. Cambridge UP, 1993.
5. White, Paul. *Thomas Huxley: Making the 'Man of Science'*. Cambridge UP, 2003.
6. Willis, Connie. *Bellwether*. Hachette UK, 2013.
7. Willis, Martin. *Literature and Science*. Macmillan International, 2014.

### Online Resources:

1. Science Teaching Literature: <https://crscience.org/educators/scienceliterature/>
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## SEMESTER-III

L	T	P	Credits
3	1	0	4

**Course Code: ENG.563**

**Course Title: Indian Literature in English and in English Translation**

**Total Hours: 60**

### Course Learning Outcomes:

By the end of this course, students will be able to:

CLO1: Analyse the style, structure, and content of the assigned literary texts, from Indian literature.

CLO2: Identify the unique qualities of the authors studied, and compare and contrast them.

CLO3: Situate the assigned seminal texts in Indian writing in English and create literary sensibility and emotional response to the Indian literary texts

CLO4: Develop a well-written argument about one or more literary texts or authors, and accurately cite literary and other sources.

### Course Contents:

Units/ Hours	Contents	Mapping with CLO
Unit I Hours 15	A brief introduction to Indian English Literature Mamang Dai: <i>The Legends of Pensam</i> (Selected short stories) Arundhati Roy: <i>The Ministry of Utmost Happiness</i> * Meena Kandasamy (Selected Poetry)  [Study and analysis of selected texts]	CLO1 CLO2
Unit II Hours 15	Jeet Thayil: <i>Collected Poems</i> (2015) Ruth Vanita: <i>Memory of Light</i> * Chitra Banerjee Divakaruni: <i>The Palace of Illusions</i> *  [Study and analysis of selected texts]	CLO3
Unit III Hours 15	A brief introduction to Indian Literature in English Translation Mahesh Elkunchwar: <i>The Terrorist</i> (Translated by Alok Bhalla) Swarajbir: <i>The Bridge of Siraat</i> * (Plays from a Fractured Land, Ed. Atamjit, Sahitya Akademi, 2021) Sarat Chandra Chattopadhyay: <i>Devdas</i> * (Translated into English by Sreejata Guha, 2002)  [Study and analysis of selected texts]	CLO4



Unit IV Hours 15	Geetanjali Shree: <i>Tomb of Sand</i> (Translator Daisy Rockwell)* Amrita Pritam: <i>Rasidi Ticket*</i> (The Revenue Stamp: An Autobiography by Amrita Pritam; Translated by Krishna Gorowara; Published by Wide Canvas)  [Study and analysis of selected texts]	CLO3 CLO4
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\*= These texts will be taken up in tutorial mode wherein students' presentations and discussions are mandated.

### Transactional Modes:

Lecture, class discussion, presentations by students, assignments, library research on topics or problems, open textbook study

### Topics for term papers

1. Girish Karnad *Hayavadana*
2. Vijay Tendulkar *Sakharam Binder*
3. Dom Moraes Selected Poetry
4. Avtar Singh Paash Selected Poetry
5. Githa Hariharan *Thousand Faces of Night*
6. Sachin Kundalkar *Cobalt Blue*

### Suggested Readings:

1. Agarwal, Smita, ed. *Marginalized: Indian Poetry in English*. New York: Rodopi, 2014.
2. Agrawal, Anju Bala. *Post-Independence Indian Writing in English (Vols. I and II)*. Delhi: Authorspress, 2010.
3. Ahmad, Aijaz. *In Theory: Classes, Nations, Literatures*. Delhi: Oxford University Press, 1996.
4. Amrita Pritam "The Creative Process" (Punjabi Tr. By Arlene Zide and Amrita Pritam)
5. Arjun Dangle, "Dalit Literature: Past, Present and Future" from *Poisoned Bread*. Hyderabad: Orient Longman Ltd., 1992.
6. Basu, Tapan, ed. *Translating Caste*. New Delhi: Katha, 2002.
7. Bose, Brinda, ed. *Translating Desire: The Politics of Gender and Culture in India*. New Delhi: Katha, 2002.
8. Daruwalla, Keki, ed. *Two Decades of Indian Poetry 1960-1980*. Delhi: Vikas Publishing, 1980.
9. Dharwadker, Vinay and A.K. Ramanujan, eds. *The Oxford Anthology of Modern Indian Poetry*. Delhi: Oxford University Press, 1994.
10. Gopal, Priyamvada. *The Indian English Novel: Nation, History, and Narration*. United Kingdom, Oxford University Press, 2009.
11. Iyengar, Srinivasa. *Indian Writing in English*, 5<sup>th</sup> ed. New Delhi: Sterling Publishers, 1985.
12. Joshi, Priya. *In Another Country: Colonialism, Culture and the English Novel in India*. New Delhi: Oxford University Press, 2003.
13. Kambar, Chandrasekhar. *Modern Indian Plays. Vols. I & 2*. New Delhi: National School of Drama, 2000.
14. Karnad, Girish. "Author's Introduction" in *Three Plays*. Delhi: OUP, 1995.
15. King, Bruce. *Modern Indian Poetry in English*. Revised Edition. Oxford University Press, 2001.
16. Makarand Paranjape: Introductory essay to *Indian Poetry in English*. Madras: Macmillan India Press, 1993.
17. Mc Cutchion, David. *Indian Writing in English*. Calcutta: Writers Workshop, 1973.

18. Mehrotra, Arvind, ed. *A Concise History of Indian Literature in English*. New Delhi: Permanent Black, 2010.
19. Mishra, V. *Literature of the Indian Diaspora*. London: Routledge, 2008.
20. Mittapalli, Rajeshwar and Piciucco, Pier Paolo. *Studies in Indian Writing in English, Vol. 1*. New Delhi: Atlantic Publishers and Distributors, 2000.
21. Mouli, T. Sai Chandra. *Multicultural Theatre and Drama*. New Delhi: Authorspress, 2011.
22. Mukherjee, Meenakshi. *The Twice-Born Fiction: Themes and Techniques of the Indian Novel in English*. University of Michigan: Heineman Educational Books, 1971.
23. Mukherjee, Meenakshi. *Realism and reality: The Novel and Society in India*. New Delhi: Oxford University Press, 1994.
24. Naik, M. K. *A History of Indian English Literature*. India, Sahitya Akademi, 1982.
25. Natarajan, Nalini. "Introduction: Regional Literature of India: Paradigms and Contexts." *Handbook of Twentieth Century Literature of India*. Ed. Nalini Natarajan. London: Greenwood, 1996. 1 - 20. Print.
26. Nayar, Pramod. *Postcolonial Literature: An Introduction*. New Delhi: Pearson Education, 2008.
27. Panikker, K. Ayyappa. *Indian English Literature since Independence: Golden Jubilee Vol. 1940-1990*. New Delhi: The Indian Association for English Studies, 1991.
28. Paranjape, Makarand. *Indian Poetry in English*. Macmillan India Ltd., 1993.
29. Ramakrishnan, E V. *Locating Indian Literature: Texts, Traditions, Translations*. Hyderabad: Orient Blackswan, 2017.
30. Walsh, William. *Indian Literature in English*. London: Longman, 1990.

**Online sources:**

1. Lit for Life 2015: Art of the Tale  
<https://www.youtube.com/watch?v=cvBNzvVIZlc>
2. Writers Are Readers First  
<https://www.youtube.com/watch?v=tpibUVAAbCDU>
3. Aadhe Adhure Sawitri Theatre Group  
<https://www.youtube.com/watch?v=hAxmbthlxw>
4. Discussion on classic Hindi Play "Aadhe Adhure"  
<https://www.youtube.com/watch?v=jCFVA4uqVcs>
5. Partition Literature  
<https://www.youtube.com/watch?v=uI-ekBseASw>
6. Partition Experiences in South Asia  
<https://www.youtube.com/watch?v=7kYwnqGB48E>
7. The Pity of Partition  
<https://www.youtube.com/watch?v=UHCIClrlglw>
8. Dalit Writing and Issues of Marginalization  
[https://www.youtube.com/watch?v=NKjvBv\\_ndL8](https://www.youtube.com/watch?v=NKjvBv_ndL8)
9. Dalit Literature & Historiography  
<https://www.youtube.com/watch?v=A-vFqNWYmm0>
10. Crossing the Boundaries of Genre  
[https://www.youtube.com/watch?v=PKpV\\_I0Q3oQ](https://www.youtube.com/watch?v=PKpV_I0Q3oQ)

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L	T	P	Credits
3	1	0	4

**Course Code: ENG.552**  
**Course Title: British Fiction**  
**Total Hours: 60**

**Course Learning Outcomes:**

By the end of this course, students will be able to:

CLO 1: Situate the assigned literary texts in their historical and cultural contexts and recognize the impact of major events and transitions

CLO 2: Read closely and understand and appreciate British Fiction

CLO 3: Demonstrate the knowledge of the style, structure, and content of the assigned literary texts from the early as well as the modern British novelists.

CLO 4: Identify the unique qualities of the authors studied, and compare and contrast them.

CLO 5: Develop a well-written argument about one or more literary texts or authors, and accurately cite literary and other sources

**Course Contents:**

<b>Unit/ Hours</b>	<b>Contents</b>	<b>Mapping with CLO</b>
Unit I Hours: 15	A brief introduction to the emergence of fiction as a genre in English literature  Henry Fielding: <i>The History of Tom Jones, A Foundling</i> (1749) *  [Discussion on the emergence of British Fiction, and generating pertinent questions on the features by students]	CLO 1 CLO 2
Unit II Hours: 15	Jane Austen: <i>Pride and Prejudice</i> (1813)* Emily Bronte: <i>Wuthering Heights</i> (1847)  [Discussion on British Fiction by Women, and generating pertinent questions on the features by students]	CLO 1 CLO 2 CLO 3 CLO 4
Unit III Hours: 15	Charles Dickens: <i>Great Expectations</i> (1861)* Thomas Hardy: <i>Jude the Obscure</i> (1895)  [Discussion on British Fiction in the Victorian period, and generating pertinent questions on the features by students]	CLO 1 CLO 2 CLO 3 CLO 4
Unit IV Hours: 15	Joseph Conrad: <i>The Heart of Darkness</i> (1902)* James Joyce: <i>A Portrait of the Artist as a Young Man</i> (1916) Virginia Woolf: <i>Mrs. Dalloway</i> (1925)*  [Discussion on Modern British Fiction, and generating pertinent questions on the features by students]	CLO 2 CLO 3 CLO 4 CLO 5

\*= These texts will be taken up in tutorial mode wherein students' presentations and discussion are mandated.

### **Transactional Modes:**

Lecture by the faculty, class discussion, presentations by students, assignments, library research on topics or problems, open textbook study.

### **Texts for Assignment and Term Paper Topics:**

- Daniel Defoe's *Robinson Crusoe*
- Richardson's *Pamela*
- Henry Fielding's *Joseph Andrews*
- Horace Walpole's *The Castle of Otranto*
- Ann Radcliff's *The Mysteries of Udalpo*
- Mary Shelley's *Frankenstein*
- Arthur Conan Doyle's *The Hound of the Baskervilles*
- Walter Scott's *Ivanhoe*
- Wilkie Collins's *The Woman in White*
- Charlotte Bronte's *Jane Eyre*
- George Eliot's *The Mill on the Floss*
- George Eliot's *Middlemarch*
- Charles Dickens's *Hard Times*
- Charles Dickens' *David Copperfield*
- Thomas Hardy's *Tess of the D'Urbervilles*
- D.H. Lawrence's *Sons and Lovers*
- Virginia Woolf's *To the Lighthouse*
- Graham Greene's *The Power and the Glory*
- William Golding's *The Lord of the Flies*
- Graham Greene's *Brighton Rock*

### **Suggested Readings:**

1. Altick, Richard D. *The English Common Reader: A Social History of the Mass Reading Public, 1800–1900*. Chicago: Chicago University Press, 2000.
2. Backsheider, Paula R., and John J. Richetti. *Popular Fiction by Women 1660–1730*. Oxford: Clarendon Press, 2016.
3. Beasley, Jerry C. *English Fiction, 1660–1800: A Guide to Information Sources*. Detroit: Gale, 2012.
4. Bowers, Toni. *The Columbia History of the British Novel*. New York: Columbia University Press, 2014.
5. Bradbury, Malkolm. *The Modern British Novel*. New York: Secker and Warburg, 2014.
6. Brantlinger, Patrick. *Rule of Darkness: British Literature and Imperialism, 1830–1914*. Ithaca: Cornell University Press, 2017.
7. Burgess, Anthony. *The Novel Now*. London: Faber & Faber, 2010.
8. Burke, Jerome H. *The Victorian Temper: A Study in Literary Culture*. New York: Vintage Books, 2016.
9. Coslet, Tess. *The “Scientific Movement” and Victorian Literature*. London: St. Martin's, 1982.
10. Demaria, Robert, Jr. *British Literature 1640–1789: An Anthology*. London: Blackwell, 2001.
11. Dyson, A. E. *The English Novel*. London: Oxford University Press, 1974.
12. Foster, E. M. *Aspects of the Novel*. New York: Harcourt, Brace & Company, 2019.

13. Gilbert, Sandra M., and Susan Gubar, eds. *The Norton Anthology of Literature by Women: The Traditions in English*. 2nd ed. New York: W.W. Norton, 1996.
14. Halperin, John. *The Theory of the Novel: New Essays*. New York: Oxford University Press, 2015.
15. Lodge, David. *The Art of Fiction: Illustrated from Classic and Modern Texts*. New York: Viking, 2012.
16. Lubbock, Percy. *The Craft of Fiction*. New York: J. Cape, 1924.
17. Phelps, Gilbert. *An Introduction to Fifty British Novels 1600–1900*. London: Pan Books, 1979.
18. Rogers, Katherine M., and William McCarthy, eds. *The Meridian Anthology of Early Women Writers: British Literary Women from Aphra Behn to Maria Edgeworth, 1660–1800*. New York: New American Library, 1987.
19. Stevenson, Lionel. *The English Novel: A Panorama*. Boston: Houghton Mifflin, 2019.

### Online Resources:

1. Walter Scott's Historical Novel  
[https://www.youtube.com/watch?v=j\\_TCmalhFOU&list=PLNspmbLKJ8JmLiopBwS9gV\\_MgznDPzt5&index=40](https://www.youtube.com/watch?v=j_TCmalhFOU&list=PLNspmbLKJ8JmLiopBwS9gV_MgznDPzt5&index=40)
2. 20th Century English Literature  
[https://www.youtube.com/watch?v=Gb64YGsiD8M&list=PLNspmbLKJ8JmLiopBwS9gV\\_MgznDPzt5&index=151](https://www.youtube.com/watch?v=Gb64YGsiD8M&list=PLNspmbLKJ8JmLiopBwS9gV_MgznDPzt5&index=151)
3. Early 20th Century English Literature - Part 1  
[https://www.youtube.com/watch?v=8yNQ5iSVIjY&list=PLNspmbLKJ8JmLiopBwS9gV\\_MgznDPzt5&index=153](https://www.youtube.com/watch?v=8yNQ5iSVIjY&list=PLNspmbLKJ8JmLiopBwS9gV_MgznDPzt5&index=153)
4. Early 20th Century English Literature - Part 2  
[https://www.youtube.com/watch?v=9ErWGHKhEc8&list=PLNspmbLKJ8JmLiopBwS9gV\\_MgznDPzt5&index=152](https://www.youtube.com/watch?v=9ErWGHKhEc8&list=PLNspmbLKJ8JmLiopBwS9gV_MgznDPzt5&index=152)
5. 20th Century English Literature  
[https://www.youtube.com/watch?v=Gb64YGsiD8M&list=PLNspmbLKJ8JmLiopBwS9gV\\_MgznDPzt5&index=151](https://www.youtube.com/watch?v=Gb64YGsiD8M&list=PLNspmbLKJ8JmLiopBwS9gV_MgznDPzt5&index=151)
6. Early Modern English Literature - Part 1  
[https://www.youtube.com/watch?v=otdkCqvodAo&list=PLNspmbLKJ8JmLiopBwS9gV\\_MgznDPzt5&index=95](https://www.youtube.com/watch?v=otdkCqvodAo&list=PLNspmbLKJ8JmLiopBwS9gV_MgznDPzt5&index=95)
7. Early Modern English Literature – Part 2  
[https://www.youtube.com/watch?v=U\\_FASw40L8Y&list=PLNspmbLKJ8JmLiopBwS9gV\\_MgznDPzt5&index=161](https://www.youtube.com/watch?v=U_FASw40L8Y&list=PLNspmbLKJ8JmLiopBwS9gV_MgznDPzt5&index=161)
8. Early Modern English Literature - Part 3  
[https://www.youtube.com/watch?v=0nb00qMdSc0&list=PLNspmbLKJ8JmLiopBwS9gV\\_MgznDPzt5&index=160](https://www.youtube.com/watch?v=0nb00qMdSc0&list=PLNspmbLKJ8JmLiopBwS9gV_MgznDPzt5&index=160)
9. Early Modern English Literature – Part 4  
[https://www.youtube.com/watch?v=wH-WCKJQR-g&list=PLNspmbLKJ8JmLiopBwS9gV\\_MgznDPzt5&index=159](https://www.youtube.com/watch?v=wH-WCKJQR-g&list=PLNspmbLKJ8JmLiopBwS9gV_MgznDPzt5&index=159)

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L	T	P	Credits
0	0	4	2

**Course Code: ENG. 553**

**Course Title: Practical Criticism**

## Total Hours: 30

### Course Learning Outcomes:

By the end of this course, students will be able to:

CLO 1: Understand the practical aspects of literary criticism

CLO2: Acquaint themselves with the basics of literary criticism

CLO3: Practice textual criticism

### Course Contents:

Unit/ Hours	Contents	Mapping with CLO
Unit I Hours:15	Prose: contemplatives; constatives; performatives and perlocutionary sentences; demotic style; hieratic style; paratactic style; hypotactic style etc.  <i>[Selected excerpts/pieces of prose will be taken up by each student for practical criticism]</i>	CLO 1 CLO 2 CLO 3
Unit II Hours:15	Poetry: Imagery; Figures of speech, chiasmus; antithesis ; parallelism; zeugma; meiosis; irony; paradox etc.  <i>[Selected excerpts/poetry will be taken up by each student for practical criticism]</i>	CLO 1 CLO 2 CLO 3
Unit III Hours:15	Drama: plot, character, thought, diction, spectacle and song, dramatic conventions etc. Exposition, rising action, climax, falling action, and resolution--conflict and theme  <i>[Selected excerpts/drama will be taken up by each student for practical criticism]</i>	CLO 1 CLO 2 CLO 3
Unit IV Hours:15	Fiction: Fable; fabliau; novelette; frame-story; narration and narrative voice; story and plot; flat character; round character; symbolic figure; stock character etc. Characterisation; setting, irony etc.  <i>[Selected excerpts/fictions will be taken up by each student for practical criticism]</i>	CLO 1 CLO 2 CLO 3

### Suggested Readings:

1. Baldick, Chris. *The Social Mission of English Criticism 1848-1932*, Oxford, 1987
2. Croft, Steven. *Success in English Literature*. United Kingdom, OUP Oxford, 2000.

3. Empson, William. *Seven Types of Ambiguity*, London, 1930)
4. Lennard, John. *The Poetry Handbook: A Guide to Reading Poetry for Pleasure and Practical Criticism*, Oxford, 1996.
5. Miller, Lindy. *Mastering practical criticism*. Palgrave, 2001.
6. Peck, John, and Martin Coyle. *Practical Criticism*. Palgrave, London, 1995.
7. Richards, I. A. *Practical Criticism*. London, 1929.
8. Ricks, Christopher. *The Force of Poetry*, Oxford, 1995.
9. Lodge, David. *The Art of Fiction: Illustrated From Classic and Modern Texts* First American edition., Viking :, 1993.
10. Balme, C. *The Cambridge Introduction to Theatre Studies*, Cambridge; Cambridge University Press, 2008.
11. Brook, P. *The Empty Space*. Penguin; Harmondsworth, 1972.
12. Esslin, M. *The Field of Drama*. London; Methuen, 1987.
13. Freshwater, H. (2009) *Theatre & Audience*, London: Palgrave MacMillan
14. Leach, R. *Theatre Studies: the Basics*, Routledge: London, 2013.

### Online Resources:

- I. Gale Literary Criticism:  
<https://comlib.idm.oclc.org/login?url=https://link.gale.com/apps/LCO?u=txshracd2496>

L	T	P	Credits
2	0	0	2

**Course Code: ENG.554**

**Course Title: Entrepreneurship**

**Total Hours: 30**

### Course Learning Outcomes:

On the completion of this course, the learners will able to:

CLO1: Understand the basic concepts of entrepreneur, entrepreneurship and its importance.

CLO2: Be aware of the issues, challenges and opportunities in entrepreneurship.

CLO3: Develop capabilities of preparing proposals for starting small businesses.

CLO4: Know the availability of various institutional supports for making a new start-up.

CLO5: Explore possibilities of entrepreneurship development in the context of English language

### Course Contents:

Unit/ Hours	Contents	Mapping with CLO

Unit I Hours: 8	Introduction to entrepreneur and entrepreneurship; enterprise and society in Indian context; self-employment-oriented schemes; importance of women entrepreneurship; legal, financial, regulatory and documentary requirements; project report preparation  <i>[Student-led discussion on entrepreneurship in India]</i>	CLO1
Unit II Hours: 8	English for business and business of English; Promotion of a venture – Why and how to start a small business; opportunity analysis, external environmental analysis; starting training centres and educational institutions  <i>[Students explore various aspects of business of English for the promotion of entrepreneurship]</i>	CLO2
Unit III Hours: 7	Entrepreneurship opportunities in media (newspapers, radio, television, social media), script writing and screenplay writing.  <i>[Students discuss various aspects of entrepreneurship in media]</i>	CLO3 CLO4
Unit IV Hours: 7	Entrepreneurship opportunities in translation, interpretation, content writing and publishing industry..  <i>[Students carry out internet-based search on enterprises related to translation and publication, and discuss their findings]</i>	CLO5

### Suggested Readings:

1. Arora, Renu (2008). *Entrepreneurship and Small Business*, Dhanpat Rai & Sons Publications.
2. Chandra, Prasanna (2018). *Project Preparation, Appraisal, Implementation*, Tata Mc-Graw Hills.
3. Desai, Vasant (2019). *Management of a Small-Scale Industry*, Himalaya Publishing House.
4. Jain, P.C. (2015). *Handbook of New Entrepreneurs*, Oxford University Press.
5. Robinson, Anthony. *An Introduction to Entrepreneurship*. Indy Pub, 2020.
6. Srivastava, S.B. (2009). *A Practical Guide to Industrial Entrepreneurs*, Sultan Chand & Sons.

### Online Resources:

1. Introduction to Entrepreneurship  
<https://kpu.pressbooks.pub/introtoentrepreneurship/>
2. Entrepreneurship Development institute of India: <https://www.ediindia.org/>
3. Startup India: <https://www.startupindia.gov.in/content/sih/en/reources.html>
4. Think Entrepreneurship: <https://www.thinkentrepreneurship.com/top-16-entrepreneur-podcasts-for-2013/>

L	T	P	Credits
0	0	8	4

**Course Code: ENG.600**

**Course Title: Dissertation Part-I**



## Total Hours: 120

### Course Learning Outcomes:

By the end of this course, students will be able to:

CLO1: Focus on a particular research question coming under the purview of English literary and language studies

CLO2: Write an effective dissertation proposal

CLO3: Develop skills necessary for an oral presentation

### Course Contents:

Unit/ Hours	Contents	Mapping with CLO
Hours: 120	The student will write a research proposal on an approved topic focusing on a particular research question coming under the purview of English literary studies and give an oral presentation.	CLO1 CLO2 CLO3

### Transactional Modes:

Scheduled weekly meetings with the assigned supervisors for discussion of research problems, research questions, literature review, research methodology as well as annotated bibliography will be held to check work progress. Additionally, mid-semester and end semester proposal presentations will be conducted to assess the quality of ongoing research work.

### Evaluation Criteria:

The evaluation of dissertation in the fourth semester will be as follows:

<b>Dissertation Proposal (Third Semester)</b>		
	Marks	Evaluation
Supervisor	50	Dissertation proposal and presentation
HoD and senior-most faculty of the department	50	Dissertation proposal and presentation

### Suggested Readings:

1. Chindhade, S. and A. Thorat (2009), *An Introduction to Research*, Mumbai: Cambridge University Press.
2. Eliot, Simon and W. R. Owens (4th edn. 1998), *A Handbook to Literary Research*, London: Routledge & Open University.
3. MLA Handbook for Writers of Research Papers (7th edn. 2009), New York: MLA Association.
4. Oliver, Paul (2005), *Writing Your Thesis*, New Delhi: Vistaar Publications.
5. Sinha, M.P. (2004), *Research Methods in English*, New Delhi: Atlantic.
6. Brown, James Dean (2006), *Understanding Research in Second Language Learning*, New York: Cambridge University Press.
7. Adam Sirjohn (2004), *Research Methodology: Methods & Techniques*, Delhi: New Age International.
8. Miller, R. H. (1995), *Handbook of Literary Research*, Methuen.
9. Seliger (2001), *Second Language Research Methods*, Oxford: Oxford University Press.

11. Lenburg, Jeff (2007), *Guide to Research*, Viva Books.
12. Abdul Rahim, F. (2005), *Thesis Writing: A Manual for Researchers*, New Delhi: New Age International.
13. Hunt, Andy (2005), *Your Research Project*, New Delhi: Foundation Books.
14. Punch, K.E. (1998), *Introduction to Social Research*, London: Sage.
15. Brause, R.S. (2000), *Writing your Doctoral Dissertation: Invisible Rules for Success*, London: Falmer.
16. Renu Gupta. *A Course in Academic Writing*. New Delhi: Orient Black Swan, 2010. Print.
17. Lin Ham-Lyons and Ben Heasley. *Study Writing: A Course in Writing Skills for Academic Purpose*. Cambridge: CUP, 2006. Print.
18. Iiona Leki. *Academic Writing: Exploring Processes and Strategies*. 2nd Edition. New York: CUP, 1998. Print.
19. Gerald Graff and Cathy Birkenstein. *They Say/ I Say: The Moves That Matter in Academic Writing*. New York: Norton, 2009. Print.
20. Liz Hamp-Lyons and Ben Heasley, *Study Writing: A course in Writing Skills for Academic Purposes*, Cambridge, 2006.

### Online Resources:

1. Avoiding Plagiarism: <https://avoidingplagiarism.uts.edu.au/>
2. Digital Commons Network: <https://network.bepress.com/>
3. Google Scholar: <https://scholar.google.com/>
4. Internet Sources for Research: <https://udc.libguides.com/az.php>
5. JSOTR: <https://www.jstor.org/>
6. Purdue Online Writing Lab: [https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_formatting\\_and\\_style\\_guide/mla\\_formatting\\_and\\_style\\_guide.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html)
7. ProQuest: <https://www.proquest.com/>
8. The Writing Center, University of North Carolina: <https://writingcenter.unc.edu/>
9. Harvard College Writing Center Developing A Thesis | Harvard College Writing Center [bg\\_writing\\_english.pdf \(harvard.edu\)](https://www.writingcenter.harvard.edu/sites/default/files/bg_writing_english.pdf)

### Elective Course:

L	T	P	Credits
3	0	0	3

**Course Code: ENG.556**

**Course Title: American Fiction**

**Total Hours: 45**

### Course Learning Outcomes:

By the end of this course, students will be able to:

CLO 1: Demonstrate knowledge of the style, structure, and content of the assigned literary texts from the early as well as the modern American novelists.

CLO 2: Identify the unique qualities of the authors studied, and compare and contrast them.

CLO 3: Situate the assigned literary texts in their historical contexts and recognize the impact of major events and transitions.

CLO 4: Develop a well-written argument about the seminal texts that depict the regional, cultural, ethnic and racial tensions, diversities and issues in America.

**Course Contents:**

<b>Unit/ Hours</b>	<b>Contents</b>	<b>Mapping with CLO</b>
Unit I Hours:12	Mark Twain: <i>The Adventures of Huckleberry Finn</i> Harriet Beecher Stowe: <i>Uncle Tom’s Cabin</i> *  [Discussion on early American Fiction, and generating pertinent questions on the features by students]	CLO 1 CLO 2 CLO 3
Unit II Hours:11	Nathaniel Hawthorne: <i>The Scarlet Letter</i> * Herman Melville: <i>Moby Dick or the Whale</i>  [Discussion on American Fiction, and generating pertinent questions on the features by students]	CLO 1 CLO 2 CLO 3
Unit III Hours:11	William Faulkner: <i>The Sound and the Fury</i> Ralph Ellison: <i>Invisible Man</i> *  [Discussion on Modern American Fiction, and generating pertinent questions on the features by students]	CLO 1 CLO 2 CLO 3
Unit IV Hours:11	Leslie Marmon Silko: <i>Ceremony</i> F. Scott Fitzgerald: <i>The Great Gatsby</i> *  [Discussion on American Fiction, and generating pertinent questions on the features by students]	CLO 1 CLO 2 CLO 3 CLO 4

\*= These texts will be taken up for seminar and discussion mode or for Term Papers and Assignments wherein students’ presentations and discussion are mandated.

**Transactional Modes:**

Lecture, class discussion, presentations by students, assignments, library research on topics or problems, open text-book study.

**Texts for Assignment and Term Paper Topics:**

- James Fenimore Cooper, *The Last of the Mohicans* (1826)
- Henry James, *The Portrait of a Lady* (1881)
- Stephen Crane’s *The Red Badge of Courage* (1895)
- Kate Chopin, *The Awakening* (1899)
- Edith Wharton, *The House of Mirth* (1905)
- Ernest Hemingway’s *The Sun Also Rises* (1926)
- John Steinbeck, *The Grapes of Wrath* (1939)

- Saul Bellow, *The Adventures of Augie March* (1953)
- James Baldwin, *Go Tell It on the Mountain* (1953)
- E.L. Doctorow, *Welcome to Hard Times* (1960)
- Harper Lee, *To Kill a Mockingbird* (1960)
- Joseph Heller *Catch-22* (1961)
- Philip Roth, *The Great American Novel* (1973)
- Alice Walker, *The Color Purple* (1982)
- Toni Morrison, *Beloved* (1987)
- Julia Alvarez, *In the Time of the Butterflies* (1994)
- Michael Cunningham, *The Hours* (1998)
- Cormac McCarthy, *The Road* (2006)

**Suggested Readings:**

1. Bercovitch, Sacvan. Gen. Ed. *The Cambridge History of American Literature*. Cambridge Mass.: CUP, 1999.
2. Elliott, Emory. Gen. Ed. *Columbia Literary History of the United States*. Columbia: Columbia UP, 2018.
3. Fiedler, Leslie. *Love and Death in the American Novel*. New York: Dalkey Archive, 1998.
4. Gates (Jr.), Henry Louis and Valerie Smith, Eds. *The Norton Anthology of African American Literature*. Vol. 1 & 2. New York: Norton, 2014.
5. Gray, Richard. *A History of American Literature*. New York: Blackwell, 2014.
6. Gray, Richard. *A History of American Literature*. New York: Blackwell, 2014.
7. Lauter, Paul, et al. ed. *The Heath Anthology of American Literature*. Volume 1 & 2. New York: Heath, 2020.
8. Matterson, Stephen. *American Literature: The Essential Glossary*. New York: Arnold, 2003.
9. Thompson, G. R. and Robert Paul Lamb, Eds. *A Companion to American Fiction: 1865-1914*. New York: Wiley, 2008.
10. Duvall, John N. *The Cambridge Companion to American Literature After 1945*. Cambridge: CUP, 2013.

**Online Resources:**

1. Classics of American Fiction  
[https://www.youtube.com/watch?v=Ln87Xg2aAJs&list=PLNsppmbLKJ8JmLiopBwS9gV\\_MgznDPzt5&index=79](https://www.youtube.com/watch?v=Ln87Xg2aAJs&list=PLNsppmbLKJ8JmLiopBwS9gV_MgznDPzt5&index=79)
2. Classics of American Fiction-2  
[https://www.youtube.com/watch?v=-xF9DVyWkzE&list=PLNsppmbLKJ8JmLiopBwS9gV\\_MgznDPzt5&index=78](https://www.youtube.com/watch?v=-xF9DVyWkzE&list=PLNsppmbLKJ8JmLiopBwS9gV_MgznDPzt5&index=78)
3. Black American Literature: Fiction  
[https://www.youtube.com/watch?v=ooI9jLSrte4&list=PLNsppmbLKJ8JmLiopBwS9gV\\_MgznDPzt5&index=129](https://www.youtube.com/watch?v=ooI9jLSrte4&list=PLNsppmbLKJ8JmLiopBwS9gV_MgznDPzt5&index=129)

**Elective Course:**

L	T	P	Credits
3	0	0	3

**Course Code: ENG.557**  
**Course Title: Discourse Analysis**  
**Total Hours: 45**

**Course Learning Outcomes:**

By the end of this course, students will be able to:

CLO1: Gain an understanding of the essential elements and principles of Discourse Analysis and apply them to the analysis of naturally occurring samples of language

CLO2: Explore the central aspects of spoken and written language in its linguistic and non-linguistic contexts and identify structures and patterns in stretches of text longer than the sentence

CLO3: Analyze in some detail selected language elements in terms of discourse features

CLO4: Develop a critical awareness of both theoretical and practical issues relevant to the field of Discourse Analysis

CLO5: Identify, interpret and critically analyze different types of text and discourse types, styles and registers

**Course Contents:**

<b>Unit/ Hours</b>	<b>Contents</b>	<b>Mapping with CLO</b>
Unit I Hours:12	Discourse analysis: Introduction, Definition and Approaches; Theoretical traditions; Characteristics of Discourse /Speech; Intention and interpretation  <i>[Discussion on differences between Discourse and discourse]</i>	CLO1 CLO2 CLO4
Unit II Hours:11	Written Discourse Analysis: Coherence: Definition and its Contributing Factors: Cohesion: Definition and its Contributing factors; Speech Act theory  <i>[Students practice identification of discourse features in written discourse]</i>	CLO2 CLO3
Unit III Hours:11	The spoken discourse; The cooperative principle; The politeness principles; Conversation analysis and negotiation of meaning; Implicatures  <i>[Students identify aspects of cooperative principle and its violation in spoken discourse]</i>	CLO2 CLO3
Unit IV Hours:11	Genre analysis; Corpus-based approaches; Critical discourse analysis; multimodality  <i>[Students compile corpora of different kinds, practice discourse analysis and discuss their finding]</i>	CLO1 CLO5

**Transactional Modes:**

Lecture, class discussion, recitation, presentations by students, assignments, library research on topics or problems, open text-book study.

### **Suggested Readings:**

1. Austin J.L. *How to Do Things with Words*. Oxford: Clarendon Press, 1962.
2. Blakemore D. *Understanding Utterances: An introduction to pragmatics*. Oxford: Blackwell, 1992.
3. Brown P. and S. Levinson. *Politeness. Some Universals in Language Usage*. Cambridge: Cambridge University Press, 1987.
4. Cook, Guy. *Discourse*. Oxford: Oxford University Press, 1989.
5. Coulthard, M. *An introduction to Discourse Analysis*. Routledge, New York, 2014.
6. Cutting, Joan. *Pragmatics: A Resource Book for Students*. United Kingdom, Routledge, 2014.
7. Fairclough, N. *Critical Discourse Analysis: The Critical Study of Language*. London: Longman, 2010.
8. Flowerdew, J. *Discourse in English Language Education*. London: Routledge, 2013.
9. Gee, James Paul. *An Introduction to Discourse Analysis: Theory and Method* (4<sup>th</sup> ed). New York: Routledge, 2010.
10. Gee, James Paul. *How to Do Discourse Analysis: A Toolkit*. Routledge, 2014.
11. Grice, H.P. "Logic and conversation". Peter Cole and Jerry L. Morgan, (Eds.) *Syntax and Semantics*, 3. New York, NY: Academic Press, 1975, pp. 41-58.
12. Halliday, M.A.K. and Ruqaiya Hasan. *Cohesion in English*. Longman: London, 1976.
13. Hatch, Evelyn, *Discourse and language education*. Cambridge & New York: Cambridge University Press, 1992
14. Jones, Rodney H. *Discourse Analysis: A Resource Book for Students*. Oxford: Blackwell, 2012.
15. Leech, G. *Principles of Pragmatics*. London; New York: Longman, 2016.
16. Leech, G. and Short, M. *Style in fiction. A linguistic introduction to English fictional prose*. Harlow: Pearson Education, [1981] 2007.
17. Levinson, Stephen C. *Pragmatics*, Cambridge: Cambridge University Press, 1993.
18. McCarthy, M. *Discourse Analysis for Language Teachers*. Cambridge: Cambridge University Press, 1991.
19. Schiffrin, D. *Approaches to Discourse*. Malden, Mass.: Blackwell, 1994.
20. Searle, J.R. *Speech Acts: An Essay in the Philosophy Of Language*. Cambridge University Press, Cambridge, 1969.
21. Short, M.. *Exploring the language of poems, plays and prose*. Routledge, (2018)
22. Sutherland, Sean. *A Beginner's Guide to Discourse Analysis*, Palgrave, 2016.
23. Widdowson, Henry G. *Discourse Analysis*. Spain, OUP Oxford, 2007.
24. Widdowson, Henry G. *Text, Context, Pretext: Critical Issues in Discourse Analysis*. Germany, Wiley, 2008.

### **Online Resources:**

1. Center for Applied Linguistics: <http://www.cal.org/>
2. Centre for Information on Language Teaching: <http://www.cilt.org.uk/>
3. CORPORA: <http://www.hit.uib.no/corpora/>
4. Linguist List: <http://www.linguistlist.org/>
5. Metadiscourses: <http://www.colorado.edu/communication/meta-discourses/index.htm>

6. The Media and Communications Studies Site:  
<http://www.aber.ac.uk/media/Sections/textan02.html>

**Elective Course:**

L	T	P	Credits
3	0	0	3

**Course Code: ENG.558**

**Course Title: Natyashastra**

**Total Hours: 45**

**Course Learning Outcomes:**

By the end of this course, students will be able to:

CLO1: Comprehend ancient Indian dramatic tradition

CLO2; Analyse and apply concepts from Indian dramaturgy

CLO3: Conceptualise the significance of *Natyashastra* in contemporary Indian culture

**Course Contents:**

Unit/ Hours	Content	Mapping with CLO
Unit I Hours: 12	Natyashastra Tr. M.M. Ghosh from Chapter 1 to Chapter 7 Origin of drama, theatre house, types of dance, preliminaries, Rasas <i>[Continuous discussion on influence of Natyashastra on Indian arts and culture]</i>	CLO1
Unit II Hours: 11	Natyashastra Tr. M.M. Ghosh from Chapter 8 to Chapter 20 Different types of gestures and body movement, zones, metrical pattern, use of language, types of plays <i>[Continuous discussion on influence of Natyashastra on Indian arts and culture]</i>	CLO2
Unit III Hours: 11	Natyashastra Tr. M.M. Ghosh from Chapter 21 to Chapter 28 Plot, Style, Costume, space and time in drama, <i>[Continuous discussion on influence of Natyashastra on Indian arts and culture]</i>	CLO3
Unit IV Hours: 11	Natyashastra Tr. M.M. Ghosh from Chapter 29 to Chapter 36 types of character, preparation of roles, performance of the play <i>[Continuous discussion on influence of Natyashastra on Indian arts and culture]</i>	CLO4

**Transactional Modes:**

Lecture by the faculty, class discussion, recitation, presentations by students, assignments, library research on topics or problems.

**Suggested Readings:**

1. Abhinavagupta. *Abhinavabharati (Adhyaya VI)*. Translated by Raniero Gnoli as *The Aesthetic Experience According to Abhinavagupta*. Varanasi: Chowkhamba Sanskrit Series Office, 1985.
2. Byrski, Christopher. *Methodology of the Analysis of Sanskrit Drama*. Delhi: Bharatiya Vidya Prakashan, 1997.
3. Gupt, Bharat. *Dramatic Concepts: Greek and Indian: A Study of Poetics & Natyashastra*. New Delhi: D.K. Printworld (P) Ltd., 2006.
4. Panchal, Goverdhan. *The Theatre of Bharata and Some Aspects of Sanskrit Play-Production*. New Delhi: Munshiram Manoharlal Publishers Pvt. Ltd., 1996.
5. Pollock, Sheldon. *A Rasa Reader: Classical Indian Aesthetics*. Columbia: Columbia University Press, 2016.
6. Singh, Dhananjay. "Bhayanaka: Horror and the Horrific in Indian Aesthetics." *The Palgrave Handbook to Literary Horror*, edited by Kevin Corstorphine and Laura R. Kremmel. London: Palgrave Macmillan, 2018. pp. 21-32.

### Elective Course:

L	T	P	Credits
3	0	0	3

**Course Code: ENG.559**

**Course Title: Colonial Discourse and Postcolonial Studies**

**Total Hours: 45**

### Course Learning Outcomes:

By the end of this course, students will be able to:

CLO 1: Read closely and analyse postcolonial literature.

CLO 2: Analyse how literature can be variously interpreted by using post-colonial theories and study key essays pertaining to colonial discourse and postcolonial studies

CLO 3: Exploring the concepts and issues such as the nature of the colonized cultures and anti-colonial resistance, constructions of Western subjectivity.

CLO 4: In-depth introduction to the debates within postcolonial theory and criticism.

### Course Contents:

Unit/ Hours	Contents	Mapping with CLO
Unit I Hours:12	Introduction to postcolonial studies: Concepts of In-betweenness, Mimicry, Identity, Subaltern, hybridity, ambivalence Benita Parry: 'Directions and Dead Ends in Postcolonial Studies'  <i>[Exploring the concepts and issues such as the nature of the colonized cultures and anti-colonial resistance, constructions of Western subjectivity, Subaltern historiography, etc. In-depth introduction to the debates within postcolonial theory and criticism.]</i>	CLO 1
Unit II	Gayatri Chakravorty Spivak 'Can the Subaltern Speak'	CLO 2



Hours:11	Frantz Fanon 'On National Culture' from <i>The Wretched of the Earth</i> (Harmondsworth: Penguin, 1967): 166-99.  <i>[Exploring the concepts and issues such as the nature of the colonized cultures and anti-colonial resistance, constructions of Western subjectivity, Subaltern historiography, etc. In-depth introduction to the debates within postcolonial theory and criticism.]</i>	
Unit III Hours:11	Chinua Achebe: "Colonialist Criticism" Homi Bhabha 'Of Mimicry and Man'  <i>[Exploring the concepts and issues such as the nature of the colonized cultures and anti-colonial resistance, constructions of Western subjectivity, Subaltern historiography, etc. In-depth introduction to the debates within postcolonial theory and criticism]</i>	CLO 3
Unit IV Hours:12	George Lamming: <i>In the Castle of My Skin</i> Robert J. C. Young: 'Postcolonialism: From Bandung to the Tricontinental'  <i>[Exploring the concepts and issues such as the nature of the colonized cultures and anti-colonial resistance, constructions of Western subjectivity, Subaltern historiography, etc. In-depth introduction to the debates within postcolonial theory and criticism.]</i>	CLO 4

\*= These texts will be taken up for Term Papers and Assignments wherein students' presentations and discussion are mandated.

### Transactional Modes:

Lecture, class discussion, presentations by students, assignments, library research on topics or problems, open text-book study, use of audio-visual aids.

### Texts for Assignments, Term Papers and Presentations:

Frantz Fanon: *Toward the African Revolution*

C. L. R. James: *Beyond a Boundary*

### Suggested Readings:

1. Anderson, Benedict. *Imagined Communities*. London: Verso, 1983.
2. Bhabha, Homi K. *The Location of Culture*. London and New York: Routledge, 1994.
3. Leela Gandhi, *Postcolonial Theory*. Oxford: Oxford UP, 1988).
4. Loomba, Ania. *Colonialism/Postcolonialism*. London and New York: Routledge, 1998.
5. McLeod, John. *Beginning Postcolonialism*. Manchester and New York: Manchester UP, 2000.
6. Rajan, Rajeswari Sunde (ed.). *The Lie of the Land: English Literary Studies in India*. Delhi: Oxford UP, 1992.
7. Sangari, Kumkum and Sudesh Vaid (eds.). *Recasting Women*. New Delhi: Kali, 1989.
8. Sethi, Rumina. *Myths of the Nation: National Identity and Literary Representation*. Oxford: Clarendon, 1999.
9. Sethi, Rumina. *The Politics of Postcolonialism*. London: Pluto, 2011.

10. Young, Robert J. C. *Postcolonialism: A Very Short Introduction*. Oxford: Oxford UP, 2003.

**Online Resources:**

Live Event: In Conversation with Homi Bhabha  
<https://www.youtube.com/watch?v=-EL5nc3wwTk>

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**Elective Course:**

L	T	P	Credits
3	0	0	3

**Course Code: ENG.560**

**Course Title: English Language Teaching**

**Total Hours: 45**

**Course Learning Outcomes:**

By the end of this course, students will be able to:

CLO1: Develop an understanding of the history of the English language and ELT in India

CLO2: Critically examine different factors responsible for successful second language acquisition

CLO3: Inculcate knowledge of the different teaching and testing methods in ELT

**Course Contents:**

Unit/ Hours	Contents	Mapping with CLO
Unit I Hours: 12	English language learning and teaching in India; Second language acquisition (SLA); Theories of SLA; non-linguistic factors in SLA*  <i>[Students discuss the status of ELT in India]</i>	CLO1
Unit II Hours: 11	Approaches and methods of teaching English: grammar-translation method, direct method, structural approach, communicative approach*, recent trends  <i>[Students share their experiences of being taught English using different methods]</i>	CLO2
Unit III Hours: 11	Teaching English at primary, secondary and tertiary level; Principles and techniques of Teaching of language skills: listening, speaking, reading, writing, grammar and vocabulary; Teaching of prose and poetry*  <i>[Students discuss differences between ELT at school level and in higher education]</i>	CLO3
Unit IV Hours: 11	Technology, teaching aids and ICT tools for teaching/ learning English,* Curriculum design, testing and evaluation in ELT	CLO3

	[Students explore different technology-enabled tools for ELT]	
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\*= These topics will be taken up for Term Papers and Assignments wherein students' presentations and discussions are mandated.

### Transactional Modes:

Lecture, class discussion, presentations by students, assignments, library research on topics or problems, open text-book study, use of audio-visual aids.

### Suggested Readings:

1. Agnihotri, R.K. & Khanna, A.L. *English Language Teaching in India*. New Delhi: Sage Publications, 1995.
2. Baumgardner R.J., Greenbaum S., Kachru B.B. *South Asian English: Structure, Use, and Users*. University of Illinois Press, 1996.
3. Bright, J.A. and G.C. Macgreager. *Teaching English as a Second Language*. ELBS and Longman 1970.
4. Brown, H. Douglas. *Principles of Language Learning and Teaching*. Essex: Pearson Education Limited, 2014.
5. Crystal, David. *English as a Global Language*. Germany, Cambridge University Press, 2012.
6. Dhanavel, S.P. *English Language Teaching in India*. Tata McGraw Hill, 2014.
7. Ellis, Rod. *The Study of Second Language Acquisition*. Oxford, Oxford University Press, 2008.
8. Gupta, Deepti, and Wood, Alistair. *Asian English Language Classrooms: Where Theory and Practice Meet*. United Kingdom, Taylor & Francis, 2017.
9. Harmer, Jeremy. *How to Teach English*. 2<sup>nd</sup> ed. Essex: Pearson Education Limited 2007.
10. Harmer, Jeremy. *The Practice of English Language Teaching*. 5<sup>th</sup> ed. Essex: Pearson Education Limited 2015.
11. Kachru, B.B. *The Indianization of English: The English Language in India*. Oxford University Press, 1983.
12. Krishnaswamy, Lalitha, and Krishnaswamy, N. *The Story of English in India*. India, Foundation Books, 2006.
13. Larsen-Freeman, D. *Techniques and Principles in Language Teaching*. New Delhi: Oxford University Press, 2004.
14. Little Brandl, Klaus. *Communicative Language Teaching in Action: Putting Principles to Work*. United States, Cognella Academic Publishing, 2020.
15. Mahanta, Banibrata and Rajesh Babu Sharma. *English Studies in India: Contemporary and Evolving Paradigms*. Germany, Springer Singapore, 2018.
16. Nunan, David. *Practical English Language Teaching Teacher's Textbook*. United Kingdom, McGraw-Hill, 2003.
17. Nunan, David. *Teaching English to Speakers of Other Languages: An Introduction*. United Kingdom, Taylor & Francis, 2015.
18. Prabhu, N.S. *Second language pedagogy*. Oxford: Oxford University Press, 1987.
19. Raman, Meenakshi. *English Language Teaching*. Atlantic Publishers, 2004.
20. Richards, Jack C. and Theodore. S. Rogers. *Approaches and Methods in Language Teaching*. Cambridge University Press, 2014.
21. Saraswathi, V. *English Language Teaching– Principles and Practice*. Chennai, Orient Longman, 2004.
22. Scrivener, Jim. *Learning Teaching: The Essential Guide to English Language Teaching*. Germany, Macmillan Education, 2011.

23. Spolsky, Bernard and Eun Sung Park. *English Education at the Tertiary Level in Asia: From Policy to Practice*. United Kingdom, Taylor & Francis, 2017.
24. Tickoo, M.L. *Teaching and Learning English– A Sourcebook for Teachers and Teacher Trainers*. Hyderabad: Orient Longman, 2003.
25. Widdowson, H.G. *Aspects of Language Teaching*. Hong Kong, OUP Oxford, 1990.
26. Widdowson, H.G. *Stylistics and the Teaching of Literature*. United Kingdom, Taylor & Francis, 2014.
27. Widdowson, H.G., and Howatt, A.P.R. *A History of English Language Teaching*. Spain, OUP Oxford, 2004.

### Online Resources:

1. An A-Z of ELT: <http://scottthornbury.wordpress.com/>
2. BBC Learning English: <http://www.bbc.co.uk/learningenglish/english/>
3. Cambridge English Online: <http://cambridgeenglishonline.com/>
4. ELTAI (English Language Teachers' Association of India) <http://eltai.in/>
5. ELT Web: <https://www.eltweb.com/One Stop English: http://www.onestopenglish.com/>
6. English Club: <https://www.englishclub.com/teach/>
7. English Language Teaching Worldwide:  
<https://elt.oup.com/?cc=global&sellLanguage=en> Teaching English:  
<https://www.teachingenglish.org.uk/>
8. One Stop English: <https://www.onestopenglish.com/home/onestopenglish-free-access-through-june-2020/558218.article>

### Elective Course:

L	T	P	Credits
2	0	1	3

**Course Code: ENG.562**

**Course Title: Translation Theory and Practice**

**Total Hours: 45**

### Course Learning Outcomes:

By the end of this course, students will be able to:

CLO1: Examine the scope and objectives of Translation.

CLO2: Examine various theories of translation

CLO3: Illustrate the cultural contexts of translation

CLO4: Learn how to evaluate a translation

CLO5: Learn to be able to engage with translation

### Course Contents:

<b>Units/ Hours</b>	<b>Contents</b>	<b>Mapping with CLO</b>
Unit I Hours: 12	Theories of translation, scope and objectives, nature of translation, task of a translator, equivalence - spirit and truth, addition and deletion, faithfulness in interpretation, translation as writing, reading and criticism  <i>[Discussion on various aspects of Translation]</i>	CLO1 CLO2
Unit II Hours: 11	Contexts of translation, translation and multi-culturalism, politics of translation, gender in translation, subjectivity and ideology in translation, translating subaltern texts  <i>[Discussion on selected topics]</i>	CLO3
Unit III Hours: 11	Study and analysis of translated texts with the help of insights of Units I and II  <i>[Study and analysis of selected texts]</i>	CLO4
Unit IV Hours: 11	Translation Practical – translation of selected texts by students  <i>[Practical Translation]</i>	CLO5

### **Transactional Modes:**

Lecture, class discussion, presentations by students, assignments, library research on topics or problems, open text-book study, translation

### **Suggested Readings:**

1. Bassnett, Susan & Harish Trivedi (eds.). *Post-colonial Translation: Theory and Practice*. London: Routledge 1999.
2. Benjamin, Walter. 'The Task of a Translator' in *Translation Studies Reader*. Routledge: London, 2004.
3. G.J.V. Prasad, ed. *India in Translation, Translation in India*. New Delhi: Bloomsbury India, 2019.
4. Nord, Christiane: *Translating as a Purposeful Activity. Functionalist Approaches Explained*. Manchester: St. Jerome, 1997.
5. Richards, I.A. *On Translation*. Harvard University Press, Cambridge, 1959.
6. Spivak, Gayatri Chakravorty. 'The Politics of Translation' in *Translation Studies Reader*. Routledge: London, 2004.
7. Toury, G. . *Translation across Cultures*. New Delhi: Bahri Publications, 1984.
8. Wolf, Michaela "Culture as Translation - and Beyond. Ethnographic Models of Representation in Translation Studies", in: Hermans, Theo (ed.) *Crosscultural Transgressions*. Manchester: St. Jerome, 2002.
9. Wolf, Michaela "The female state of the art: Women in the 'translation field'", in: Pym, Anthony/Shlesinger, Miriam/Jettmarová, Zuzana (eds.) *Sociocultural aspects of translating and interpreting*. Amsterdam-Philadelphia: Benjamins, 2006.

### Online Sources:

1. Susan Bassnett on Translation  
<https://www.youtube.com/watch?v=Ih6wBI-n9qw>
  2. An Introduction to Translation Studies  
<https://www.youtube.com/watch?v=iffkVwa9lno>
  3. Issues of Translation of Children's Literature  
<https://www.youtube.com/watch?v=qnLBS6d2RvM>
  4. Translation Today: Why & How  
<https://www.youtube.com/watch?v=UkIIYMW2bH0>
  5. The Space of Translation: An Indian View  
<https://www.youtube.com/watch?v=DMHM0zMr9OQ>
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### Elective Course:

L	T	P	Credits
3	0	0	3

**Course Code: ENG.55 I**

**Course Title: New Literatures**

**Total Hours: 45**

### Course Learning Outcomes:

By the end of this course, students will be able to:

CLO1: Analyse some of the seminal texts of the 20<sup>th</sup> and 21<sup>st</sup> century.

CLO2: Demonstrate knowledge of the style, structure, and content of the assigned literary texts.

CLO3: Identify the unique qualities of the authors studied, and compare and contrast them.

CLO4: Situate the assigned literary texts in their historical contexts and recognize the impact of major events and transitions.

CLO5: Develop a well-written argument about one or more literary texts or authors, and accurately cite literary and other sources.

### Course Contents:

Unit/ Hours	Contents	Mapping with CLO
Unit I Hours:12	Gabriel Garcia Marquez <i>One Hundred Years of Solitude</i> . 'On the Beach', in <i>Too Soon, Too Late: History in Popular Culture</i> (Bloomington: Indiana University Press, 1988), pp. 93-119. *  [Discussion of key concepts, trends and thematic concerns related to the prescribed texts and involving the learners to critically engage with these issues.]	CLO1 CLO2

Unit II Hours: 11	Michael Ondaatje 'The Cinnamon Peeler'; 'The Time Around Scars'; 'Letters and Other Worlds'; 'Billboards', in <i>The Cinnamon Peeler: Selected Poems</i> (London: Picador, 1989). * Margaret Atwood: <i>Surfacing</i>  [Discussion on what is the difference between a native and diaspora writer]	CLO3
Unit III Hours: 11	Jean Rhys: <i>Wide Sargasso Sea</i> Naguib Mahfouz: <i>Search</i> *  [Discussion of key concepts, trends and thematic concerns related to the prescribed texts and involving the learners to critically engage with these issues.]	CLO4
Unit IV Hours: 11	Stieg Larsson: <i>The Girl with the Dragon Tattoo</i> 'The Drover's Wife', in <i>The Arnold Anthology of Post-Colonial Literatures in English</i> , ed. John Thieme (London: Arnold, 2000).pp. 162-67. *  [Group discussion on how landscape influences literature]	CLO5

\*= These texts will be taken up in tutorial mode wherein students' presentations and discussion are mandated.

### Transactional Modes:

Lecture, class discussion, recitation, presentations by students, assignments, library research on topics or problems, open text-book study, drama-role playing.

### Suggested Readings:

1. Anderson, Benedict. *Imagined Communities: Reflections on the Origins and Spread of Nationalism*. New York: Verso, 1991.
2. Atwood, M.: *Survival: A Thematic Guide to Canadian Literature*. Toronto: House of Anansi, 1972.
3. Ashcroft, Bill, et al. eds.: *The Post-Colonial Studies Reader*. London and New York: Routledge, 2003.
4. Bartels, Anke and Dirk Wiemann, eds. *Global Fragments: (Dis)Orientation in the New World Order*. New York: Rodopi, 2007.
5. Goldie, Terry. *Fear and Temptation: The Image of the Indigene in Canadian, Australian, and New Zealand Literatures*. Kingston: McGill-Queen's UP, 1989.
6. Lee, Julia H. *Interracial Encounters: Reciprocal representations in African American and Asian American Literatures, 1896–1937*. New York: New York UP, 2011.
7. Mohaghegh, Jason Bahbak. *New Literature and Philosophy of the Middle East: The Chaotic Imagination*. New York: Palgrave, 2010.
8. Mohr, Dunja M. ed. *Embracing the Other: Addressing Xenophobia in the New Literatures in English*. New York: Rodopi, 2008.
9. Robbins, Timothy R. and José Eduardo González, eds. *New Trends in Contemporary Latin American Narrative: Post-National Literatures and the Canon*. New York: Palgrave, 2014.
10. Volkman, Laurenz, et al. *Local Natures, Global Responsibilities and Ecocritical Perspectives on the New English Literatures*. New York: Rodopi, 2010.

**Online Resources:**

1. Martin Puchner I: The Challenge of World Literature  
<https://www.youtube.com/watch?v=OrzKuFWHhEE>
8. Postmodern English Literature  
[https://www.youtube.com/watch?v=VCgbkk2P\\_TY](https://www.youtube.com/watch?v=VCgbkk2P_TY)
9. Twentieth Century Literary Trends—2  
<https://www.youtube.com/watch?v=TyF02m28zsz&list=PLNspmbLKJ8LHhgN-VNbWjUFWz8SxEHTM&index=4>
10. 21st Century English Literature  
<https://www.youtube.com/watch?v=Mad-xnTt5hY&list=PLNspmbLKJ8LHhgN-VNbWjUFWz8SxEHTM&index=96>
11. Marquez as a Fiction Writer  
<https://www.youtube.com/watch?v=rjid2y5fR8o&list=PLNspmbLKJ8LHhgN-VNbWjUFWz8SxEHTM&index=15>
12. Egyptian Writer : Naguib Mahfouz  
<https://www.youtube.com/watch?v=iEKSS3sf5fY&list=PLNspmbLKJ8LHhgN-VNbWjUFWz8SxEHTM&index=27>
13. South African Literature  
<https://www.youtube.com/watch?v=Wl dlzsq9k&list=PLNspmbLKJ8LHhgN-VNbWjUFWz8SxEHTM&index=9>

**Value Added Course (for students of other departments):**

L	T	P	Credits
2	0	0	2

**Course Code: ENG.503****Course Title: Basics of Academic Writing****Total Hours: 30****Course Learning Outcomes:**

By the end of this course, students will be able to:

CLO1: Write well (grammatically correct, clear, effective prose).

CLO2: Communicate ideas effectively and coherently, in a variety of forms.

CLO3: Identify and apply rhetorical models of thinking and writing in practical exercises.

**Course Contents:**

Unit/ Hours	Contents	Mapping with CLO
Unit I Hours: 8	Introduction to academic writing; Writing process (pre-writing, writing, re-writing); Paragraph structure; Parts of an argument  <i>[Students discuss their pre-writing, rewriting and post-writing strategies]</i>	CLO1 CLO2 CLO3



Unit II Hours: 8	Writing Vocabulary and language; precision, clarity, conciseness, academic vocabulary, word choice; grammar & mechanics  <i>[Students practice using precise vocabulary and grammatical structure using worksheets.]</i>	CLO1 CLO2
Unit III Hours: 7	Avoiding plagiarism; effective use of quotation, paraphrase and summary  <i>[Students use practice quoting, paraphrasing and summarising strategies using worksheets]</i>	CLO2 CLO3
Unit IV Hours: 7	Structure of research paper; organising the document, transition, data implementation and display  <i>[Using worksheets, students practice organization and presentation of data]</i>	CLO2 CLO3

### Transactional Modes:

Lecture, class discussion, presentations by students, assignments, library research on topics or problems, open text-book study, use of audio-visual aids.

### Suggested Readings:

1. Cohen, R. F., & Miller, J. L. *Longman Academic Reading Series 4*. White Plains, NY: Pearson Education, 2014.
2. Swales, J. M., & Feak, C.B. *Academic Writing for Graduate Students: Essential Tasks and Skills* (3rd ed.). Ann Arbor, MI: University of Michigan, 2012.
3. Silvia, Paul J.. *How to Write a Lot*. United Kingdom, American Psychological Association, 2007.
4. Strunk, William. *The Elements of Style*. United Kingdom, Arcturus Publishing, 2023.
5. Graff, Gerald, et al. "They Say/I Say": *The Moves that Matter in Academic Writing : with Readings*. United States, W.W. Norton & Company, 2012.
6. Eco, Umberto. *How to Write a Thesis*. United States, MIT Press, 2015.
7. Bailey, Stephen. *Academic Writing: A Handbook for International Students*. United Kingdom, Taylor & Francis, 2017.

### Online Resources:

1. Academic Writing: <https://www.su.se/english/education/student-support/academic-writing-service/resources-for-academic-writing-1.440427>
2. Academic Writing Resources: [https://www.youtube.com/playlist?list=PLZvlj-G02a\\_DzSwOPf\\_8v2UocdBCi62T9](https://www.youtube.com/playlist?list=PLZvlj-G02a_DzSwOPf_8v2UocdBCi62T9)
3. The University of British Columbia: <https://writing.library.ubc.ca/writing-resources/>
4. Grammar and Style Resources: <https://www.student.unsw.edu.au/grammar>
5. Harvard College Writing Center: <https://writingcenter.fas.harvard.edu/>
6. Online Resources for Academic Writers: <https://www.bu.edu/erc/programs/writing/resources/>
7. The Academic Word List: <https://www.oxfordlearnersdictionaries.com/about/academic>
8. The Purdue Writing Lab: <https://owl.purdue.edu/>
9. Using English for Academic Purposes: <http://www.uefap.net/>

**Value Added Course (for students across all departments):**

L	T	P	Credits
2	0	0	2

**Course Code: ENG.504****Course Title: Globalization****Total Hours: 30****Course Learning Outcomes:**

By the end of this course, students will be able to:

CLO 1: Appraise the basics of Globalization

CLO 2: Understand the changing economic, political, cultural, and environmental processes associated with Globalization

CLO 3: Critically engage with the ideological dimensions of Globalization

CLO 4: Showing the relevance and appropriateness of theoretical models of Globalization in the study of literature.

**Course Contents:**

Unit/ Hours	Contents	Mapping with CLO
Unit I Hours: 4	Globalization: Liquids, flows and structures  <i>[Enabling the learners to understand the current events related to Globalization, its historico-cultural context and future ramifications.]</i>	CLO 1
Unit II Hours: 4	Globalization: Issues, debates and controversies  <i>[Showing the relevance and appropriateness of theoretical models in the study of literature. Demonstrating an understanding of important theoretical methodologies by summarizing key concepts and arguments.]</i>	CLO 2
Unit III Hours: 4	Globalization and related processes  <i>[Showing the relevance and appropriateness of theoretical models in the study of literature. Demonstrating an understanding of important theoretical methodologies by summarizing key concepts and arguments.]</i>	CLO 3
Unit IV Hours: 3	Global culture and cultural flows  <i>[Showing the relevance and appropriateness of theoretical models in the study of literature. Demonstrating an understanding of important theoretical methodologies by summarizing key concepts and arguments.]</i>	CLO 4

**Transactional Modes:**

Lecture, class discussion, debate, presentations by students, assignments, library research on topics or problems, open text-book study, role-playing.

### Suggested Readings:

1. Moore, Karl, and David C. Lewis. *The Origins of Globalization*. Routledge, 2009.
2. Otsubo, Shigeru T. *Globalization and Development Volume I: Leading issues in development with globalization*. Routledge, 2015.
3. Reese, Gerhard, et al. *The Psychology of Globalization: Identity, Ideology, and Action*. Academic P, 2019.
4. Ritzer, George. *Globalization: A Basic Text*, Wiley Blackwell, 2015.
5. Sachs, Jeffrey D. *The Ages of Globalization: Geography, Technology, and Institutions*. Columbia UP, 2020.
6. Stiglitz, Joseph. *Globalization and Its Discontents*. Penguin UK, 2015.

### Online Resources:

1. Nobel Prize laureate Joseph Stiglitz | A new global order: on post-neoliberal globalisation  
<https://www.youtube.com/watch?v=aFIQzSLOy4M>

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### Value Added Course (for students across all departments):

L	T	P	Credits
2	0	0	2

**Course Code: ENG.505**

**Course Title: Comics and Visual Culture**

**Total Hours: 30**

### Course Learning Outcomes:

By the end of this course, students will be able to:

CLO1: Analyse how comics are a part of dominant visual culture

CLO2: Analyse its politics, sociology and aesthetics

CLO3 Critique the role played by comics in formation of consciousness

### Course Contents:

Unit/ Hours	Content	Mapping with CLO
Unit I Hours: 15	Black Panther Wonder Woman: The Challenge of Artemis Archies  <i>[Discussion on how graphic art is different from other forms of writing]</i>	CLO 1
Unit II Hours: 15	Chacha Chaudhary and Corona Virus Nagraj Amar Chitrakatha	CLO2 CLO3

	[Notes on cultural aspects of Indian Comics]	
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**Transactional Modes:**

Lecture, class discussion, presentations by students, assignments, library research on topics or problems, open text-book study.

**Suggested Readings:**

1. Aldama, Frederick Luis. *Comics Studies Here and Now*. Taylor & Francis, 2018. Ebook.
  2. Hague, Ian. *Comics and the Senses: A Multisensory Approach to Comics and Graphic Novels*. Taylor & Francis, 2014 Ebook.
  3. Kaur, Raminder and Saif Eqbal. *Adventure Comics and Youth Cultures in India*. Taylor & Francis, 2018. Ebook.
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## SEMESTER IV

L	T	P	Credits
0	0	40	20

**Course Code: ENG.600**

**Course Title: Dissertation- Part II**

**Total Hours: 600**

### Course Learning Outcomes:

By the end of the course the graduates shall be able to demonstrate the acquisition of:

CLO 1. advanced knowledge and understanding of the research principles, methods, and techniques applicable to the chosen field(s) of learning or professional practice,

CLO 2. advanced cognitive and technical skills required for evaluating research findings and designing and conducting relevant research that contributes to the generation of new knowledge.

By the end of this course, the graduates shall be able to demonstrate the ability to:

CLO 3. write a dissertation on an approved topic

CLO 4. focus on a particular research question coming under the purview of English literary and language studies during a seminar

CLO 5. apply advanced knowledge relating to research methods to carry out research and investigations to formulate evidence-based solutions to complex and unpredictable problems.

CLO 6. communicate, in a well-structured manner, technical information and explanations, and the findings/results of the research studies undertaken in the chosen field of study,

CLO 7. present in a concise manner view on the relevance and applications of the findings of recent research and evaluation studies in the context of emerging developments and issues.

CLO 8. problematize, synthesize, and articulate issues and design research proposals,

CLO 9. define problems, formulate appropriate and relevant research questions, formulate hypotheses, test hypotheses using quantitative and qualitative data, establish hypotheses, make inferences based on the analysis and interpretation of data, and predict cause-and-effect relationships,

CLO 10. develop appropriate tools for data collection for research,

CLO 11. use appropriate statistical and other analytical tools and techniques for the analysis of data collected for research and evaluation studies,

CLO 12. plan, execute, and report the results of an investigation,

CLO 13. follow basic research ethics and skills in practicing/doing ethics in the field/ in one's own research work.

CLO 14. follow ethical principles and practices in all aspects of research and development, including inducements for enrolling participants, avoiding unethical practices such as fabrication, falsification or misrepresentation of data or committing plagiarism.

Unit/ Hours	Contents	Mapping with CLO
Hours:15	The student will write a dissertation on an approved topic, the proposal of which was presented in the previous semester, focusing on particular research questions under the purview of English literary and language studies.	CLO1 to CLO 14

### Transactional Modes:

Periodic assessment through scheduled meetings with the assigned supervisors as well as mid-semester and end semester seminar presentations

### Evaluation Criteria:

The evaluation of dissertation in the fourth semester will be as follows:

Dissertation (Fourth Semester)		
	Marks	Evaluation
Supervisor	50	Continuous assessment (regularity in work, mid-term evaluation) dissertation report, presentation, final viva-voce
External expert, HoD and senior-most faculty of the department	50	Dissertation report (30), presentation (10), final viva-voce (10)

### Suggested Readings:

- Chindhade, S. and A. Thorat (2009), *An Introduction to Research*, Mumbai: Cambridge University Press.
- Eliot, Simon and W. R. Owens (4th edn. 1998), *A Handbook to Literary Research*, London: Routledge & Open University.
- MLA Handbook for Writers of Research Papers (7th edn. 2009), New York: MLA Association.
- Oliver, Paul (2005), *Writing Your Thesis*, New Delhi: Vistaar Publications.
- Sinha, M.P. (2004), *Research Methods in English*, New Delhi: Atlantic.
- Brown, James Dean (2006), *Understanding Research in Second Language Learning*, New York: Cambridge University Press.
- Adam Sirjohn (2004), *Research Methodology: Methods & Techniques*, Delhi: New Age International.
- Miller, R. H. (1995), *Handbook of Literary Research*, Methuen.
- Seliger (2001), *Second Language Research Methods*, Oxford: Oxford University Press.
- Lenburg, Jeff (2007), *Guide to Research*, Viva Books.
- Abdul Rahim, F. (2005), *Thesis Writing: A Manual for Researchers*, New Delhi: New Age International.
- Hunt, Andy (2005), *Your Research Project*, New Delhi: Foundation Books.
- Punch, K.E. (1998), *Introduction to Social Research*, London: Sage.
- Brause, R.S. (2000), *Writing your Doctoral Dissertation: Invisible Rules for Success*, London: Falmer.
- Renu Gupta. *A Course in Academic Writing*. New Delhi: Orient Black Swan, 2010. Print.

17. Lin Ham-Lyons and Ben Heasley. *Study Writing: A Course in Writing Skills for Academic Purpose*. Cambridge: CUP, 2006. Print.
18. Iiona Leki. *Academic Writing: Exploring Processes and Strategies*. 2nd Edition. New York: CUP, 1998. Print.
19. Gerald Graff and Cathy Birkenstein. *They Say/ I Say: The Moves That Matter in Academic Writing*. New York: Norton, 2009. Print.
20. Liz Hamp-Lyons and Ben Heasley, *Study Writing: A course in Writing Skills for Academic Purposes*, Cambridge, 2006.

**Online Resources:**

10. Avoiding Plagiarism: <https://avoidingplagiarism.uts.edu.au/>
11. Digital Commons Network: <https://network.bepress.com/>
12. Google Scholar: <https://scholar.google.com/>
13. Internet Sources for Research: <https://udc.libguides.com/az.php>
14. JSOTR: <https://www.jstor.org/>
15. Purdue Online Writing Lab: [https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_formatting\\_and\\_style\\_guide/mla\\_formatting\\_and\\_style\\_guide.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html)
16. ProQuest: <https://www.proquest.com/>
17. The Writing Center, University of North Carolina: <https://writingcenter.unc.edu/>
18. Harvard College Writing Center Developing A Thesis | Harvard College Writing Center [bg\\_writing\\_english.pdf \(harvard.edu\)](https://www.writingcenter.harvard.edu/bg_writing_english.pdf)

**Courses for Multiple-Entry Multiple Exit Scheme:**

L	T	P	Credits
1	1	2	4

**Course Code: ENG.540**

**Course Title: Literary Translation in Practice**

**Total Hours: 60**

**Course Learning Outcomes:**

By the end of this course, students will be able to:

CLO1: Examine the scope and objectives of Literary Translation.

CLO2: Examine various theories of translation

CLO3: Illustrate the cultural contexts of literary translation

CLO4: Learn how to translate literary texts

CLO5: Learn to be able to engage with literary translation

**Course Contents:**

Units/ Hours	Contents	Mapping with CLO

Unit I Hours: 15	Theories of translation, scope and objectives, nature of translation, task of a literary translator, equivalence - spirit and truth, addition and deletion, faithfulness in interpretation, translation as writing, reading and criticism  <i>Discussion on various aspects of Translation</i>	CLO1 CLO2
Unit II Hours: 15	Study and analysis of translated texts with the help of insights of Unit I (Texts will be chosen in accordance with linguistic proficiency of students)  <i>Study and analysis of selected texts</i>	CLO3 CLO4
Unit III Hours: 15	Translation Practical – translation of selected texts by students  <i>Practical Translation</i>	CLO4 CLO5
Unit IV Hours: 15	Translation Practical – translation of selected texts by students  <i>Practical Translation</i>	CLO4 CLO5

### Transactional Modes:

Lecture, class discussion, presentations by students, assignments, library research on topics or problems, open text-book study, translation

### Evaluation Parameters for Practical:

<b>Parameters</b>	<b>Marks</b>
Overall Quality of Translation evaluated on following points: equivalence - spirit and truth, addition and deletion, faithfulness in interpretation, translation as writing, reading and criticism	70
Participation in discussions (overall)	10
Self-evaluation report	10
<b>Total</b>	<b>100</b>

### Suggested Readings:

1. Bassnett, Susan & Harish Trivedi (eds.). *Post-colonial Translation: Theory and Practice*. London: Routledge 1999.
2. Benjamin, Walter. 'The Task of a Translator' in *Translation Studies Reader*. Routledge: London, 2004.
3. G.J.V. Prasad, ed. *India in Translation, Translation in India*. New Delhi: Bloomsbury India, 2019.
4. Nord, Christiane: *Translating as a Purposeful Activity. Functionalist Approaches Explained*. Manchester: St. Jerome, 1997.
5. Richards, I.A. *On Translation*. Harvard University Press, Cambridge, 1959.



6. Spivak, Gayatri Chakravorty. 'The Politics of Translation' in *Translation Studies Reader*. Routledge: London, 2004.
7. Toury, G. . *Translation across Cultures*. New Delhi: Bahri Publications, 1984.
8. Wolf, Michaela “The female state of the art: Women in the ‘translation field’”, in: Pym, Anthony/Shlesinger, Miriam/Jettmarová, Zuzana (eds.) *Sociocultural aspects of translating and interpreting*. Amsterdam-Philadelphia: Benjamins, 2006.
9. Wolf, Michaela, “Culture as Translation - and Beyond. Ethnographic Models of Representation in Translation Studies”, in: Hermans, Theo (ed.) *Crosscultural Transgressions*. Manchester: St. Jerome, 2002.

### Online Sources:

1. Susan Bassnett on Translation <https://www.youtube.com/watch?v=Ih6wBI-n9qw>
2. An Introduction to Translation Studies <https://www.youtube.com/watch?v=iffkVwa9lno>
3. Issues of Translation of Children's Literature <https://www.youtube.com/watch?v=qnLBS6d2RvM>
4. Translation Today: Why & How <https://www.youtube.com/watch?v=UkIIYMW2bH0>
5. The Space of Translation: An Indian View <https://www.youtube.com/watch?v=DMHM0zMr9OQ>

### Course for Multiple-Entry Multiple Exit Scheme:

L	T	P	Credits
1	1	2	4

**Course Code: ENG.54 I**

**Course Title: English Language Teaching: Theory and Practice**

**Total Hours: 60**

### Course Learning Outcomes:

By the end of this course, students will be able to:

CLO1: Acquire the essentials of teaching English as a second/foreign language.

CLO2: Comprehend various methods of English language teaching theory as well as the practice of it.

CLO3: Apply this theoretical understanding to conduct empirical research in the field of ELT.

CLO4: Develop an understanding of the history of the English language and ELT in India

### Course Contents:

Unit/ Hours	Contents	Mapping with CLO
Unit I Hours:15	Major trends in language teaching in the twentieth-century language teaching; the nature of approaches and methods in language teaching; oral approach and situational language teaching; grammar-translation method	CLO 1

	<i>[Discussion on the important ideas and concepts in the unit]</i>	
Unit II Hours:15	Alternative approaches and methods; total physical response; the silent way community language learning; suggestopedia; multiple intelligences; neurolinguistic programming; the lexical approach; competency-based language learning; audio-lingual; communicative and current trends  <i>[Discussion on the important ideas and concepts in the unit]</i>	CLO2
Unit III Hours:15	Current communicative approaches: the natural approach; cooperative language learning; content-based instruction; task-based instruction; the post methods era. Use of technology in a language classroom; classroom management and teacher-student interaction materials production; reading, writing, listening, speaking skills; action research  <i>[Discussion on the important ideas and concepts in the unit]</i>	CLO3
Unit IV Hours:15	English in India; history, policies, and politics; English and ideology; world and Indian English(es); English for employment and social mobility; the business of teaching and testing English; English and education; English teaching and assessment in India today  <i>[Discussion on the important ideas and concepts in the unit]</i>	CLO4

### Modes of Transaction:

Lecture, discussion, teaching practice, presentations, assignments, library research on topics or problems, term paper, open textbook study, use of audio-visual aids

### Evaluation Parameters for Practicals:

<b>Parameters</b>	<b>Marks</b>
Three lessons (20 x3) <i>One lesson = 20 Marks (Lesson Plan = 10 Marks + Teaching = 10 Marks)</i>	60
Participation in discussions (overall)	10
Observation reports (10 x2)	20
Self-evaluation report	10
<b>Total</b>	<b>100</b>

### Suggested Readings:

1. Agnihotri, R.K. & Khanna, A.L. *English Language Teaching in India*. New Delhi: Sage Publications, 1995.
2. Baumgardner R.J., Greenbaum S., Kachru B.B. *South Asian English: Structure, Use, and Users*. University of Illinois Press, 1996.
3. Bright, J.A. and G.C. Macgreager. *Teaching English as a Second Language*. ELBS and Longman 1970.
4. Brown, H. Douglas. *Principles of Language Learning and Teaching*. Essex: Pearson Education Limited, 2014.
5. Crystal, David. *English as a Global Language*. Germany, Cambridge University Press, 2012.

6. Dhanavel, S.P. *English Language Teaching in India*. Tata McGraw Hill, 2014.
7. Ellis, Rod. *The Study of Second Language Acquisition*. Oxford, Oxford University Press, 2008.
8. Gupta, Deepti, and Wood, Alistair. *Asian English Language Classrooms: Where Theory and Practice Meet*. The United Kingdom, Taylor & Francis, 2017.
9. Harmer, Jeremy. *How to Teach English*. 2<sup>nd</sup> ed. Essex: Pearson Education Limited 2007.
10. Harmer, Jeremy. *The Practice of English Language Teaching*. 5<sup>th</sup> ed. Essex: Pearson Education Limited 2015.
11. Kachru, B.B. *The Indianization of English: The English Language in India*. Oxford University Press, 1983.
12. Krishnaswamy, Lalitha, and Krishnaswamy, N. *The Story of English in India*. India, Foundation Books, 2006.
13. Larsen-Freeman, D. *Techniques and Principles in Language Teaching*. New Delhi: Oxford University Press, 2004.
14. Little Brandl, Klaus. *Communicative Language Teaching in Action: Putting Principles to Work*. United States, Cognella Academic Publishing, 2020.
15. Mahanta, Banibrata and Rajesh Babu Sharma. *English Studies in India: Contemporary and Evolving Paradigms*. Germany, Springer Singapore, 2018.
16. Nunan, David. *Practical English Language Teaching Teacher's Textbook*. United Kingdom, McGraw-Hill, 2003.
17. Nunan, David. *Teaching English to Speakers of Other Languages: An Introduction*. The United Kingdom, Taylor & Francis, 2015.
18. Prabhu, N.S. *Second Language Pedagogy*. Oxford: Oxford University Press, 1987.
19. Raman, Meenakshi. *English Language Teaching*. Atlantic Publishers, 2004.
20. Richards, Jack C. and Theodore. S. Rogers. *Approaches and Methods in Language Teaching*. Cambridge University Press, 2014.
21. Saraswathi, V. *English Language Teaching– Principles and Practice*. Chennai, Orient Longman, 2004.
22. Scrivener, Jim. *Learning Teaching: The Essential Guide to English Language Teaching*. Germany, Macmillan Education, 2011.
23. Spolsky, Bernard and Eun Sung Park. *English Education at the Tertiary Level in Asia: From Policy to Practice*. The United Kingdom, Taylor & Francis, 2017.
24. Tickoo, M.L. *Teaching and Learning English– A Sourcebook for Teachers and Teacher Trainers*. Hyderabad: Orient Longman, 2003.
25. Widdowson, H.G. *Aspects of Language Teaching*. Hong Kong, OUP Oxford, 1990.
26. Widdowson, H.G. *Stylistics and the Teaching of Literature*. The United Kingdom, Taylor & Francis, 2014.
27. Widdowson, H.G., and Howatt, A.P.R. *A History of English Language Teaching*. Spain, OUP Oxford, 2004.

### Online Resources:

1. An A-Z of ELT: <http://scottthornbury.wordpress.com/>
2. BBC Learning English: <http://www.bbc.co.uk/learningenglish/english/>
3. British Council Teaching English: <https://www.teachingenglish.org.uk/>
4. Cambridge English Online: <http://cambridgeenglishonline.com/>
5. ELTAI (English Language Teachers' Association of India) <http://eltai.in/>
6. One Stop English: <http://www.onestopenglish.com/>