

**CENTRAL UNIVERSITY OF PUNJAB**



**MA English**

**Course Structure and Detailed Syllabus**

**Session: 2021-23**

**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 tolerance of 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

Course Code	Course Title	Course Type				Cr
			L	T	P	
ENG.506	Introduction to Literature	CC	4	0	0	4
ENG.507	British Poetry	CC	3	1	0	4
ENG.508	Literary Criticism	CC	3	1	0	4
ENG.509	Introduction to Language and Linguistics	CC	3	1	0	4
<b><i>Discipline Elective course (any one of the following):</i></b>						
ENG.510	Literature and Gender	DSE	3	0	0	3
ENG.511	Folklore and Literary Practices	DSE	3	0	0	3
ENG.512	English Language in India	DSE	3	0	0	3
ENG.513	Children's Literature	DSE	3	0	0	3
ENG.514	American Poetry	DSE	3	0	0	3
	<b>* Interdisciplinary Course</b> <i>(choose a Course from the Interdisciplinary Courses offered in the University)</i>	IDC	2	0	0	2
<b>Total Credits</b>			<b>18</b>	<b>3</b>	<b>0</b>	<b>21</b>
<b><i>Interdisciplinary Courses (for other departments):</i></b>						
ENG.501	Professional Communication in English	IDC	2	0	0	2
ENG.502	Literature and Science	IDC	2	0	0	2

### Semester-II

Course Code	Course Title	Course Type				Cr
			L	T	P	
ENG.521	British Drama	CC	3	1	0	4
ENG.522	Literary Theory	CFC	3	1	0	4
ENG.523	American Literature	CC	3	1	0	4
ENG.524	Research Methodology and Computer Application	CFC	3	0	2	4
<b><i>Elective course (any one of the following):</i></b>						
ENG.526	Applied Linguistics	DSE	3	0	0	3
ENG.527	Culture Studies: Interpretations of Texts	DSE	3	0	0	3
ENG.528	Literature and Allied Arts: Cinema	DSE	3	0	0	3
<b><i>Elective course (any one of the following):</i></b>						
ENG.529	Classics of World Literature	DSE	3	0	0	3
ENG.530	Critical and Cultural Theory	DSE	3	0	0	3
ENG.531	African American Literature	DSE	3	0	0	3
ENG.532	Shakespeare across Cultures	DSE	3	0	0	3
	<b>*Value-added Course</b> (choose a Course from the Value Added Courses offered in the University)	VAC	2	0	0	2
<b>Total Credits</b>			20	3	1	24
<b><i>Value Added Courses (for other departments):</i></b>						
ENG.503	Basics of Academic Writing	VAC	2	0	0	2
ENG.504	Globalization	VAC	2	0	0	2
ENG.505	Comics and Visual Culture	VAC	2	0	0	2

### Semester-III

Course Code	Course Title	Course Type				Cr
			L	T	P	
ENG.551	New Literatures	CC	3	1	0	4
ENG.552	British Fiction	CC	3	1	0	4
ENG.553	Practical Criticism	SDC	0	0	4	2
ENG.554	Entrepreneurship	CFC	1	0	0	1

ENG. 555	Overview of English Language and Literature	DEC	2	0	0	2
ENG.600	Dissertation Proposal	SDC	0	0	8	4
<b><i>Elective course (any one of the following):</i></b>						
ENG.556	American Fiction	DSE	3	0	0	3
ENG.557	Discourse Analysis	DSE	3	0	0	3
ENG.558	Natyashastra	DSE	3	0	0	3
ENG.559	Colonial Discourse and Postcolonial Studies	DSE	3	0	0	3
ENG.560	English Language Teaching	DSE	3	0	0	3
ENG.561	Indian English Literature	DSE	3	0	0	3
<b>Total Credits</b>			<b>12</b>	<b>2</b>	<b>6</b>	<b>20</b>

#### Semester-IV

Course Code	Course Title	Course Type				Cr
			L	T	P	
ENG.600	Dissertation	SDC	0	0	40	20
<b>Total Credits</b>			<b>0</b>	<b>0</b>	<b>20</b>	<b>20</b>

#### ***Abbreviations and Explanations:***

CC: Core Course; CFC: Compulsory Foundation Course

DSE: Discipline Specific Elective; IDC: Interdisciplinary Elective

DEC: Discipline Enrichment Course; SDC: Skill Development Course

VAC: Value Added Course

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

#### **Evaluation Pattern:**

	<b><i>Core, Discipline Elective, Compulsory Foundation, Value Added and Interdisciplinary Courses</i></b>		<b><i>Discipline Enrichment Course</i></b>		<b><i>Entrepreneurship Course</i></b>	
	Marks	Evaluation	Marks	Evaluation	Marks	Evaluation
Internal Assessment	25	Various	-	-	-	-
Mid-semester test (MST)	25	Subjective	50	Objective	25	Objective

End-semester test (EST)	50	Subjective (70%) Objective (30%)	50	Objective	25	Subjective
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<b>Dissertation Proposal (Third Semester)</b>			<b>Dissertation (Fourth Semester)</b>		
	Marks	Evaluation		Marks	Evaluation
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)

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

<b>Evaluation Parameters for Practical Criticism</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>

## Details of Syllabus

### SEMESTER – I

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L	T	P	Credits
4	0	0	4

**Course Code: ENG.506**

**Course Title: Introduction to Literature**

**Total Hours: 60**

#### Learning Outcomes:

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

- Identify what literature is, what is enjoyable to read, and profitable to learn
- Create some basic questions in the professional study of literature in English
- Critically analyse what makes a piece of writing literature
- Analyze what are the major types/kinds of literature
- Identify what unique qualities and effects they convey to readers
- Critically appreciate how we recognize the language that embodies the literary qualities and effects

#### Course Contents:

##### UNIT I

**Hours: 15**

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.

“Literature” Entry in *Keywords* by Raymond Williams (pp. 150–154.)

George Orwell: Why I Write

Nissim Ezekiel, “Naipaul’s India and Mine”

M.H. Abrams: Norton Anthology of Prose

Terry Eagleton: How to Read Literature

Politics and the English Language: George Orwell

*[Discussion on kinds of and divisions in Prose, and generating pertinent questions by students]*

**UNIT II****Hours: 15**

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.

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: *How to Read a Poem*

Abrams, M.H. *A Glossary of Literary Terms*

*[Discussion on Poetry as a genre, and generating pertinent questions by students]*

**UNIT III****Hours: 15**

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.

Vijay Tendulkar: *Sakharam Binder* (Act 1)

William Shakespeare, *Julius Caesar* (Act I Scene 1)

Suggested Reading:

*G.N. Devy Reader* (Sections)

*The Elements of Drama* by J.L. Styan

*[Discussion on Drama as a genre, and generating pertinent questions by students]*

**UNIT IV****Hours: 15**

Definition and kinds of short and long fiction; *katha* 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.

A. K. Ramanujan, *Folktales from India*, (pp. 3, 4, 30 – 35).

Grace Paley, "A Conversation with My Father"

R. K. Narayan, *The Grandmother's Tale*.

*The Art of Fiction* by John Gardner

*Literature: Thinking, Reading, and Writing Critically*. Ed. Sylvan Barnet et al. 2nd Edition. New York: Longman, 1997.

*Literature: An Introduction to Fiction, Poetry, and Drama*. Eds. X.J. Kennedy and Dana Gioia. 6<sup>th</sup> Edition. New York: Harper Collins, 1995.

*[Discussion on Fiction as a genre, and generating pertinent questions by students]*

**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 Pvt. Ltd., 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 York: 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*. 8th Edition. New York: Harper Collins, 2016.
  9. Styan, J.L. *The Elements of Drama*. London: CUP, 2016.
  10. Williams, Raymond. *Keywords: A Vocabulary of Culture and Society*. New York: OUP, 1986.
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L	T	P	Credits
3	1	0	4

**Course Code: ENG.507**



**Course Title: British Poetry**

**Total hours: 60**

**Learning Outcomes:**

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

- Read closely and appraise Middle and Early Modern English, from Chaucer's rhyming couplets to Milton's blank verse.
- Identify the unique qualities of the authors studied, and compare and contrast them.
- Situate the assigned literary texts in their historical contexts and recognize the impact of major events and transitions.
- Develop a well-written argument about one or more literary texts or authors, and accurately cite literary and other sources.

**Course Contents:**

**UNIT I**

**15 Hours**

Geoffrey Chaucer	Prologue to the <i>Canterbury Tales</i>
Edmund Spenser	The Prothalamion
John Donne	Twickenham Garden, Hymn To God The Father
George Herbert	Easter Wings, The Pulley
Andrew Marvell	An Horatian Ode Upon Cromwell's Return From Ireland

*[Demonstration of the knowledge of the style, structure, and content of the assigned literary texts, and addressing the queries of the students]*

**UNIT II**

**15 Hours**

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
S.T. Coleridge	Christabel

*[Demonstration of the knowledge of the style, structure, and content of the assigned literary texts, and addressing the queries of the students]*

**UNIT III**

**15 Hours**

P B Shelley	A Study of The Triumph of Life
John Keats	Endymion
Lord Byron	When We Two Parted, She Walks in Beauty
Robert Browning	Childe Roland To The Dark Tower Came
Dante Gabriel Rossetti	The Blessed Damozel

*[Demonstration of the knowledge of the style, structure, and content of the assigned literary texts, and addressing the queries of the students]*

**UNIT IV**

**15 Hours**

W B Yeats	Easter 1916, Sailing To Byzantium
T S Eliot	The Waste Land
Dylan Thomas	Fern Hill
Philip Larkin	The Whitsun Weddings
Ted Hughes	God's Grandeur

*[Demonstration of the knowledge of the style, structure, and content of the assigned literary texts, and addressing the queries of the students]*

**Transactional Modes:**

Lecture, class discussion, recitation, presentations by students, term paper, open textbook study

**Suggested Readings:**

1. Greenblatt, Stephen et al. *The Norton Anthology of English Literature: Major Authors*. 10th edition. New York and London: W. W. Norton, 2018.
2. Bowden, Muriel: *A Commentary on the General Prologue*, Macmillan: London, 1967.
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.

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L	T	P	Credits
3	1	0	4

**Course Code: ENG.508**

**Course Title: Literary Criticism**

**Total Hours: 60**

**Learning Outcomes:**

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

- Approach the field of literary criticism with clarity
- Analyse the historical evolution of literary criticism and theory.
- Identify the unique qualities of the key figures and their contributions and some of their seminal texts
- Appreciate the culture of literary appreciation and criticism over the years

**Course Contents:**

**UNIT I**

**Hours: 15**

Plato *Republic* (selections/Chapter 10)  
 Aristotle *Poetics*  
 Philip Sidney 'An Apology for Poetry'\*

[Discussion on Horace "ArsPoetica", and on Longinus "On the Sublime"]\*

**UNIT II**

**Hours: 15**

John Dryden 'An Essay on Dramatic Poesy'\*  
 Dr. Johnson 'Preface' to *Shakespeare*

[Discussion on the influence of Ben Jonson, and on neo-classical criticism]\*

**UNIT III**

**Hours: 15**

William Wordsworth 'Preface' to *The Lyrical Ballads* (1800)\*  
 Samuel Taylor Coleridge *Biographia Literaria*, Chapters XIII, and XIV.

[Discussion on Shelley's "A Defence of Poetry"]\*

## UNIT IV

Hours: 15

Matthew Arnold                      The Function of Criticism at the Present Time'  
'Tradition and the Individual Talent'  
'Metaphor, Irony, Ambiguity'\*

[Discussion on Mathew Arnold's "The Study of Poetry."]\*

### Transactional Modes:

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

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

### 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.

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L	T	P	Credits
3	1	0	4

**Course Code: ENG.509**

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

**Total Hours: 60**

**Learning Outcomes:**

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

- Gain an appreciation for the field of linguistics and its main subfields.
- Better appraise the structure and components of language.
- Aware of the extent and limit of variation between languages and of some of the principles governing it.
- Grasp how and why language varies across speakers and over time, how individuals acquire language and how language works in the brain.

**Course Contents:**

**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\*

*[Group discussions on nature of language and difference between animal and human communication]*

**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\*

*[Discussion on relevance of Sapir- Whorf hypothesis and language change in the present times]*

**UNIT III**

**Hours: 15**

Semantics, Pragmatics and Discourse analysis: Basic concepts of semantics; Truth and meaning; Compositional semantics; Lexical semantics; Pragmatics; Context; Implicature; Presupposition; Speech act; cohesion and coherence; Cooperative principle; Context; Language, meaning and power\*

*[Practice tasks on identification of speech acts, contexts and cooperative principles in identification of meaning]*

#### **UNIT IV**

**Hours: 15**

Phonetics and Phonology: Classification of speech sounds; Phonemes; Allophones.

Morphology: Content and function words; Morphemes; Word formation

Syntax: Descriptive and prescriptive Grammar; Syntactic categories; Phrase structure trees\*; Transformational analysis; Transformational grammar

*[Individual tasks on phonetic transcription and drawing phrase structure trees]*

\*= 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*. United Kingdom, Taylor & Francis, 2011.
2. Akmajian, A.D., Farmer R.A., and Harnish, R.M. *Linguistics: An Introduction to Language and Communication*. Cambridge: MIT Press, 2012.
3. Bloomfield, Leonard. *Language*. India, Motilal Banarsidass Publishers, 1994.
4. Chomsky, Noam. *Language and Mind*. Cambridge: Cambridge University Press, 2006.
5. Clark, John Ellery, Colin Yallop, and Janet Fletcher. *An Introduction to Phonetics and Phonology*. Wiley-Blackwell, 2007.
6. Ellis, Rod. *The Study of Second Language Acquisition*. Oxford, Oxford University Press, 2008.
7. Fromkin, Victoria. *An Introduction to Language*. Cengage, 2015.
8. Gleason, H.A.. *An Introduction to Descriptive Linguistics*. United Kingdom, Holt, Rinehart and Winston, 1969.
9. Halliday, M.A.K and Matthiessen, Christian. *Introduction to Functional Grammar* (4<sup>th</sup> Edition). United Kingdom, Taylor & Francis, 2013.
10. Halliday, M.A.K. *An Introduction to Functional Grammar* (3<sup>rd</sup> Edition). United Kingdom, Taylor & Francis, 2014.
11. Harley, Trevor A. *The Psychology of Language: From Data to Theory*. United Kingdom, Taylor & Francis, 2013.

12. Hockett, Charles F. *Course in Modern Linguistics*. Prentice-Hall College Div, 1958.
  13. Hudson, Richard. *Sociolinguistics*. Cambridge UP, 1996.
  14. Lyons, J. *Introduction to Theoretical Linguistics*. Cambridge UP, 1968.
  15. Meyerhoff, Miriam. *Introducing Sociolinguistics*. United Kingdom, Taylor & Francis, 2015.
  16. Pinker, S. *The Language Instinct: How the Mind Creates Language*. New York: Perennial Classics, 2000.
  17. Reetz, Henning, Allard Jongman. *Phonetics: Transcription, Production, Acoustics, and Perception*. Blackwell, 2008.
  18. Roach, Peter. *English Phonetics and Phonology: a Practical Course*. Cambridge UP, 2009.
  19. Saussure, Ferdinand de. *Course in General Linguistics*. Eds. Charles Bally and Albert Sechehaye. Trans. Roy Harris. La Salle, Illinois: Open Court, 1983.
  20. Stockwell, Peter. *Sociolinguistics: A Resource Book for Students*. United Kingdom, Routledge, 2007.
  21. Syal, Pushpinder. *An Introduction to Linguistics: Language, Grammar and Semantics*. PHI Learning Pvt. Ltd., 2007.
  22. Wildgen, Wolfgang. *The Evolution of Human Language: Scenarios, Principles, and Cultural Dynamics*. John Benjamins Publishing Company, 2004.
  23. Yule, G. *The Study of Language*. Cambridge, UK: Cambridge University Press, 2020.
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**Elective Course:**

L	T	P	Credits
3	0	0	3

**Course Code: ENG.510**

**Course Title: Literature and Gender**

**Total Hours: 45**

**Learning Outcomes:**

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

- Analyse how a gendered perspective may change one's perception of literature
- Analyse the writings of key theorists with special reference to literature and gender
- Identify the unique qualities of the authors studied, and compare and contrast them.

- Situate the assigned literary texts in their historical contexts and recognize the impact of major events and transitions.
- Develop a well-written argument about one or more literary texts or authors, and accurately cite literary and other sources.

**Course Contents:**

**UNIT I**

**Hours: 12**

Literature and Gender: Introduction to Feminism and gender construction, Performativity, LGBT Routledge: *Genders* (Anthology)

*[Discussion on various aspects of gender]*

**UNIT II**

**Hours: 11**

Simone de Beauvoir

*The Second Sex* (“Introduction”)

Virginia Woolf

*A Room of One’s Own*\*

Riki Wilchins

*‘Homosexuality: Foucault and the Politics of the Self’, excerpts from Queer Theory, Gender Theory: An Instant Primer\**

*[Study and analysis of selected texts]*

**UNIT III**

**Hours: 11**

Kamala Das

Selected Poetry

Alice Walker

*The Color Purple*\*

*[Study and analysis of selected texts]*

**UNIT IV**

**Hours: 11**

Mahesh Dattani

*A Muggy Night in Mumbai*

Margaret Atwood

*The Testaments*\* \*

*[Study and analysis of selected texts]*

**Transactional Modes:**

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

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

**Suggested Readings:**

1. 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. New Delhi: Oxford University Press, 1992. (-Introductions to Vol. I and II)
  6. Rutherford, Jonathan, ed. *Identity: Community, Culture, Difference*. London: Lawrence and Wishart, 1990.
  7. Showalter, Elaine. 'Towards the Feminist Poetics'. *Twentieth-Century Literary Criticism: A Reader*. Ed. David Lodge. New York: Routledge, 2016.
  8. Susie, Tharu and K. Lalitha. *Women Writing in India: 600 B.C. to the Early Twentieth Century - Vo. 1.*, 1993.
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**Elective Course:**

L	T	P	Credits
3	0	0	3

**Course Code: ENG.511**

**Course Title: Folklore and Literary Practices**

**Total Hours: 45**

**Learning Outcomes:**

By the end of the course, the students will:

- Establish the relationships between folklore, oral narratives, and culture.
- Develop an understanding of the foundations of human beliefs, the nature of reality, and the norms that guide human behaviour.
- Examine and interpret how the human condition and human values explore through works of art and expressive culture
- Develop an appreciation of folklore that keeps alive the psychological patterns, instincts, or archetypes of the collective mind of a community

**Course Contents:**

**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 Grimm      *Grimm's Fairy Tales*  
Marcia R. Lieberman      "Some Day My Prince Will Come":  
Female Acculturation through the Fairy Tale\*

*[Discussion on how gender construction takes place in India]*

**UNIT II**

**Hours: 11**

Folklore theory and research; Psychoanalytical theory and folklore;  
Comparative and cultural theories:  
Folklore and Literature in the postcolonial and postmodernist context

Rabindranath Tagore      *Lokashahitya: The Oral Tradition in Bengali Children's Rhymes*  
Ong, Walter, J.      *Orality and Literacy* Routledge, 2002: Chapter 1\*

*[Practical application on vernacular folklores]*

**UNIT III**

**Hours: 11**

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

K. Ramanujan      *Folktales from India*  
Dan Ben-Amos      'Toward a Definition of Folklore in Context'\*

*[Notes on the process of discipline formation]*

**UNIT IV**

**Hours: 11**

Folk narratives of India; Case studies from the West and India; Folklore and Indian English literature

Sohinder Singh Bedi      *Folklore of the Punjab*  
Sadhana Naithani      'The Colonizer-Folklorist'

*[Tracing variations in Punjabi folktales]*

**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

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

**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. 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.
  5. Handoo, Jawaharlal. *Folklore in Modern India*. Mysore: CIIL Press, 1998.
  6. Jan de Vies, 'Theories concerning Nature Myths'. *Sacred Narrative: Readings in the Theory of Myth*. Ed. Alan Dundes. California: University of California Press, 1984.
  7. Lieberman, Marcia R. "'Some Day My Prince Will Come': Female Acculturation through the Fairy Tale." *College English* 34.3 (1972): 383-95. Web.
  8. Muthukumaraswamy, M. D. 'Finding ecological citizenship inside the archives of pain: Famine Folklore.' *Indian Folklife* 3, 2000.
  9. Naithani, S. "The Colonizer-Folklorist." *Journal of Folklore Research*, 34.1, 1997, pp. 1-14. Retrieved from <http://www.jstor.org/stable/3814697>.
  10. Sakhivel, S. *Folklore Literature in India*. Meena Pathippagam, Madurai, 1976
  11. 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**

**Learning Outcomes:**

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

- Gain extensive knowledge of several diverse phenomena related to the historical and current-day spread of English.
- Develop a thorough understanding of key perspectives and theories from the field of Indian English studies.
- Analyse the spread of Indian English to other areas of academic inquiry, including writing studies and the teaching of English.
- Build an awareness of some specific linguistic processes related to language change and variation.

**Course Contents:**

**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

*[Students present their understanding of the origins and development of English in India]*

**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 the multilingual India

*[A discussion on the varieties of Englishes in India is takes place]*

**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

*[Students' analysis of the implications of English as a medium of instruction is put forth in the class]*

**UNIT IV**

**Hours: 11**

English and communication; Literary traditions in Indian English; Indian English and print/digital media; Future of English in India

*[Students predict the future role and place of English in India]*

**Suggested Readings:**

1. Canagarajah, Suresh. *Translingual Practice: Global Englishes and Cosmopolitan Relations*. Oxon: Routledge, 2013.
2. Crystal, D. *English as a Global Language*. 2nd ed. Cambridge: Cambridge University Press, 2003

3. 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
4. Forey, Gail. "The Impact of Call Centre Employment on Women in India." *World Englishes*. 32(4), pp.503-520, 2013.
5. 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.
6. Jenkins, J. *World Englishes: A Resource Book for Students*. 2nd ed. New York: Routledge, 2009.
7. Kachru, Y. *World Englishes in Asian Contexts*. (Larry E. Smith Eds.) Hong Kong: Hong Kong University Press, 2006.
8. Kachru, Braj B.. *World Englishes: Approaches, issues, and resources*. *Language Teaching*, 25: 1-14. Cambridge UP, 1992
9. Kachru, Braj B.. *The Other Tongue: English across cultures*. University of Illinois Press. 1992.
10. Phillipson, R., & Tove, Skutnabb-Kangas. "English Only Worldwide or Language Ecology?" *TESOL Quarterly*. 30(3), pp. 429-52, 1996.
11. Ramanathan, V. *The English-Vernacular Divide: Postcolonial Language Politics and Practice*. Clevedon: Multilingual Matters, 2005.
12. Phillipson, Robert. *Linguistic Imperialism*. Hong Kong, OUP Oxford, 1992.
13. Melchers, Gunnel, Philip Shaw, and Peter Sundkvist. *World Englishes*. United Kingdom, Taylor & Francis, 2019.
14. Nelson, Cecil L., Daniel R. Davis and Zoya G. Proshina (Eds). *The Handbook of World Englishes*. United Kingdom, Wiley, 2020.
15. Widdowson, H. G. *Aspects of Language Teaching*. Hong Kong, OUP Oxford, 1990.

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**Elective Course:**

**Course Code: ENG.513**

L	T	P	Credits
3	0	0	3

**Course Title: Children's Literature**

**Total Hours: 45**

**Learning Outcomes:**

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

- Critically assess the development of Children's literature

- Analyse children’s literature from socio-political and cultural perspectives
- Seriously engage with aesthetics of children’s literature

**UNIT I**

**Hours: 12**

Bell Hooks	Happy to be Nappy
Oscar Wilde	The Happy Prince and Other Tales

*[Discussion on children's habits and cognition]*

**UNIT II**

**Hours: 11**

Vishnu Sharma	Selected Stories from Panchatantra
Upendrakishore Ray	<i>Goopy Gyne Bagha Byne</i>
Chowdhury	

*[Discussion on what are the salient features of Indian children’s literature]*

**UNIT III**

**Hours: 11**

Chinua Achebe	Chike and the River
Sulaiman Ahmed	Amar Ayyar: King of Tricksters

*[Notes making on cultural aspects of the above texts]*

**UNIT IV**

**Hours: 11**

Antoine de Saint-Exupéry	The Little Prince
Tetsuko Kuroyanagi	Totto-Chan

*[Discussion on political consciousness and children]*

**Transactional Modes:**

Lecture by the faculty, class discussion, recitation, presentations by students, assignments, library research on topics or problems, open text-book 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/bbcswwebdav/pid-14529539-dt-content-rid-39705338\\_1/courses/16SS\\_EDST1001005/16SS\\_EDST1001005\\_ImportedContent\\_20151117021819/Course%20Readings/Escape%20from%20Childhood.pdf](https://canopy.uc.edu/bbcswwebdav/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)
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**Elective Course:**

L	T	P	Credits
3	0	0	3

**Course Code: ENG.514**

**Course Title: Shakespeare across Cultures**

**Total Hours: 45**

**Learning Outcomes:**

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

- Analyse Shakespeare by using discourses of language, race, gender, identity, and geopolitics.
- Demonstrate how cultures transfigure Shakespeare in their literary and cultural terrain.
- Illustrate the reasons for reworking and adapting Shakespeare in various cultures
- Demonstrate how contemporary viewers critically respond to the reworking of Shakespeare
- Find alternative frameworks to rework the essentially Eurocentric Shakespeare

**Course Contents:**

**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

*[Discussion of selected topics]*

**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

*[Discussion of selected topics]*

**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

*[Discussion of selected topics]*

#### **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]*

#### **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*

#### **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. Gurr, Andrew and Mariko Ichikawa. *Staging in Shakespeare's Theatres*. Oxford, 2000.
13. Gurr, Andrew. *The Shakespearean Stage, 1574-1642*, 4th ed. Cambridge, 2009.
14. Justman, Stewart. *Shakespeare: The Drama of Generations*. New Delhi: Macmillan India, 2007.
15. Lanier, Douglas. *Shakespeare and Modern Popular Culture*. Oxford, 2002.
16. Loomba , Ania. *Shakespeare, Race and Colonialism*. Oxford, 2002.
17. Mowat , Barbara and Paul Werstine, eds. *Shakespeare's Sonnets and Poems*. New Folger Library, 2006.
18. Potter, Lois. *Life of William Shakespeare: A Critical Biography*. Wiley-Blackwell, 2012.
19. Rothwell, Kenneth. *A History of Shakespeare on Screen: a Century of Film and Television*, 2nd ed. Cambridge, 2009.
20. Schoenbaum, S. *William Shakespeare: A Documentary Life*. Oxford, 1975.
21. \_\_\_\_\_. *William Shakespeare, Records and Images*. Oxford, 1981.
22. Shakespeare, Simon & Schuster, 2006.
23. Shapiro James. *Year in the Life of William Shakespeare, 1599*. Simon & Schuster, 2010.
24. Stern, Tiffany. *Documents of Performance in Early Modern England*. Cambridge, 2009.
25. Sturgess , Kim C.. *Shakespeare and the American Nation*. Cambridge, 2007.
26. Taylor, Gary. *Reinventing Shakespeare: a Cultural History from the Restoration to the Present*. Vintage, 1991.
27. Toropov, Brandon. *Shakespeare for Beginners*. Hyderabad: Orient Longman, 1999.
28. Vaughan , Alden T. and Virginia Mason Vaughan. *Shakespeare in America*. Oxford, 2012.
29. Vendler, Helen. *The Art of Shakespeare's Sonnets*. Harvard, 1997.

**Elective Course:**

L	T	P	Credits
3	0	0	3

**Course Code: ENG.515**

**Course Title: American Poetry**

**Total Hours: 45**

## **Learning Outcomes:**

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

- Read closely and analyse American Poetry.
- Demonstrate knowledge of the style, structure, and content of the assigned literary texts, from Chaucer to Milton.
- Identify the unique qualities of some of the seminal American poems which depict American perceptions and concerns, and poetic styles

## **Course Contents:**

### **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)*

*[Discussion on American poetry, and generating pertinent questions on the features by students]*

### **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'

*[Discussion on American poetry, and generating pertinent questions on the features by students]*

### **UNIT III**

**Hours: 11**

Sylvia Plath	'Lady Lazarus'
Audre Lorde	'Martha'*
Robert Lowell	'For the Union Dead'
Sonia Sanchez	'Homecoming'*

*[Discussion on American poetry, and generating pertinent questions on the features by students]*

### **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'*

[Discussion on American poetry, and generating pertinent questions on the features by students]

**Transactional Modes:**

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

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

**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. 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.
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**\*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**

**Learning Outcomes:**

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

- Improve their language skills required for effective communication in English
- Write down their arguments in a well-defined manner.
- Acquire effective academic and professional writing skills.
- Practice effective presentation skills in the professional context

## **Course Contents:**

### **UNIT I**

**Hours: 07**

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.

*[Students write various drafts of letters and emails]*

### **UNIT III**

**Hours: 07**

Resume writing: nature and types of resumes; process and procedure of resume writing; requirements for an effective resume; preparing a draft of resume

*[Students write various drafts of their resume]*

### **UNIT III**

**Hours: 08**

Report writing: nature and types of report; process and procedure of report writing; requirements for effective report writing; structure and language of a report

*[Students write various drafts of professional reports]*

### **UNIT IV**

**Hours: 08**

Presentation Skills: nature and types of resumes; process and procedure of formal presentation; requirements for an effective presentation; preparing and delivering an effective presentation.

*[Students prepare .ppts and make presentations]*

## **Transactional Modes:**

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

## **Suggested Readings:**

1. Martinet, A V & Thomson A J. *Practical English Grammar* (4<sup>th</sup> Edition).Oxford University Press, 2014.
  2. Raman & Sharma. *Technical Communication*. Oxford University Press, 2005.
  3. Rizvi, Ashraf. *Effective Technical Communication*. Tata McGraw Hill, 2006.
  4. Yule, George. *Oxford Practice Grammar*. OUP, 2011.
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**\*Interdisciplinary course offered by Department Faculty for students of other Departments:**

**Course Code: ENG.502**

L	T	P	Credits
2	0	0	2

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

**Total Hours: 30**

**Learning Outcomes:**

Upon completing the course the student should be able to:

- Show knowledge of a wide range of literary and non-literary texts dealing with scientific and cultural issues.
- Discuss the generic and rhetorical features of non-fiction and fiction poetry and prose.
- Show awareness of contemporary critical debates and ideas of relevant scholarship.
- Show skills in effective communication, and command over a broad range of vocabulary and critical terms.
- 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:**

**UNIT I**

**Hours: 07**

Matthew Arnold: "Literature and Science"

T.H. Huxley: "Science and Culture"

*[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.]*

**UNIT II**

**Hours: 07**

T.S. Kuhn: "The Nature and Necessity of Scientific Revolution"

C.P. Snow: "The Two Cultures"

*[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.]*

**UNIT III**

**Hours: 08**

Edgar Allan Poe: "To Science"

**Richard Feynman: Surely You're Joking Mr Feynman**

*[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.]*

**UNIT IV**

**Hours: 08**

**Connie Willis: Bellwether**

*[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.]*

**Transactional Modes:**

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

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L	T	P	Credits
3	1	0	4

**Course Code: ENG.521**

**Course Title: British Drama**

**Total Hours: 60**

### **Learning Outcomes:**

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

- Understand the growth of the genre of drama.
- Demonstrate knowledge of the style, structure, and content of the assigned literary texts.
- Identify the unique qualities of the authors studied, and compare and contrast them.
- Situate the assigned literary texts in their historical contexts and recognize the impact of significant events and transitions.
- Develop a well-written argument about one or more literary texts or authors, and accurately cite literary and other sources.

### **Course Contents:**

#### **UNIT I**

**Hours: 15**

A brief introduction to the historical background of the genre and its literary history including popular styles and sub-genres

*[Discussion of selected topics]*

#### **UNIT II**

**Hours: 15**

Christopher Marlowe      *Doctor Faustus\**

William Shakespeare      *Hamlet*

*[Discussion of selected topics]*

#### **UNIT III**

**Hours: 15**

George Bernard Shaw      *Pygmalion*

T S Eliot      *Murder in the Cathedral\**

*[Discussion of selected topics]*

#### **UNIT IV**

**Hours: 15**

Samuel Beckett      *Waiting for Godot*

John Osborne      *Look Back in Anger\**

*[Discussion of selected topics]*

**Transactional Modes:**

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

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

**Suggested Readings:**

1. Abel, Lionel. *Tragedy and Metatheatre: Essays on Dramatic Form*. New York: Holmes y Meier Publishers, 2003.
2. Bloom, Harold. *Shakespeare: The Invention of the Human*. New York: Riverhead Books; 1998.
3. Bradley, A.C. *Shakespearean Tragedy: Lectures on Hamlet, Othello, King Lear, and Macbeth*. New York and London: Penguin, 1991.
4. Brooks, Cleanth & Heilman, Robert B. *Understanding Drama*. New York: Henry Holt And Company, 1945.
5. Douglas Bruster. *To Be or Not To Be*. New York: Continuum, 2007.
6. Eliot, T.S. *Selected Prose of T.S. Eliot*. Ed. Frank Kermode. New York: Harvest Books, 1975.
7. Erne, Lukas. *Shakespeare as Literary Dramatist*. Cambridge: Cambridge University Press, 2008.
8. Harold Bloom. *Hamlet: Poem Unlimited*. New York: Riverhead Trade, 2004.
9. 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.
10. Justman, Stewart. *Shakespeare: The Drama of Generations*. New Delhi: Macmillan India, 2007.
11. Leavis, F.R. *The Common Pursuit*. 1952. London: Penguin Books, 1993
12. Shakespeare, William. *Hamlet* (Norton Critical Editions). Ed. Cyrus Hoy. New York: Norton, 1992.
13. Shakespeare, William. *Hamlet* (The Pelican Shakespeare). Ed. A.R. Braunmuller. New York: Pelican, 2001.
14. Toropov, Brandon. *Shakespeare for Beginners*. Hyderabad: Orient Longman, 1999.
15. Wilson Knight, G. *The Wheel of Fire*. London: Methuen, 1930.

L	T	P	Credits
3	1	0	4



**Course Code: ENG.522**

**Course Title: Literary Theory**

**Total Hours: 60**

**Learning Outcomes:**

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

- Read closely and analyse the seminal writings of select influential figures in literary theory pertaining to different perspectives on literature.
- Demonstrate knowledge of how literature can be variously interpreted
- Identify the unique qualities of the authors studied, and compare and contrast them.
- Analyse important trends in literary theory and key essays pertaining to these trends.
- Identify different theoretical postulates from Formalism to cultural studies

**Course Contents:**

**UNIT I**

**Hours: 15**

Formalism, Structuralism and Post-Structuralism

W.K. Wimsatt and Munroe &

C. Beardsley: 'The Intentional Fallacy'

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

*[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.]*

**UNIT II**

**Hours: 15**

Marxism, Feminisms and Gender Studies

Elaine Showalter 'Feminist Criticism in the Wilderness'

Louis Althusser 'Ideology and Ideological State Apparatuses'

*[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.]*

**UNIT III**

**Hours: 15**

Psychoanalysis, Modernism and Post-Modernism

Lionel Trilling 'Freud and Literature'

Michel Foucault 'What is an Author'

*[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.]*

#### **UNIT IV**

**Hours: 15**

Post-Colonialism, New Historicism and Cultural Studies

Edward Said                      ‘Crisis’ [in *Orientalism*]

Stuart Hall                      ‘Cultural Studies and its Theoretical Legacies’

*[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.]*

#### **Transactional Modes:**

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

L	T	P	Credits
3	1	0	4

**Course Code: ENG.523**

**Course Title: American Literature**

**Total Hours: 60**

**Learning Outcomes:**

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

- 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.
- Critically analyse the multiple, complex and internally antagonistic realities of the American people.
- Situate the assigned literary texts in their historical contexts and recognize the impact of major events and transitions.
- Critically appreciate the diversity in American literature and thought
- 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 I**

**Hours: 15**

A brief introduction to the historical background

Hector St John de Crevecoeur ‘What is an American?’ (Letter III).

‘The American Declaration of Independence’\*

Ralph W, Emerson

‘The American Scholar.’

H. D. Thoreau

‘Civil Disobedience’\*

*[Discussion on American prose writings, and generating pertinent questions on the features by students]*

**UNIT II****Hours: 15**

Walt Whitman	<i>Song of Myself</i> (select poems)
Emily Dickinson	(selections)
Robert Frost	(selections)*
Langston Hughes	'The Negro Speaks of Rivers' *
Wallace Stevens	'Peter Quince at the Clavier'

*[Discussion on American poetry, and generating pertinent questions on the features by students]*

**UNIT III****Hours: 15**

Herman Melville	'Bartleby the Scrivener'
Charlotte Perkins Gilman	'The Yellow Wallpaper'*
Nathaniel Hawthorne	'Young Goodman Brown'*
Ernest Hemingway	<i>The Old man and the Sea</i>

*[Discussion on American Fiction, and generating pertinent questions on the features by students]*

**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'*

*[Discussion on American Drama and essays, and generating pertinent questions on the features by students]*

**Transactional Modes:**

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

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

**Suggested Readings:**

1. Bercovitch, Sacvan. Gen. Ed. *The Cambridge History of American Literature*. Cambridge Mass.: CUP, 2010.
  2. Elliott, Emory. Gen. Ed. *Columbia Literary History of the United States*. Columbia: Columbia UP, 2019.
  3. Gray, Richard. *A History of American Literature*. New York: Blackwell, 2014.
  4. Lauter, Paul, et al. ed. *The Heath Anthology of American Literature*. Volume 1 &2. New York: Heath, 2020.
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L	T	P	Credits
3	0	2	4

**Course Code: ENG.524**

**Course Title: Research Methodology and Computer Applications**

**Total Hours: 60**

**Learning Outcomes:**

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

- Acquaint themselves with how research is conducted in language and literary studies.
- Critically evaluate current research and propose possible alternate directions for further work
- Analyse complex research issues in order to communicate their scientific results clearly for peer review.
- Correlate the basic statistics involved in data presentation, critical review of literature and assessing the research trends.
- Document research results.

**Course Contents:**

**UNIT I**

**Hours: 15**

General principles of research: Meaning and importance of research, critical thinking, formulating hypothesis and development of research plan, review of literature, interpretation of results and discussion.

Library: Classification systems, e-Library, reference management, web-based literature search engines, University level access to material, various databases.

Research and Academic Integrity: Copyright issues, Conduct of ethical research, Plagiarism in research, Self Plagiarism.

*[Discussion of selected topics]*

**UNIT II**

**Hours: 15**

Mechanics of writing: Format, language and style in research publications (MLA format)

Research methods in literature/literary research: archival, personal narratives, oral history, visual methodologies, discourse analysis, ethnographic methods, textual analysis, creative writing, ICT  
*[Discussion of selected topics]*

**UNIT III**

**Hours: 15**

Fundamentals of computers: Introduction to Computer Hardware and Software, Microsoft Windows, Number system  
MS Office: Word, Excel and PowerPoint  
*[Practical usage of selected tools]*

**UNIT IV**

**Hours: 15**

World Wide Web: Origin and concepts, Browsers and Email, Searching the internet  
Publishing: Formatting of research papers/dissertation, DTP and Web publishing,  
Regional Languages and Computers: An overview  
*[Practical usage of selected tools]*

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
- Basics of Microsoft Windows and Microsoft Office
- Creating table of contents, index, citations
- Introduction to font systems and typing in concerned language(s)

**Transactional Modes:**

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

**Evaluation Criteria for Lab Practicals:**

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

<b>Evaluation Parameters</b>	<b>Marks</b>
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, 2005.
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. Lambert Joan and Loyce Cox, *Microsoft Word 2013: Step by Step*, PHI Learning Pvt. Ltd. Delhi.
13. Melton Beth et. al., *Microsoft Office Professional 2013: Step by Step*, PHI Learning Pvt. Ltd. Delhi.
14. *MLA Handbook for Writers of Research Papers*. 8<sup>th</sup> Ed. New Delhi: East-West Press, 2009.
15. Norton, Peter. *Introduction to Computers*, 7th Ed. McGraw Hill Edu. Pvt. Ltd., New Delhi, 2017.
16. Parekh, Ranjan. *Principles of Multimedia*, Tata McGraw Hill Edu. Pvt. Ltd., New Delhi, 2017.
17. Seale, Clive, ed. *Social Research Methods: A Reader*. London: Routledge, 2003.
18. Wayne Booth and Others: *The Craft of Research*. University of Chicago Press; Fourth edition, 2016.

**Elective Course:**

L	T	P	Credits
3	0	0	3

**Course Code: ENG.526**

**Course Title: Applied Linguistics**

**Total Hours: 45**

**Learning Outcomes:**

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

- Familiarize themselves with the broad areas in the field of Applied Linguistics.
- Deepen their knowledge of the role of linguistics in society, culture, communication and technology
- Develop and implement a plan for self-directed language and culture learning.
- Widen their understanding of the potential research areas in Applied Linguistics
- Collect language data, organize it appropriately, and carry out initial linguistic analysis of that data.
- Identify and describe factors that are relevant to language development for language groups in multilingual societies.

**Course Contents:**

**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

*Student-led discussions on the 'applied' nature of applied linguistics]*

**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\*

*[Students discuss different aspects of bilingualism in India]*

**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\*

*[Students explore different facets of language policy in the Indian contexts and their implications through official documents]*

**UNIT IV**

**Hours: 11**



Language use: pragmatics, discourse analysis and stylistics; translation and interpretation; language education and assessment; corpus and computational linguistics\*;

*[Students compile corpus of various kinds to practice corpus analysis using various tools]*

### **Transactional Modes:**

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

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

### **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, N. *Critical Discourse Analysis: The Critical Study of Language*. London: Longman, 2010.
7. Groom, Nicholas, and Littlemore, Jeannette. *Doing Applied Linguistics: A Guide for Students*. N.p., Taylor & Francis, 2012.
8. Hall, C. J., Smith, P. H. & Wicaksono, R. *Mapping Applied Linguistics. A Guide for Students and Practitioners*. Routledge, 2011.
9. Johnson, Keith & Johnson, Helen. *Encyclopedic Dictionary of Applied Linguistics*, Oxford/Malden. Blackwell, 1999.
10. Kaplan, Robert B. *The Oxford Handbook of Applied Linguistics*. Italy, OUP USA, 2010.
11. Levinson, Stephen C. *Pragmatics*, Cambridge: Cambridge University Press, 1993.
12. McCarthy, Michael. *Issues in Applied Linguistics*, Cambridge University Press, 2001.
13. McIntyre, Daniel, and Jeffries, Lesley. *Stylistics*. United Kingdom, Cambridge University Press, 2010.
14. Pennycook, Alastair. *Critical Applied Linguistics: A Critical Introduction*. Lawrence Erlbaum Associates, 2001.

15. Schmitt, Norbert. *An Introduction to Applied Linguistics*. Arnold, 2002.
  16. Wei, Li. *Applied Linguistics*, Wiley, 2019.
  17. Widdowson, Henry G. *Discourse Analysis*. Spain, OUP Oxford, 2007.
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**Elective Course:**

L	T	P	Credits
3	0	0	3

**Course Code: ENG.527**

**Course Title: Culture Studies: Interpretations of Texts**

**Total Hours: 45**

**Learning Outcomes:**

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

- Comprehend the discourse on the concept of culture
- Theoretically grasp the development of cultural studies in other disciplines like cultural sociology, cultural anthropology, folkloristics, and literary studies
- Trace the emergence of subculture and popular culture
- Learn and apply contemporary interpretations of cultural texts and/or practices like music, advertising, women’s magazines, shopping and sports.

**Course Contents:**

**UNIT I**

**Hours: 12**

Jenks, Chris. “Introduction.” *Culture*. London and New York: Routledge, 2005. 6-24.

Malinowski, Bronislaw. “What is Culture?” *A Scientific Theory of Culture and Other Essays*. London: Routledge, 2004a. 36-51.

Tylor, Edward B. “The Science of Culture” *Primitive Culture*. Vol. I. London: John Murray, 1920. 1- 22.

*[Group discussion on how a new discipline emerges]*

**UNIT II**

**Hours: 11**

Hall, Stuart. “Culture Studies and its Theoretical Legacies.” *Cultural Studies Reader*. Ed. Simon During. New York: Routledge, 1999. 97-109.

Williams, Raymond. "Advertising: The Magic System." *The Cultural Studies Reader*. Ed. Simon During. Chapter 29. London and New York: Routledge, 1999. 410-23.

McLuhan, Marshall. "Television." *Understanding Media: The Extensions of Man*. Chapter 31. London: Routledge and Kegan Paul, 1964. 308-37.  
[Discussion on how media works in our own culture]

### **UNIT III**

**Hours: 11**

Lyotard, Jean-François. "Defining the Post-Modern." *Cultural Studies Reader*. Ed. Simon During. New York: Routledge, 1999. 141-44.

Adorno, Theodor and Max Horkheimer. *Dialectics of Enlightenment*

(Discussion on how the above thinkers critique enlightenment)

### **UNIT IV**

**Hours: 11**

Hebdige, Dick. "Subculture: The Meaning of Style." *Culture: Critical Concepts in Sociology*. Ed. Chris Jenks. Vol. III. London and New York: Routledge, 2003. 221- 34.

Cohen, Albert K. "A General Theory of Subcultures." *Culture: Critical Concepts in Sociology*. Ed. Chris Jenks. Vol. III. London and New York: Routledge, 2003. 259-69.

Schiach, Morag. "A History of the Changing Definitions of the Popular." *Discourse on Popular Culture: Class, Gender and History in Cultural Analysis, 1730 to the Present*. Chapter I. London: Polity Press, 1989. 19-34.

[Tracing sub-cultural texts in Indian popular culture]

### **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

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

### **Suggested Readings:**

1. David, Oswell. *Culture and Society: An Introduction to Cultural Studies*. New Delhi: Sage Publications India Pvt. Ltd., 2006.
2. Gray, Ann. *Research Practice for Culture Studies*. London: Sage, 2003.

3. Smith, Philip. *Cultural Theory an Introduction*. Oxford: Blackwell Publishers Ltd., 2001.
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L	T	P	Credits
3	0	0	3

**Elective Course:**

**Course Code: ENG.528**

**Course Title: Literature and Allied Arts: Cinema**

**Total Hours: 45**

**Learning Outcomes:**

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

- Analyse major concepts in cinema.
- Perceive Indian and Western traditions of art and culture with a special focus on cinema.
- Critically analyse key films from Indian and Western tradition

**Course Contents:**

**UNIT I**

**Hours: 12**

Major Concepts in Cinema

Indian and Western traditions

Mise-en-scene, Montage, Types of Shot, Film Genres

*[Comprehending why technique and technology matter in film making]*

**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

Teachers will be free to choose the texts of films dependent on availability.

*[Discussion on how films carry discourses and cultural messages]*

**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

*[Notes making on how Indian films are culturally rooted in Indian reality]*

**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]

### **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.

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

### **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.
- 

### **Elective Course:**

L	T	P	Credits
3	0	0	3

**Course Code: ENG.529**

**Course Title: Classics of World Literature**

**Total Hours: 45**

**Learning Outcomes:**

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

- Read closely and analyse the classics of world literature.
- Demonstrate knowledge of the style, structure, and content of the assigned literary texts.
- Identify the unique qualities of the authors studied, and compare and contrast them.
- Situate the assigned literary texts in their historical contexts and recognize the impact of major events and transitions.
- Widen the horizons of their knowledge and show the depth of human experience through literature.

**Course Contents:**

**UNIT I**

**Hours: 12**

Sophocles *Oedipus Rex\**  
 Guy de Maupassant Selected stories

*[Thought experiment on what are the salient features of such classics]*

**UNIT II**

**Hours: 11**

Rabindranath Tagore *Gitanjali* (Selections)\*  
 Mirza Ghalib #Select poems

*[Discussion on whether Indian classics are different or not]*

**UNIT III**

**Hours: 11**

Chinua Achebe *Things Fall Apart\**  
 Franz Kafka *Trial*

*[Notes making on what defines modern European classics]*

**UNIT IV**

**Hours: 11**

Pablo Neruda #Select poems  
 Luigi Pirandello *Six Characters in Search of an Author\**

*[Discussion on how poetry and drama are different]*

**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. 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
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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**

**Learning Outcomes:**

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

- Critically engage with the latest theoretical questions through reading and discussion of a variety of critical perspectives and approaches.
- Identify the unique qualities of the authors studied, and compare and contrast them.
- Situate the assigned texts in their historical contexts and recognize the impact of major events and transitions.
- Develop a well-written argument about one or more texts or authors, and accurately cite literary and other sources.

**Course Contents:**

**UNIT I**

**12 Hours**

Max Horkheimer and Theodor W. Adorno: “The Culture Industry: Enlightenment as Mass Deception” in *Dialectic of Enlightenment*

Walter Benjamin: “Theses on the Philosophy of History” in *Illuminations*

Hannah Arendt: “A Classless Society” in *The Origins of Totalitarianism*

*[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.]*

**UNIT II**

**11 Hours**

Herbert Marcuse: “Repressive Tolerance” in *A Critique of Pure Tolerance*

Eric Fromm: “Roads to Sanity” in *The Sane Society*

Jurgen Habermas: “The Public Sphere: An Encyclopedia Article” in *New German Critique, No. 3. (Autumn, 1974), pp. 49-55.*

*[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.]*

**UNIT III**

**11 Hours**

Stuart Hall: “Through the Prism of an Intellectual Life” in *Essential Essays. Vol. 2: Identity and Diaspora*

Etienne Balibar: “World Borders, Political Borders” in *We, the People of Europe?: Reflections on Transnational Citizenship*

Douglas Kellner: “Television, Advertising, and the Construction of Postmodern Identities” in *Media Culture: Cultural Studies, Identity and Politics between the Modern and the Postmodern*



*[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.]*

#### **UNIT IV**

**11 Hours**

Paul Gilroy: "The Black Atlantic as a Counterculture of Modernity" in *The Black Atlantic*

Rob Nixon: "Scenes from the Seabed and the Future of Dissent" in *Slow Violence and the Environmentalism of the Poor*

Kwame Anthony Appiah: "Is the Post- in Postmodernism the Post- in Postcolonial?" in *Critical Inquiry*

*[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.]*

#### **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.

**Elective Course:**

L	T	P	Credits
3	0	0	3

**Course Code: ENG.531**

**Course Title: African American Literature  
45**

**Total Hours:**

**Learning Outcomes:**

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

- Demonstrate knowledge of the style, structure, and content of the assigned literary texts, from African American literature.
- Identify the unique qualities of the authors studied, and compare and contrast them.
- Situate the assigned literary texts in their historical contexts and recognize the impact of major events and transitions.
- Analyse the contributions of African Americans to the history and cultural progress of the United States of America
- Develop a well-written argument about one or more African American texts or authors, and accurately cite literary and other sources.

**Course Contents:**

**UNIT I**

**Hours: 12**

A brief introduction to the historical background

Phillis Wheatley	‘On Being Brought from Africa to America’
Lucy Terry	‘Bars Fight’ *
Maya Angelou	‘I know why the caged bird sings’
Gwendolyn Brooks	‘A song in the Front Yard’
Langston Hughes	‘The Negro Speaks of Rivers’ / ‘Dream’*

*[Discussion on African American poetry, and generating pertinent questions on the features by students]*

**UNIT II**

**Hours: 11**

Frederick Douglass	<i>Narrative of the Life of Frederick Douglass, an American Slave, Written by Himself</i> *
Frances E.W. Harper	<i>Iola Leroy</i>

*[Discussion on African American Narratives, and generating pertinent questions on the features by students]*

**UNIT III**

**Hours: 11**

Richard Wright

*Native Son*

Zora Neale Hurston

*Their Eyes Were Watching God\**

*[Discussion on African American Fiction, and generating pertinent questions on the features by students]*

**UNIT IV**

**Hours: 11**

C.L. Franklin

*'The Eagle Stirreth Her Nest'*\*

Martin Luther King Jr.

*'I Have a Dream' \**

Lorraine Hansberry

*A Raisin' in the Sun*

*[Discussion on African American Plays and Sermons, and generating pertinent questions on the features by students]*

**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.

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

**Suggested Readings:**

1. Houston Baker, Jr. *Blues, Ideology, and Afro-American Literature*. Chicago: Chicago Univ. Press, 2015.
  2. Hubbard, Doland. *The Sermon and the African American Literary Imagination*. Missouri: Uni. of Missouri P., 2011.
  3. Lawrence Levine, *Black Culture and Black Consciousness*. Oxford: OUP, 2017.
  4. Lerone Bennett. *Before Mayflower: A History of the Negro in America, 1619-1964*. Baltimore: Penguin Books. 2016.
  5. Richard Barksdale. Ed. *Black Writers of America: A Comprehensive Anthology*. New York: Macmillan, 2019.
- 

**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**

**Learning Outcomes:**

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

- Write well (grammatically correct, clear, effective prose).
- Communicate ideas effectively and coherently, in a variety of forms.
- Identify and apply rhetorical models of thinking and writing in practical exercises.

**Course Contents:**

**UNIT I**

**Hours: 8**

Introduction to academic writing; Writing process (pre-writing, writing, re-writing); Paragraph structure; Parts of an argument

*[Students discuss their pre-writing, rewriting and post-writing strategies]*

**UNIT II**

**Hours: 8**

Writing Vocabulary and language; precision, clarity, conciseness, academic vocabulary, word choice; grammar & mechanics

*[Students practice using precise vocabulary and grammatical structure using worksheets.]*

**UNIT III**

**Hours: 7**

Avoiding plagiarism; effective use of quotation, paraphrase and summary

*[Students use practice quoting, paraphrasing and summarising strategies using worksheets]*

**UNIT IV**

**Hours: 7**

Structure of research paper; organising the document, transition, data implementation and display

*[Using worksheets, students practice organization and presentation of data]*

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

L	T	P	Credits
2	0	0	2

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

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

- Appraise the basics of Globalization
- Understand the changing economic, political, cultural, and environmental processes associated with Globalization
- Critically engage with the ideological dimensions of Globalization

**Course Contents:****UNIT I****4 Hours**

Globalization as a contested concept, cultural and ideological dimensions of Globalization

*[Enabling the learners to understand the current events related to Globalization, its historico-cultural context and future ramifications.]*

**UNIT II****4 Hours**

Globalization and changing cultural orientations, Cultural Particularism and Universalism

*[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.]*

**UNIT III****4 Hours**

Transnational Middle Class in India, Globalization and Indian diaspora

*[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.]*

**UNIT IV**

**3 Hours**

Challenges to Globalization, (Anti) Globalization from Below, Assessing the future of Globalization

*[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.]*

**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. Sachs, Jeffrey D. *The Ages of Globalization: Geography, Technology, and Institutions*. Columbia UP, 2020.
  5. Stiglitz, Joseph. *Globalization and Its Discontents*. Penguin UK, 2015.
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**Value Added Course (for students of other departments):**

L	T	P	Credits
2	0	0	2

**Course Code: ENG.505**

**Course Title: Comics and Visual Culture**

**Total Hours: 30**

**Learning Outcomes:**

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

- Analyse how comics are a part of dominant visual culture
- Analyse its politics, sociology and aesthetics
- Critique the role played by comics in formation of consciousness

**Course Contents:**

**UNIT I****15 Hours**

Black Panther

Wonder Woman: The Challenge of Artemis

Archie

*[Discussion on how graphic art is different from other forms of writing]***UNIT II****15 Hours**

Chacha Chaudhary and Corona Virus

Nagraj

Amar Chitrakatha

*[Notes on cultural aspects of Indian Comics]***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-III

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L	T	P	Credits
3	1	0	3

**Course Code: ENG.551**

**Course Title: New Literatures**

**Total Hours: 60**

### **Learning Outcomes:**

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

- Analyse some of the seminal texts of the 20<sup>th</sup> and 21<sup>st</sup> century.
- Demonstrate knowledge of the style, structure, and content of the assigned literary texts.
- Identify the unique qualities of the authors studied, and compare and contrast them.
- Situate the assigned literary texts in their historical contexts and recognize the impact of major events and transitions.
- Develop a well-written argument about one or more literary texts or authors, and accurately cite literary and other sources.

### **Course Contents:**

#### **UNIT I**

**Hours: 15**

Gabriel Garcia Marquez      *One Hundred Years of Solitude.*

On the Beach', in *Too Soon, Too Late: History in Popular Culture*  
(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.]*

#### **UNIT II**

**Hours: 15**

Michael Ondaatje

'The Cinnamon Peeler'; 'The Time Around Scars'; 'Letters and Other Worlds'; 'Billboards', in *The Cinnamon Peeler: Selected Poems* (London: Picador, 1989). \*

Margaret Atwood

*Surfacing.*

*[Discussion on what is the difference between a native and diaspora writer]*

#### **UNIT III**

**Hours: 15**



'Nature as Monster', in *Survival* (Concord, Ont.: Anansi, 1972, rpt. 1991), pp. 45-67.\*

Naguib Mahfouz *Search*

[Discussion of key concepts, trends and thematic concerns related to the prescribed texts and involving the learners to critically engage with these issues.]

#### **UNIT IV**

**Hours: 15**

Jean Rhys *Wide Sargasso Sea*

'The Drover's Wife', in *The Arnold Anthology of Post-Colonial Literatures in English*, ed. John Thieme (London: Arnold, 2000).pp. 162-67. \*

[Group discussion on how landscape influences literature]

#### **Transactional Modes:**

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

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

#### **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. Volkmann, Laurenz, et al. *Local Natures, Global Responsibilities and Ecocritical Perspectives on the New English Literatures*. New York: Rodopi, 2010.
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**Course Code: ENG.552**

L	T	P	Credits
3	1	0	4

**Course Title: British Fiction**

**Total Hours: 60**

**Learning Outcomes:**

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

- Read closely and understand and appreciate British Fiction
- Situate the assigned literary texts in their historical and cultural contexts and recognize the impact of major events and transitions
- Demonstrate the knowledge of the style, structure, and content of the assigned literary texts from the early as well as the modern British novelists.
- Identify the unique qualities of the authors studied, and compare and contrast them.
- Develop a well-written argument about one or more literary texts or authors, and accurately cite literary and other sources

**Course Contents:**

**UNIT I**

**Hours: 15**

A brief introduction to the emergence of fiction as a genre in English literature

Henry Fielding     *The History of Tom Jones, A Foundling* (1749) \*  
*[Discussion on the emergence of British Fiction, and generating pertinent questions on the features by students]*

**UNIT II**

**Hours: 15**

Jane Austen     *Pride and Prejudice* (1813)\*  
 Emily Bronte     *Wuthering Heights* (1847)  
*[Discussion on British Fiction by Women, and generating pertinent questions on the features by students]*

**UNIT III**

**Hours: 15**

Charles Dicken     *Great Expectations* (1861)\*  
 Thomas Hardy     *The Mayor of Casterbridge* (1886)

[Discussion on British Fiction in the Victorian period, and generating pertinent questions on the features by students]

**UNIT IV**

**Hours: 15**

Joseph Conrad     *The Heart of Darkness* (1902)\*

James Joyce        *A Portrait of the Artist as a Young Man* (1916)

Virginia Woolf     *Mrs. Dalloway* (1925)\*

[Discussion on Modern British Fiction, and generating pertinent questions on the features by students]

**Transactional Modes:**

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

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

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

1. Richardson's *Pamela*
2. Henry Fielding's *Joseph Andrews*
3. Horace Walpole's *The Castle of Otranto*
4. Ann Radcliff's *The Mysteries of Udalpo*
5. Mary Shelley's *Frankenstein*
6. Arthur Conan Doyle's *The Hound of the Baskervilles*
7. Walter Scott's *Ivanhoe*
8. Willkie Collin's *The Woman in White*
9. Charlotte Bronte's *Jane Eyre*
10. George Eliot's *The Mill on the Floss*
11. George Eliot's *Middlemarch*
12. Charles Dickens's *Hard Times*
13. Charles Dickens' *David Copperfield*
14. Thomas Hardy's *Tess of the D'Urbervilles*
15. D.H. Lawrence's *Sons and Lovers*
16. Virginia Woolf's *To the Lighthouse*
17. Graham Greene's *The Power and the Glory*
18. William Golding's *The Lord of the Flies*
19. Graham Greene's *Brighton Rock*
20. Daniel Defoe's *Robinson Crusoe*

**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.

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L	T	P	Credits
0	0	2	2

**Course Code: ENG. 553**

**Course Title: Practical Criticism (Practical)**

**Total Hours: 30**

### Learning Outcomes:

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

- Understand the practical aspects of literary criticism
- Acquaint themselves with the basics of literary criticism
- Practice textual criticism

### Course Contents:

Selected unseen excerpts/pieces of prose/ poetry/fiction/drama/film will be taken up by each student for practical criticism.

### Evaluation Criteria for Practical Criticism:

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

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

### 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.
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L	T	P	Credits
0	0	0	1

**Course Code: ENG.554**

**Course Title: Entrepreneurship**

**Total Hours: 15**

**Course Outcomes:** On the completion of this course, the learners will:

- Understand the basic concepts of entrepreneur, entrepreneurship and its importance.
- Aware of the issues, challenges and opportunities in entrepreneurship.
- Develop capabilities of preparing proposals for starting small businesses.
- Know the availability of various institutional supports for making a new start-up.
- Explore possibilities of entrepreneurship development in the context of English language

**Course Contents:**

**Unit I**

**Hours: 4**

Introduction to entrepreneur and entrepreneurship; Characteristics of an entrepreneur and entrepreneurship; innovation and entrepreneurship; Types of entrepreneurial ventures; enterprise and society in Indian context; Importance of women entrepreneurship

*[Student-led discussion on entrepreneurship in India]*

**Unit II**

**Hours: 4**

Promotion of a venture – Why and how to start a small business; opportunity analysis, external environmental analysis; role of regulatory institutions and development organisations, self-employment oriented schemes, Various growth schemes.

*[Students explore various government schemes for the promotion of entrepreneurship]*

**Unit III**

**Hours: 4**

Legal requirements for establishing a new unit, raising of funds, and establishing the venture; Project report preparation; format for a preliminary project report, format for a detailed/final project report

*[Students discuss various ethical and intellectual issues related to innovation and entrepreneurship]*

**Unit IV****Hours: 3**

English for business and business of English; starting training centres and educational institutions; entrepreneurship in translation, interpretation and content creation and publishing industry

*[Students carry out internet-based search on enterprises related to English language, and discuss their findings]*

**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. Srivastava, S.B. (2009). *A Practical Guide to Industrial Entrepreneurs*, Sultan Chand & Sons.

L	T	P	Credits
0	2	0	2

**Course Code: ENG.555****Course Title: Overview of English Language and Literature****Total Hours: 30****Learning Outcomes:**

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

- Revise and review literary and linguistic concepts from the earlier semester
- Prepare for competitive exams like the UGC-NET, SLET

**Course Contents:****UNIT I****Hours: 7**

British Literature from Chaucer to the present day; American and other non-British Literatures

**UNIT II****Hours: 7**

Literary Theory and Criticism; Rhetoric and Prosody

**UNIT III**

**Hours: 8**

History of English Language; English Language Teaching

**UNIT IV**

**Hours: 7**

European Literature from Classical Age to the 20th Century; Indian writing in English and Indian Literature in English translation

**Transactional Modes:**

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

**Suggested Readings:**

1. Baker, E. *The History of the English Novel*, 10 vols, Barnes and Noble, 1966-1967.
2. Daiches, D. *A Critical History of English Literature*. 2nd ed. in 4 vols., Secker and Warburg, 1971-1972
3. Elton, O. *A Survey of English Literature*, 1730-1780, 1780-1830, 1830-1880, 6 vols, Edward Arnold Publishers, 1948.
4. Ford, B. ed. *The New Pelican Guide to English Literature*, rev. and enlarged ed. in 9 vols., Penguin Books, 1982-1988.
5. Hogg, Richard M., ed. *The Cambridge History of the English Language*. Cambridge: Cambridge UP, 1992. Print.
6. Legouis, E., Cazamian. L. *A History of English Literature*, Dent and Sons, 1964.
7. *Longman Literature in English*. Gen. Ed. Carroll, D., Walsh, C. An M. Wheeler. (14 volumes in the series), Longman, 1987-2004.
8. Pyles, Thomas, and John Algeo. *The Origins and Development of the English Language*. New York: Harcourt Brace Jovanovich, 1993.
9. *The Cambridge History of English Literature*. Ed. Ward, A.W., Waller, A.R., 15 vols., Cambridge University Press, 1907-1927
10. *The Oxford History of English Literature*. Ed. Wilson, F.P., Dobree, B., 14 vols., Oxford University Press, since 1945 (series not complete)
11. Ward, A.C. *Illustrated History of English Literature*. 3 vols., Longmans, 1953-1955.

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L	T	P	Credits
0	0	8	4



**Course Code: ENG.600**

**Course Title: Dissertation Proposal**

**Total Hours: 120**

**Learning Outcomes:**

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

- Focus on a particular research question coming under the purview of English literary and language studies
- Write an effective dissertation proposal
- Develop skills necessary for an oral presentation

**Course Contents:**

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.

**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:

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

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**Elective Course:**

L	T	P	Credits
3	0	0	3

**Course Code: ENG.556**

**Course Title: American Fiction**  
**45**

**Total Hours:**

**Learning Outcomes:**

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

- Demonstrate knowledge of the style, structure, and content of the assigned literary texts from the early as well as the modern American novelists.
- Identify the unique qualities of the authors studied, and compare and contrast them.
- Situate the assigned literary texts in their historical contexts and recognize the impact of major events and transitions.
- 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:**

**UNIT I**

**Hours: 12**

Mark Twain                      *The Adventures of Huckleberry Finn*  
Harriet Beecher Stowe      *Uncle Tom's Cabin\**

*[Discussion on early American Fiction, and generating pertinent questions on the features by students]*

**UNIT II**

**Hours: 11**

Nathaniel Hawthorne      *The Scarlet Letter\**  
Herman Melville              *Moby Dick or the Whale*

*[Discussion on American Fiction, and generating pertinent questions on the features by students]*

**UNIT III**

**Hours: 11**

William Faulkner              *The Sound and the Fury*  
Ralph Ellison                      *Invisible Man\**

*[Discussion on Modern American Fiction, and generating pertinent questions on the features by students]*

**UNIT IV**

**Hours: 11**

Leslie Marmon Silko        *Ceremony*  
F. Scott Fitzgerald        *The Great Gatsby\**

*[Discussion on American Fiction, and generating pertinent questions on the features by students]*

**Transactional Modes:**

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

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

**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. Gray, Richard. *A History of American Literature*. New York: Blackwell, 2014.
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**Elective Course:**

L	T	P	Credits
3	0	0	3

**Course Code: ENG.557**

**Course Title: Discourse Analysis**

**Total Hours: 45**

**Learning Outcomes:**

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

- Gain an understanding of the essential elements and principles of Discourse Analysis and apply them to the analysis of naturally occurring samples of language
- 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□
- Analyze in some detail selected language elements in terms of discourse features
- Develop a critical awareness of both theoretical and practical issues relevant to the field of Discourse Analysis
- Identify, interpret and critically analyze different types of text and discourse types, styles and registers

## **Course Contents:**

### **UNIT I**

**Hours: 12**

Discourse analysis: Introduction, Definition and Approaches; Theoretical traditions; Characteristics of Discourse /Speech; Intention and interpretation  
*[Discussion on differences between Discourse and discourse]*

### **UNIT II**

**Hours: 11**

Written Discourse Analysis: Coherence: Definition and its Contributing Factors; Cohesion: Definition and its Contributing factors; Speech Act theory  
*[Students practice identification of discourse features in written discourse]*

### **UNIT III**

**Hours: 11**

The spoken discourse: The cooperative principle; The politeness principles; Conversation analysis and negotiation of meaning; Implicatures  
*[Students identify aspects of cooperative principle and its violation in spoken discourse]*

### **UNIT IV**

**Hours: 11**

Genre analysis; Corpus-based approaches; Critical discourse analysis; multimodality  
*[Students compile corpora of different kinds, practice discourse analysis and discuss their finding]*

## **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. Jones, Rodney H. *Discourse Analysis: A Resource Book for Students*. Oxford: Blackwell, 2012.
  14. Leech, Geoffrey N. *Principles of Pragmatics*. London; New York: Longman, 2016.
  15. Levinson, Stephen C. *Pragmatics*, Cambridge: Cambridge University Press, 1993.
  16. Schiffrin, D. *Approaches to Discourse*. Malden, Mass.: Blackwell, 1994.
  17. Searle, J.R. *Speech Acts: An Essay in the Philosophy Of Language*. Cambridge University Press, Cambridge, 1969.
  18. Sutherland, Sean. *A Beginner's Guide to Discourse Analysis*, Palgrave, 2016.
  19. Widdowson, Henry G. *Discourse Analysis*. Spain, OUP Oxford, 2007.
  20. Widdowson, Henry G. *Text, Context, Pretext: Critical Issues in Discourse Analysis*. Germany, Wiley, 2008.
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**Elective Course:**

L	T	P	Credits
3	0	0	3

**Course Code: ENG.558**

**Course Title: Natyashastra**

**Total Hours: 45**

**Learning Outcomes:**

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

- Comprehend ancient Indian dramatic tradition
- Analyse and apply concepts from Indian dramaturgy
- Conceptualise the significance of *Natyashastra* in contemporary Indian culture

**Course Contents:**

**UNIT I****Hours: 12**

Natyashastra Tr. M.M. Ghosh from Chapter 1 to Chapter 7

[Continuous discussion on influence of Natyashastra on Indian arts and culture]

**UNIT II****Hours: 11**

Natyashastra Tr. M.M. Ghosh from Chapter 8 to Chapter 20

[Continuous discussion on influence of Natyashastra on Indian arts and culture]

**UNIT III****Hours: 11**

Natyashastra Tr. M.M. Ghosh from Chapter 21 to Chapter 28

[Continuous discussion on influence of Natyashastra on Indian arts and culture]

**UNIT IV****Hours: 11**

Natyashastra Tr. M.M. Ghosh from Chapter 29 to Chapter 36

[Continuous discussion on influence of Natyashastra on Indian arts and culture]

**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.

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**Elective Course:**

L	T	P	Credits
3	0	0	3

**Course Code: ENG.559**

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

**Total Hours: 45**

**Learning Outcomes:**

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

- Read closely and analyse post-colonial literature.
- Analyse how literature can be variously interpreted by using post-colonial theories and study key essays pertaining to colonial discourse and postcolonial studies

**Course Contents:**

**UNIT I**

**Hours: 12**

Introduction to postcolonial studies: Concepts of In-betweenness, Mimicry, Identity, Subaltern.

*[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.]*

**UNIT II**

**Hours: 11**

Gayatri Chakravorty Spivak 'Can the Subaltern Speak'

Frantz Fanon 'On National Culture' from *The Wretched of the Earth* (Harmondsworth: Penguin, 1967): 166-99.

*[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.]

**UNIT III**

**Hours: 11**

Stuart Hall

'Cultural Identity and Diaspora'

Homi Bhabha

'Of Mimicry and Man'

[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]

**UNIT IV**

**Hours: 12**

Arundhati Roy

*God of Small Things\**

Mahasweta Devi

'Draupadi'

[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.]

**Transactional Modes:**

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

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

**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.

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**Elective Course:**

**Course Code: ENG.560**

**Course Title: English Language Teaching**

**Total Hours: 45**

L	T	P	Credits
3	0	0	3

**Learning Outcomes:**

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

- Develop an understanding of the history of the English language and ELT in India
- Critically examine different factors responsible for successful second language acquisition
- Inculcate knowledge of the different teaching and testing methods in ELT

**Course Contents:**

**UNIT I**

**Hours: 12**

English language learning and teaching in India; Second language acquisition (SLA); Theories of SLA; non-linguistic factors in SLA\*

*[Students discuss the status of ELT in India]*

**UNIT II**

**Hours: 11**

Approaches and methods of teaching English: grammar-translation method, direct method, structural approach, communicative approach\*, recent trends

*[Students share their experiences of being taught English using different methods]*

**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\*

*[Students discuss differences between ELT at school level and in higher education]*

**UNIT IV**

**Hours: 11**

Technology, teaching aids and ICT tools for teaching/ learning English;\*  
Curriculum design, testing and evaluation in ELT  
*[Students explore different technology-enabled tools for ELT]*

**Transactional Modes:**

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

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

**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 Text Book*. United Kingdom, McGraw-Hill, 2003.
  17. Nunan, David. *Teaching English to Speakers of Other Languages: An Introduction*. United Kingdom, Taylor & Francis, 2015.
  18. Raman, Meenakshi. *English Language Teaching*. Atlantic Publishers, 2004.
  19. Richards, Jack C. and Theodore. S. Rogers. *Approaches and Methods in Language Teaching*. Cambridge University Press, 2014.
  20. Saraswathi, V. *English Language Teaching– Principles and Practice*. Chennai, Orient Longman, 2004.
  21. Scrivener, Jim. *Learning Teaching: The Essential Guide to English Language Teaching*. Germany, Macmillan Education, 2011.
  22. Spolsky, Bernard and Eun Sung Park. *English Education at the Tertiary Level in Asia: From Policy to Practice*. United Kingdom, Taylor & Francis, 2017.
  23. Tickoo, M.L. *Teaching and Learning English– A Sourcebook for Teachers and Teacher Trainers*. Hyderabad: Orient Longman, 2003.
  24. Widdowson, H.G. *Aspects of Language Teaching*. Hong Kong, OUP Oxford, 1990.
  25. Widdowson, H.G. *Stylistics and the Teaching of Literature*. United Kingdom, Taylor & Francis, 2014.
  26. Widdowson, H.G., and Howatt, A.P.R. *A History of English Language Teaching*. Spain, OUP Oxford, 2004.
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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**

**Learning Outcomes:**

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

- Analyse the style, structure, and content of the assigned literary texts, from Indian English literature.
- Identify the unique qualities of the authors studied, and compare and contrast them.

- Situate the assigned seminal texts in the Indian writing in English and create literary sensibility and emotional response to the Indian literary texts
- Develop a well-written argument about one or more literary texts or authors, and accurately cite literary and other sources.

**Course Contents:**

**UNIT I** **Hours: 11**

Nissim Ezekiel	Night of the Scorpion' ( <i>The Exact Name</i> ) 'Poet, Lover, Birdwatcher' ( <i>The Exact Name</i> ) 'Background, Casually' ( <i>Hymns in Darkness</i> )
Dom Moraes*	'Absences' 'Rendezvous' 'Spree'

*[Discussion of selected texts]*

**UNIT II** **Hours: 11**

Manjula Padmanabhan	<i>Lights Out</i>
Girish Karnad	<i>Yayati*</i>

*[Discussion of selected texts]*

**UNIT III** **Hours: 11**

Agha Shahid Ali	'Farewell'; 'Ghazal', ("Where are you now?") 'The Country without a Post Office'
R.K. Narayan	<i>The Guide*</i>

*[Discussion of selected texts]*

**UNIT IV** **Hours: 12**

Jawaharlal Nehru	<i>Discovery of India</i> , Chapter 3
Geetha Hariharan	<i>Thousand Faces of Night*</i>

*[Discussion of selected texts]*

**Transactional Modes:**

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

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

**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.
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## SEMESTER-IV

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L	T	P	Credits
0	0	40	20

**Course Code: ENG.600**

**Course Title: Dissertation**

**Total Hours: 600**

### **Learning Outcomes:**

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

- Write a dissertation on an approved topic
- Focus on a particular research question coming under the purview of English literary and language studies during a seminar

### **Course Contents:**

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.

### **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)