

JAMSHEDPUR WOMEN'S UNIVERSITY

JAMSHEDPUR, JHARKHAND

**DEPARTMENT
OF
ENGLISH**



FOUR YEAR UG PROGRAMME (FYUGP)

ENGLISH SYLLABUS (AS PER NEP 2020)

Effective From: Academic Session 2022-23

Structure of 4 year B. A. English Regular under NEP

Semester	Paper	Code	Paper Title	Credit
I	Major Paper 1	<i>MJ 1</i>	INDIAN CLASSICAL LITERATURE	4
II	Major Paper 2	<i>MJ 2</i>	EUROPEAN CLASSICAL LITERATURE	4
	Major Paper 3	<i>MJ 3</i>	INDIAN WRITING IN ENGLISH	4
III	Major Paper 4	<i>MJ 4</i>	BRITISH POETRY AND DRAMA: 14 TH TO 17 TH CENTURIES	4
	Major Paper 5	<i>MJ 5</i>	AMERICAN LITERATURE	4
IV	Major Paper 6	<i>MJ 6</i>	POPULAR LITERATURE	4
	Major Paper 7	<i>MJ 7</i>	BRITISH POETRY AND DRAMA: 17 TH TO 18 TH CENTURIES	4
	Major Paper 8	<i>MJ 8</i>	BRITISH LITERATURE 18 th CENTURY	4
V	Major Paper 9	<i>MJ 9</i>	BRITISH ROMANTIC LITERATURE	4
	Major Paper 10	<i>MJ 10</i>	BRITISH LITERATURE: 19 TH CENTURY FICTION	4
	Major Paper 11	<i>MJ 11</i>	WOMENS WRITINGS	4
VI	Major Paper 12	<i>MJ 12</i>	BRITISH LITERATURE: 20 TH CENTURY POETRY	4
	Major Paper 13	<i>MJ 13</i>	MODERN EUROPEAN DRAMA	4
	Major Paper 14	<i>MJ 14</i>	POST COLONIAL LITERATURE	4
	Major Paper 15	<i>MJ 15</i>	ENGLISH PROSE: FROM RENAISSANCE TO THE ROMANTIC AGE	4
VII	Major Paper 16	<i>MJ 16</i>	BRITISH LITERATURE: 19 TH CENTURY POETRY	4
	Major Paper 17	<i>MJ 17</i>	ENGLISH PROSE: FROM THE ROMANTIC AGE TO THE 20 TH CENTURY	4
	Major Paper 18	<i>MJ 18</i>	LITERARY THEORY	4
	Major Paper 19	<i>MJ 19</i>	LITERATURE OF INDIAN DIASPORA	4
VIII	Major Paper 20	<i>MJ 20</i>	PARTITION LITERATURE	4
	Research, Dissertation /	<i>RC /</i>	RESEARCH INTERNSHIP / FIELD WORK / DISSERTATION	12 /
	Advanced Major Courses	<i>AMJ 1</i>	MODERN INDIAN WRITINGS IN ENGLISH	4
		<i>AMJ 2</i> <i>AMJ 3</i>	TRANSLATIONS CLASSICAL LITERARY CRITICISM LITERARY CRITICISM	4 4

MINOR PAPERS FROM DISCIPLINE 1:

Semester	Paper Code	Paper Name	Credit
1	MN – 1A	ACADEMIC WRITING AND COMPOSITION	4
3	MN – 1B	MEDIA AND COMMUNICATION SKILLS	4
5	MN – 1C	LANGUAGE AND COMMUNICATION	4
7	MN – 1D	LANGUAGE, LITERATURE AND CULTURE	4

MINOR FROM DISCIPLINARY COURSE 2:

Student has to choose from two options:

CYBER SECURITY (common course for all in the University)

or

SKILL ENHANCEMENT COURSE (Translation Studies, Creative Writing, Business Communication)

Semester	Paper Code	Paper Name	Credit
2	MN – 2A	ENGLISH LANGUAGE TEACHING	4
4	MN – 2B	TRANSLATION STUDIES	4
6	MN – 2C	BUSINESS COMMUNICATION	4
8	MN – 2D	CREATIVE WRITING	4

ABILITY ENHANCEMENT COURSE

SEMESTER 2, 3 / 4

Semester	Paper Code	Paper Name	Credit
2 <i>Compulsory</i>	AEC 2	English Language and Communication	2
3	AEC 3	Language and Communication Skills	2
4	AEC 4	Language, Literature and Communication	2

Semester 1

MJ 1: INDIAN CLASSICAL LITERATURE

Course Level Learning Outcomes:

Some of the course learning outcomes that students of this course are required to demonstrate are thus:

- explain the eco-socio-political-cultural context of the age that produced Indian classical literature from its early beginning till 1100 AD
- appreciate the pluralistic and inclusive nature of Indian classical literature and its attributes
- historically situate the classical literature and diverse literary cultures from India, mainly from Sanskrit, but also Tamil, Prakrit and Pali by focusing on major texts in the principal genres
- trace the evolution of literary culture(s) in India in its/their contexts, issues of genres, themes and critical cultures
- understand, analyze and appreciate various texts with comparative perspectives

Course Content

UNIT 1: *The Ramayana* selections (tr. R.T.H. Griffith) – Book II, Canto I to X {pg 301 – 349}

UNIT 2: *The Mahabharata* tr. C. Rajgopalachari. Chapter 22 to 27

UNIT 3: Kalidasa: *Abhijnana Shakuntalam*, tr. Chandra Rajan, in *Kalidasa: The Loom of Time* (New Delhi: Penguin, 1989).

UNIT 4: Bharatamuni: *Natyashastra* (Chapter 1 on the Origin of Drama)

UNIT 5: Banabhatta: *Kadambari*

UNIT 6: Ilango Adigal: *Silappadikaram*

Suggested Topics and Background Prose Readings for Class Presentations

Topics

The Indian Epic Tradition: Themes and Recensions

Classical Indian Drama: Theory and Practice

Alankara and Rasa

Dharma and the Heroic

Semester Examination and distribution of marks:-

End Semester: 75

Group A

1. Objective Type (5 x 1 = 5)

2. Reference to the Context (1 x 10 = 10)

(Three Questions to be set from each of the following: Unit 1, 2 & 3)

Group B

Long Answer Type Question (4 x 15 = 60)

(Four to be answered from a choice of Six. Questions to be set from each Unit with alternatives)

Internal Assessment: 25 Marks

The Semester Internal Examination (SIE) carrying 25 Marks shall have following components:

(On the basis of written class test / unit test / Project / Assignment / Paper Presentation / Poster / Quiz / Seminar)

The questions will be Objective type and / or Long Answer type)

Readings

- i. Bharata, *Natyashastra*, tr. Manomohan Ghosh, vol. I, 2nd edn (Calcutta: Granthalaya, 1967) chap. 6: 'Sentiments', pp. 100–18.
- ii. Iravati Karve, 'Draupadi', in *Yuganta: The End of an Epoch* (Hyderabad: Disha, 1991) p. 79-105.
- iii. J.A.B. Van Buitenen, 'Dharma and Moksa', in Roy W. Perrett, ed., *Indian Philosophy, vol. V, Theory of Value: A Collection of Readings* (New York: Garland, 2000) pp. 33–40.
- iv. Vinay Dharwadkar, 'Orientalism and the Study of Indian Literature', in *Orientalism and the Postcolonial Predicament: Perspectives on South Asia*, ed. Carol A. Breckenridge and Peter van der Veer (New Delhi: OUP, 1994) pp. 158–95.
- v. A.V. Kieth, *History of Sanskrit Literature*. Oxford: OUP, 1920.
- vi. A.K. Warder, *Indian Kavya Literature*, 8 Volumes. Delhi: Motilal Banarsidas, 2011.

Semester 2

MJ 2: EUROPEAN CLASSICAL LITERATURE
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Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus: historically situate classical European, i.e., Greek and Latin literary cultures and their

- socio-political-cultural contexts engage with classical literary traditions of Europe from the beginning till the 5th century AD grasp the evolution of the concept of classic and classical in the European literary
- thinking and its reception over a period of time appreciate classical literature of Europe and pursue their interests in it
- examine different ways of reading and using literary texts across a wide range of
- classical authors, genres and periods with comparative perspectives develop ability to pursue research in the field of classics
- develop academic and practical skills in terms of communication and presentation and • also learn about human and literary values of classical period

Course Content

UNIT 1:

Homer: *The Illiad* tr. E.V. Rieu (Harmondsworth: Penguin,1985). Book 1 to 3.

UNIT 2:

Sophocles: *Oedipus Rex* tr. E. F. Watling in *Sophocles: The Theban Plays* (Penguin, 1984)

UNIT 3:

Plautus: *The Pot of Gold*, tr. E.F. Watling (Harmondsworth: Penguin, 1965).

UNIT 4:

Dante: *The Divine Comedy - Inferno*

Unit 5:

Virgil: *Aeneid*

Suggested Topics and Background Prose Readings for Class Presentations

Topics

The Epic

Comedy and Tragedy in Classical Drama

The Athenian City State

Catharsis and Mimesis

Satire

Literary Cultures in Augustan Rome

Semester Examination and distribution of marks:-

End Semester: 75

Group A

1. Objective Type (5 x 1 = 5)
2. Reference to the Context (1 x 10 = 10)

(Two Questions to be set from each of the following Units 2 & 3 of which student will answer any one)

Group B

Long Answer Type Question (4 x 15 = 60)

(Four to be answered from a choice of Six. Questions to be set with alternatives from each Unit)

Internal Assessment: 25 Marks

The Semester Internal Examination (SIE) carrying 25 Marks shall have following components:

(On the basis of written class test / unit test / Project / Assignment / Paper Presentation / Poster / Quiz / Seminar)

The questions will be Objective type and / or Long Answer type)

Readings

- i. Richard Rutherford, *Classical Literature: A Concise History*. Oxford: Blackwell Publishing, 2005.
- ii. Aristotle, *Poetics*, translated with an introduction and notes by Malcolm Heath, (London: Penguin, 1996) chaps. 6–17, 23, 24, and 26.
- iii. Plato, *The Republic*, Book X, tr. Desmond Lee (London: Penguin, 2007).
- iv. Horace, *Ars Poetica*, tr. H. Rushton Fairclough, *Horace: Satires, Epistles and Ars Poetica* (Cambridge Mass.: Harvard University Press, 2005) pp. 451–73.

MJ 3:

INDIAN WRITING IN ENGLISH

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- appreciate the historical trajectory of various genres of IWE from colonial times till the present
- critically engage with Indian literary texts written in English in terms of colonialism/postcolonialism, regionalism, and nationalism
- critically appreciate the creative use of the English language in IWE
- approach IWE from multiple positions based on historical and social locations

Course Content

UNIT 1: NOVELS

R.K. Narayan: *The Bachelor of Arts*

Anita Desai: *Fire on the Mountain*

UNIT 2: POETRY

H.L.V. Derozio: *Freedom to the Slave*

The Orphan Girl

To India – My Native Land

Kamala Das: *An Introduction*

My Grandmother's House

Nissim Ezekiel: *Goodbye Party to Miss Pushpa TS*

The Night of the Scorpion

UNIT 3: SHORT FICTION

Mulk Raj Anand: *Two Lady Rams*

Rohinton Mistry: *Swimming Lesson*

UNIT 4: DRAMA

Mahesh Dattani: *Tara*

Suggested Topics and Background Prose Readings for Class Presentations

Topics

Indian English

Indian English Literature and its Readership

Themes and Contexts of the Indian English Novel

The Aesthetics of Indian English Poetry

Modernism in Indian English Literature

Semester Examination and distribution of marks:-

End Semester: 75

Group A

1. Objective Type (5 x 1 = 5)

2. Reference to the Context (1 x 10 = 10)

(Three Questions to be set from Units 2 of which student will answer any one)

Group B

Long Answer Type Question (4 x 15 = 60)

(Four to be answered from a choice of Six. Questions to be set from each Unit with alternatives)

Internal Assessment: 25 Marks

The Semester Internal Examination (SIE) carrying 25 Marks shall have following components:
(On the basis of written class test / unit test / Project / Assignment / Paper Presentation / Poster / Quiz / Seminar)

The questions will be Objective type and / or Long Answer type)

Readings

- i. Raja Rao, Foreword to *Kanthapura* (New Delhi: OUP, 1989) pp. v–vi.
- ii. Salman Rushdie, 'Commonwealth Literature does not exist', in *Imaginary Homelands* (London: Granta Books, 1991) pp. 61–70.
- iii. Meenakshi Mukherjee, 'Divided by a Common Language', in *The Perishable Empire* (New Delhi: OUP, 2000) pp.187–203.
- iv. Bruce King, 'Introduction', in *Modern Indian Poetry in English* (New Delhi: OUP, 2nd edn, 2005) pp. 1–10.

Semester 3

MJ 4:

BRITISH POETRY AND DRAMA: 14TH TO 17TH CENTURIES

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run and genre of poetry and drama analyze literary devices forms and techniques in order to appreciate and interpret the thus:

- understand the tradition of English literature from 14th to 17th centuries.
- develop a clear understanding of Renaissance Humanism that provides the basis for
- the texts suggested engage with the major genres and forms of English literature and develop
- fundamental skills required for close reading and critical thinking of the texts and concepts appreciate and analyze the poems and plays in the larger socio-political and religious

Course Content

Unit 1:

Geoffrey Chaucer: *The Prologue to the Canterbury Tales*

(Knight, Squire, Monk, Friar, Parson of Town, Prioress, Doctor, Clerk, Wife of Bath)

Unit 2 - Sonnets

Edmund Spenser Selections from Amoretti: Sonnet LXVII 'Like as a huntsman...'

Sonnet LVII 'Sweet warrior...'

Sonnet LXXV 'One day I wrote her name...'

Unit 3: Metaphysical Poetry

John Donne: *The Sunne Rising*

Batter My Heart

Valediction: Forbidding Mourning

Unit 4:

Christopher Marlowe: *Doctor Faustus*

Unit 5:

William Shakespeare: *Macbeth*

Unit 6:

William Shakespeare: *Twelfth Night*

Suggested Topics and Background Prose Readings for Class Presentations

Topics

Renaissance Humanism

Sonnet

The Stage, Court and City

Religious and Political Thought

Ideas of Love and Marriage

The Writer in Society

Metaphysical poetry

Semester Examination and distribution of marks:-

End Semester: 75

Group A

1. Objective Type (5 x 1 = 5)
2. Reference to the Context (1 x 10 = 10)
(Three Questions to be set from each of the following Unit 1 to 3 of which student will answer any one)

Group B

Long Answer Type Question (4 x 15 = 60)

(Four to be answered from a choice of Six. Questions to be set from each Unit with alternatives)

Internal Assessment: 25 Marks

The Semester Internal Examination (SIE) carrying 25 Marks shall have following components:

(On the basis of written class test / unit test / Project / Assignment / Paper Presentation / Poster / Quiz / Seminar)

The questions will be Objective type and / or Long Answer type)

Readings

- i. Pico Della Mirandola, excerpts from the *Oration on the Dignity of Man*, in *The Portable Renaissance Reader*, ed. James Bruce Ross and Mary Martin McLaughlin (New York: Penguin Books, 1953) pp. 476–9.
- ii. John Calvin, 'Predestination and Free Will', in *The Portable Renaissance Reader*, ed. James Bruce Ross and Mary Martin McLaughlin (New York: Penguin Books, 1953) pp. 704–11.
- iii. Baldassare Castiglione, 'Longing for Beauty' and 'Invocation of Love', in Book 4 of *The Courtier*, 'Love and Beauty', tr. George Bull (Harmondsworth: Penguin, rpt. 1983) pp. 324–8, 330–5.
- iv. Philip Sidney, *An Apology for Poetry*, ed. Forrest G. Robinson (Indianapolis: Bobbs-Merrill, 1970) pp. 13–18.
- v. The Holy Bible, *Genesis*, chaps. 1–4, *The Gospel according to St. Luke*, chaps. 1–7 and 22–24.
- vi. Niccolo Machiavelli, *The Prince*, ed. and tr. Robert M. Adams (New York: Norton, 1992) chaps. 15, 16, 18, and 25.
- vii. Thomas Hobbes, selections from *The Leviathan*, pt. I (New York: Norton, 2006) chaps. 8, 11, and 13.

MJ 5:

AMERICAN LITERATURE

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- understand the depth and diversity of American literature, keeping in mind the history and culture of the United States of America from the colonial period to the present (17th century to 21st century)
- understand the historical, religious and philosophical contexts of the American spirit in literature; social-cultural-ecological-political contexts may, for example, include the idea of democracy, Millennial Narratives, the Myth of Success, the American Adam, the Myth of the Old South, the Wild West, Melting pot, Multiculturalism, etc.
- appreciate the complexity of the origin and reception of American literature, given its European and non-European historical trajectories, particularly in relation to writers of European (Anglo-Saxon, French, Dutch and Hispanic) descent, as well as writers from black and non-European (African, American Indian, Hispanic-American and Asian) writing traditions
- critically engage with the complex nature of American society, given its journey from specific religious obligations and their literary transformations (such as Puritanism, Unitarianism, Transcendentalism, etc.) to the growth of anti- or non-Christian sensibilities
- critically appreciate the diversity of American literature in the light of regional variations in climate, cultural traits, economic priorities
- explore and understand the nature of the relationships of human beings to other human beings and other life forms in relation to representative literary texts in various genres
- relate the African American experience in America (both ante-bellum and post-bellum) to issues of exclusion in societies relevant to their learning experience
- analyze the American mind from global and Indian perspectives and situate the American in the contemporary world

Course Content

Unit 1: Fiction

Toni Morrison: *Beloved*

Unit 2: Drama

Arthur Miller: *Death of a Salesman*

Unit 3: Poetry

Walt Whitman: Selections from *Song of Myself*

O Captain, My Captain

Emily Dickinson: *Because I could not stop for Death*

I heard a fly buzz

Robert Frost: *Stopping by the Woods on a Snowy Evening*

Mending Wall

Maya Angelou: *Still I Rise*

I Know Why the Caged Bird Sings

Suggested Topics for Background Reading and Class Presentation

The American Myths of Genesis/ The American Dream/ The American Adam

American Romance and the American Novel

Is *Huck Finn* the Prototypical American Novel?

Multicultural Literature of the United States; Folklore and the American Novel

Race and Gender in American Literature

War and American Fiction

Two Traditions of American Poetry; Emerson and Poe/ Typological and Tropological Traditions

Social Realism and the American Novel

The Questions of Form in American Poetry

Semester Examination and distribution of marks:-

End Semester: 75

Group A

1. Objective Type (5 x 1 = 5)

2. Reference to the Context (1 x 10 = 10)

(Two Questions to be set from Unit 3 of which student will answer any one)

Group B

Long Answer Type Question (4 x 15 = 60)

(Four to be answered from a choice of Six. Questions to be set from all Units with alternatives)

Internal Assessment: 25 Marks

The Semester Internal Examination (SIE) carrying 25 Marks shall have following components:

(On the basis of written class test / unit test / Project / Assignment / Paper Presentation / Poster / Quiz / Seminar)

The questions will be Objective type and / or Long Answer type)

Readings

i. Hector St John Crevecoeur, 'What is an American', (Letter III) in *Letters from an American Farmer* (Harmondsworth: Penguin, 1982) pp. 66–105.

ii. Frederick Douglass, *A Narrative of the life of Frederick Douglass* (Harmondsworth: Penguin, 1982) chaps. 1–7, pp. 47–87.

iii. Henry David Thoreau, 'Battle of the Ants' excerpt from 'Brute Neighbours', in *Walden* (Oxford: OUP, 1997) chap. 12.

iv. Ralph Waldo Emerson, 'Self Reliance', in *The Selected Writings of Ralph Waldo Emerson*, ed. with a biographical introduction by Brooks Atkinson (New York: The Modern Library, 1964).

v. Toni Morrison, 'Romancing the Shadow', in *Playing in the Dark: Whiteness and Literary Imagination* (London: Picador, 1993) pp. 29–39.

Semester 4

MJ 6: POPULAR LITERATURE

UNIT 1- Children's Literature

Lewis Carroll: *Through the Looking Glass*

UNIT 2- Detective Fiction

Agatha Christie: *The Murder of Roger Ackroyd*

Unit 3 - Romance Literature

Daphne du Maurier: *Rebecca*

UNIT 4 - Short Stories

Ruskin Bond: *The Tiger in the Tunnel*

Satyajit Ray: *Danger in Darjeeling* from 'The Complete Adventures of Feluda (Volume 1, Story 1)

Suggested Topics and Background Prose Readings for Class Presentations

Topics

- Coming of Age
- The Canonical and the Popular
- Caste, Gender and Identity
- Ethics and Education in Children's Literature
- Sense and Nonsense
- The Graphic Novel

Semester Examination and distribution of marks:-

End Semester: 75

Group A

1. Objective Type (5 x 1 = 5)
2. Reference to the Context (1 x 10 = 10)
(Two Questions to be set from Unit 4 of which student will answer any one)

Group B

- Long Answer Type Question (4 x 15 = 60)
(Four to be answered from a choice of Six. Questions to be set from all Units with alternatives)

Internal Assessment: 25 Marks

The Semester Internal Examination (SIE) carrying 25 Marks shall have following components:
(On the basis of written class test / unit test / Project / Assignment / Paper Presentation / Poster / Quiz / Seminar)

The questions will be Objective type and / or Long Answer type)

Readings

- i. Chelva Kanaganayakam, 'Dancing in the Rarefied Air: Reading Contemporary Sri Lankan Literature' (*ARIEL*, Jan. 1998) rpt, Malashri Lal, Alamgir Hashmi, and Victor J. Ramraj, eds., *Post Independence Voices in South Asian Writings* (Delhi: Doaba Publications, 2001) pp. 51–65.
- ii. Sumathi Ramaswamy, 'Introduction', in *Beyond Appearances?: Visual Practices and Ideologies in Modern India* (Sage: Delhi, 2003) pp. xiii–xxix.
- iii. Leslie Fiedler, 'Towards a Definition of Popular Literature', in *Super Culture: American Popular Culture and Europe*, ed. C.W.E. Bigsby (Ohio: Bowling Green University Press, 1975) pp. 29–38.
- iv. Felicity Hughes, 'Children's Literature: Theory and Practice', *English Literary History*, vol. 45, 1978, pp. 542–61.

MJ 7:

BRITISH POETRY AND DRAMA: 17TH TO 18TH CENTURIES

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- identify the major characteristics of the Comedy of Manners and Mock-Heroic poetry
- demonstrate in-depth knowledge and understanding of the religious, socio-intellectual and cultural thoughts of the 17th and 18th centuries
- examine critically key themes in representative texts of the period, including Sin, Transgression, Love, Pride, revenge, sexuality, human follies, among others
- show their appreciation of texts in terms of plot-construction, socio-cultural contexts and genre of poetry and drama
- analyze literary devices forms and techniques in order to appreciate and interpret the texts

Course Content

Unit 1:

John Milton: *Paradise Lost: Book 1*

Unit 2:

William Congreve: *The Way of the World*

Unit 3:

John Webster: *The Duchess of Malfi*

Unit 4:

Alexander Pope: *The Rape of the Lock*

Suggested Topics for Background Reading and Class Presentation

The Enlightenment and Neoclassicism

Restoration Comedy – Comedy of Manners

The Country and the City

The Novel and the Periodical Press

Religious and Secular Thought in the 17th Century

Changing Images of the Human Being in the Literature of the Period

The Stage, the State and the Market

The Mock-epic and Satire

Women in the 17th Century

Semester Examination and distribution of marks:-

End Semester: 75

Group A

1. Objective Type (5 x 1 = 5)
2. Reference to the Context (1 x 10 = 10)
(Three Questions to be set from Unit 1, 5 & 6 of which student will answer any one)

Group B

Long Answer Type Question (4 x 15 = 60)

(Four to be answered from a choice of Six. Questions to be set from all Units with alternatives)

Internal Assessment: 25 Marks

The Semester Internal Examination (SIE) carrying 25 Marks shall have following components:

(On the basis of written class test / unit test / Project / Assignment / Paper Presentation / Poster / Quiz / Seminar)

The questions will be Objective type and / or Long Answer type)

Suggested Readings

The Holy Bible, *Genesis*, chaps. 1–4, *The Gospel according to St. Luke*, chaps. 1–7 and 22–4.

Niccolo Machiavelli, *The Prince*, ed. and tr. Robert M. Adams (New York: Norton, 1992) chaps. 15, 16, 18, and 25.

Thomas Hobbes, selections from *The Leviathan*, pt. I (New York: Norton, 2006) chaps. 8, 11, and 13.

John Dryden, 'A Discourse Concerning the Origin and Progress of Satire', in *The Norton Anthology of English Literature*, vol. 1, 9th edn, ed. Stephen Greenblatt (New York: Norton 2012) pp. 1767–8.

MJ 8:

BRITISH LITERATURE 18th CENTURY

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- understand Romanticism as a concept in relation to ancillary concepts like Classicism
- understand the Romantic period in English literature in terms of its social, philosophical, intellectual, literary backgrounds including German and French influences
- analyze and understand the main characteristics of Romanticism
- appreciate the canonical and representative poems and prose of the writers of the Romantic period.
- develop skills of critical analysis and interpretation of selected poems in order to understand the theme, language, style, and elements of prosody.
- appreciate and analyze the sensibility of the British Romantic period: common man, equality, freedom, sense of community and fraternity
- relate Romantic literary texts to other forms of expression such as painting, for instance.

Course Content

Swift: *Gulliver Travels* (Book 1 & II)

Thomas Gray: *Elegy Written in A country Churchyard*

Defoe: *Robinson Crusoe*

Richardson: *Pamela or Virtue Rewarded*

Semester Examination and distribution of marks:-

End Semester: 75

Group A

1. Objective Type (5 x 1 = 5)
2. Reference to the Context (1 x 10 = 10)
(Three questions to be set from any three units of which student will answer any one)

Group B

Long Answer Type Question (4 x 15 = 60)
(Four to be answered from a choice of Six. Questions to be set from each Unit with alternatives)

Internal Assessment: 25 Marks

The Semester Internal Examination (SIE) carrying 25 Marks shall have following components:
(On the basis of written class test / unit test / Project / Assignment / Paper Presentation / Poster / Quiz / Seminar)

The questions will be Objective type and / or Long Answer type)

Semester V

MJ 9: BRITISH ROMANTIC LITERATURE

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- understand Romanticism as a concept in relation to ancillary concepts like Classicism
- understand the Romantic period in English literature in terms of its social, philosophical, intellectual, literary backgrounds including German and French influences
- analyze and understand the main characteristics of Romanticism
- appreciate the canonical and representative poems and prose of the writers of the Romantic period.
- develop skills of critical analysis and interpretation of selected poems in order to understand the theme, language, style, and elements of prosody.
- appreciate and analyze the sensibility of the British Romantic period: common man, equality, freedom, sense of community and fraternity
- relate Romantic literary texts to other forms of expression such as painting, for instance.

Course Content

UNIT 1:

William Blake: *The Lamb*

The Chimney Sweeper

The Tyger

London

(from *The Songs of Innocence* and *The Songs of Experience*)

UNIT 2:

William Wordsworth: *Tintern Abbey*

Ode: Intimations of Immortality

UNIT 3:

Samuel Taylor Coleridge: *Kubla Khan*

Rime of a Ancient Mariner

UNIT 4:

Percy Bysshe Shelley: *Ode to the W* Unit 6:

Thomas Gray: *Elegy Written in a Country Churchyard*
est Wind

To A Skylark

UNIT 5:

John Keats: *Ode to a Nightingale*

Ode on a Grecian Urn

UNIT 6:

Lord Byron: *When we Two Parted*

There is a pleasure in pathless Woods....{ From Child Herold's Pilgrimage(Canto IV Stanza 178)}

Suggested Topics and Background Prose Readings for Class Presentations

Topics

Reason and Imagination

Conceptions of Nature

Literature and Revolution
The Gothic
The Romantic Lyric

Semester Examination and distribution of marks:-

End Semester: 75

Group A

3. Objective Type (5 x 1 = 5)
4. Reference to the Context (1 x 10 = 10)
(Three questions to be set from any three units of which student will answer any one)

Group B

Long Answer Type Question (4 x 15 = 60)
(Four to be answered from a choice of Six. Questions to be set from each Unit with alternatives)

Internal Assessment: 25 Marks

The Semester Internal Examination (SIE) carrying 25 Marks shall have following components:
(On the basis of written class test / unit test / Project / Assignment / Paper Presentation / Poster / Quiz / Seminar)

The questions will be Objective type and / or Long Answer type)

Suggested Readings

William Wordsworth, 'Preface to Lyrical Ballads', in *Romantic Prose and Poetry*, ed. Harold Bloom and Lionel Trilling (New York: OUP, 1973) pp. 594–611.

John Keats, 'Letter to George and Thomas Keats, 21 December 1817', and 'Letter to Richard Woodhouse, 27 October, 1818', in *Romantic Prose and Poetry*, ed. Harold Bloom and Lionel Trilling (New York: OUP, 1973) pp. 766–68, 777–8.

Jean-Jacques Rousseau, 'Preface' to *Emile or Education*, tr. Allan Bloom (Harmondsworth: Penguin, 1991).

Samuel Taylor Coleridge, *Biographia Literaria*, ed. George Watson (London: Everyman, 1993) chap. XIII, pp. 161–66.

MJ 10:

BRITISH LITERATURE: 19TH CENTURY FICTION

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- identify and analyze the socio-economic-political contexts that inform the literature of the period
- comment on the historical and political awareness of literary texts as reflected in the transition from nature to culture across various genres
- understand the conflict between self and society in different literary genres of the period
- link the rise of the novel to the expansion of Colonialism and Capitalism
- understand the transition from Romantic to Victorian in literature and culture
- link the Victorian temper to political contexts in English colonies
- link the changes in the English countryside to changes brought about in similar settings in India
- trace the history of modernism in the socio-cultural and intellectual contexts of late nineteenth century and early twentieth century Europe

UNIT 1:

Charles Dickens *Hard Times*

UNIT 2:

Jane Austen *Pride and Prejudice*

UNIT 3:

George Eliot: *The Mill on the Floss*

UNIT 4:

Thomas Hardy: *Tess of the d'Urbervilles*

UNIT 5:

Joseph Conrad: *Heart of Darkness*

Suggested Topics for Background Reading and Class Presentation

Colonialism and nineteenth century literature

The 19th Century Novel

Marriage and Sexuality

Faith and Doubt

The Dramatic Monologue

Semester Examination and distribution of marks:-

End Semester: 75

Group A

1. Objective Type (5 x 1 = 5)
2. Reference to the Context (1 x 10 = 10)
(Three questions to be set from each Unit 1 to 3 of which student will answer any one)

Group B

Long Answer Type Question (4 x 15 = 60)

(Four to be answered from a choice of Six. Questions to be set from each Unit with alternatives)

Internal Assessment: 25 Marks

The Semester Internal Examination (SIE) carrying 25 Marks shall have following components:

(On the basis of written class test / unit test / Project / Assignment / Paper Presentation / Poster / Quiz / Seminar)

The questions will be Objective type and / or Long Answer type)

Readings:

Karl Marx and Friedrich Engels, 'Mode of Production: The Basis of Social Life', 'The Social Nature of Consciousness', and 'Classes and Ideology', in *A Reader in Marxist Philosophy*, ed. Howard Selsam and Harry Martel (New York: International Publishers, 1963) pp. 186–8, 190–1, 199–201.

Charles Darwin, 'Natural Selection and Sexual Selection', in *The Descent of Man* in *The Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) pp. 1545–9.

John Stuart Mill, *The Subjection of Women* in *Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) chap. 1, pp. 1061–9

Sigmund Freud, 'Theory of Dreams', 'Oedipus Complex', and 'The Structure of the Unconscious', in *The Modern Tradition*, ed. Richard Ellman et. al. (Oxford: OUP, 1965) pp. 571, 578–80, 559–63.

MJ 11: WOMENS WRITINGS

Course Level Learning Outcomes:

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- recognise the importance of gender specificity in literature
- understand and appreciate the representation of female experience in literature
- explain the difference between the feminine and the feminist as opposed to the female
- examine and appreciate the role played by socio-cultural-economic contexts in defining woman
- link the status of woman to social discrimination and social change
- draw a location specific trajectory of female bonding or empowerment
- to understand the complexity of social and biological constructions of manhood and womanhood
- to examine the relationship of women to work and production

UNIT 1-

- a) Emily Dickinson: *I cannot live with you*
- b) Sylvia Plath: *Daddy*
- c) Eunice De Souza: *Advice to Women*

UNIT 2-

Mahashweta Devi: '*Draupadi*', tr. Gayatri Chakravorty Spivak (Calcutta: Seagull, 2002)

UNIT 3-

Alice Walker: *The Color Purple*

UNIT 4:

Mary Wollstonecraft: *A Vindication of the Rights of Women*

Suggested Topics and Background Readings for Class Presentations

The Confessional Mode in Women's Writing

Sexual /Textual Politics

Body, Beauty and Discrimination

Social Reform and Women's Rights

Race, Caste and Gender

Social Reform and Women's Rights

Women under Colonialism

Women in and out of Slavery

Is there a Woman's Language?

Semester Examination and distribution of marks:-

End Semester: 75

Group A

1. Objective Type (5 x 1 = 5)
2. Reference to the Context (1 x 10 = 10)
(Three questions to be set from Unit 1 & 2 of which student will answer any one)

Group B

Long Answer Type Question (4 x 15 = 60)

(Four to be answered from a choice of seven. Questions to be set from each Unit)

Internal Assessment: 25 Marks

The Semester Internal Examination (SIE) carrying 25 Marks shall have following components:

(On the basis of written class test / unit test / Project / Assignment / Paper Presentation / Poster / Quiz / Seminar)

The questions will be Objective type and / or Long Answer type)

Suggested Readings

Virginia Woolf, *A Room of One's Own* (New York: Harcourt, 1957) chaps. 1 and 6. Simone de Beauvoir, 'Introduction', in *The Second Sex*, tr. Constance Borde and Shiela Malovany-Chevallier (London: Vintage, 2010) pp. 3–18.

Kumkum Sangari and Sudesh Vaid, eds., 'Introduction', in *Recasting Women: Essays in Colonial History* (New Delhi: Kali for Women, 1989) pp. 1–25.

Chandra Talapade Mohanty, 'Under Western Eyes: Feminist Scholarship and Colonial Discourses', in *Contemporary Postcolonial Theory: A Reader*, ed. Padmini Mongia (New York: Arnold, 1996) pp. 172–97.

Mary Wollstonecraft: *A Vindication of the Rights of Woman* (New York: Norton, 1988)

Virginia Woolf, *A Room of One's Own* (New York: Harcourt, 1957) chaps. 1 and 6.

Simone de Beauvoir, 'Introduction', in *The Second Sex*, tr. Constance Borde and Shiela Malovany-Chevallier (London: Vintage, 2010) pp. 3–18.

Kumkum Sangari and Sudesh Vaid, eds., 'Introduction', in *Recasting Women: Essays in Colonial History* (New Delhi: Kali for Women, 1989) pp. 1–25.

Chandra Talapade Mohanty, 'Under Western Eyes: Feminist Scholarship and Colonial Discourses', in *Contemporary Postcolonial Theory: A Reader*, ed. Padmini Mongia (New York: Arnold, 1996) pp. 172–97.

MJ 12:

BRITISH LITERATURE: 20TH CENTURY POETRY

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- link and distinguish between modernity and modernism
- to understand disillusionment and war poetry
- explain the history of early twentieth-century modernism in the light of stream of consciousness, Jungian and Freudian ideas, Psychoanalysis, Imagism, Cubism, Vorticism
- identify and analyze the use and modernist technique in different genres in early twentieth century British literature
- trace the history of the self and subjectivity in literature in the light of colonial consciousness
- explain and analyze the idea of form in modernist literary texts from across major genres

Siegfried Sassoon: *The Death Bed*

Rupert Brooke: *The Dead*

T.S. Eliot: *The Love Song of J Alfred Prufrock*

Wilfred Owen: *Insensibility*

Cecil Day Lewis: *The Poet*

W.H. Auden: *The Shield of Achilles*

Louis Macneice: *Prayer Before Birth*

Stephen Spender: *I think Continually of Those Who were Truly Great*

Philip Larkin: *Church Going*

Suggested Topics for Background Reading and Class Presentation

Modernism, Post-modernism and non-European Cultures

World wars

War Poetry

Psychoanalysis and the Stream of Consciousness

The Uses of Myth

Nation and Narration in Early Twentieth Century

Semester Examination and distribution of marks:-

End Semester: 75

Group A

1. Objective Type (5 x 1 = 5)
2. Reference to the Context (1 x 10 = 10)
(Four RTC questions to be set, of which student will answer any one)

Group B

- Long Answer Type Question (4 x 15 = 60)
(Four to be answered from a choice of eight questions.)

Internal Assessment: 25 Marks

The Semester Internal Examination (SIE) carrying 25 Marks shall have following components:

(On the basis of written class test / unit test / Project / Assignment / Paper Presentation / Poster / Quiz / Seminar)

The questions will be Objective type and / or Long Answer type)

Readings:

Sigmund Freud, 'Theory of Dreams', 'Oedipus Complex', and 'The Structure of the Unconscious', in *The Modern Tradition*, ed. Richard Ellman et. al. (Oxford: OUP, 1965) pp. 571, 578–80, 559–63.

T.S. Eliot, 'Tradition and the Individual Talent', in *Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) pp. 2319–25.

George Steiner, 'On Modern Tragedy', in *The Death of Tragedy* (London: Faber, 1995) pp. 303–24.

MJ 13:

MODERN EUROPEAN DRAMA

Course Level Learning Outcomes:

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- understand the role of theatre and drama in the introduction and shaping of modernity
- understand and engage with concepts like realism, naturalism, symbolism, existentialism, expressionism, the Avant Garde, the theatre of the absurd, etc.
- understand how meaning is created in theatre and be able to write about innovations introduced into theatrical practice in the late nineteenth and the twentieth century

UNIT 1:

Henrik Ibsen: *A Doll's House*

UNIT 2:

G.B. Shaw: *Pygmalion*

UNIT 3:

Samuel Beckett: *Waiting for Godot*

UNIT 4:

T.S. Eliot: *Murder in the Cathedral*

UNIT 5:

John Osborne: *Look Back in Anger*

Semester Examination and distribution of marks:-

End Semester: 75

Group A

1. Objective Type (5 x 1 = 5)
2. Reference to the Context (1 x 10 = 10)
(Three questions to be set from Unit 1 to 3 of which student will answer any one)

Group B

Long Answer Type Question (4 x 15 = 60)

(Four to be answered. Questions to be set from each Unit with alternatives)

Internal Assessment: 25 Marks

The Semester Internal Examination (SIE) carrying 25 Marks shall have following components:

(On the basis of written class test / unit test / Project / Assignment / Paper Presentation / Poster / Quiz / Seminar)

The questions will be Objective type and / or Long Answer type)

Suggested Topics and Background Readings for Class Presentations

Text and Performance

European Drama: Realism and Beyond

Tragedy in Modern European Drama

The Theatre of the Absurd

Readings

Eric Bentley: *Bernard Shaw*

G.K. Chesterton: *George Bernard Shaw*

A.C. Ward: *Bernard Shaw*

C.E.M. Joad: *Shaw*

Nicholas Greene, *Synge: A Critical Study of the Plays*, London, 1975

Harold Bloom, (ed.) :*Samuel Beckett*, New York, 1985

John Smart, *Twentieth Century British Drama (Cambridge Contexts in Literature)*2001

Christopher Innes, *Modern British Drama: The Twentieth Century*, 2002

Constantin Stanislavski, *An Actor Prepares*, chap. 8, 'Faith and the Sense of Truth', tr. Elizabeth Reynolds Hapgood (Harmondsworth: Penguin, 1967) sections 1, 2, 7, 8, 9, pp. 121–5, 137–46.

ii. Bertolt Brecht, 'The Street Scene', 'Theatre for Pleasure or Theatre for Instruction', and 'Dramatic Theatre vs Epic Theatre', in *Brecht on Theatre: The Development of an Aesthetic*, ed. and tr. John Willet (London: Methuen, 1992) pp. 68–76, 121–8.

iii. George Steiner, 'On Modern Tragedy', in *The Death of Tragedy* (London: Faber, 1995) pp. 303–24.

MJ 14:

POST COLONIAL LITERATURE

Course Level Learning Outcomes:

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- understand the social-historical-political-economic contexts of colonialism and postcolonialism in India and other countries affected by colonial rule
- understand the scope of postcolonial literatures in India and elsewhere, primarily as a response to the long shadow of colonialism, not just of colonial occupation
- see through a corpus of representative postcolonial texts from different colonial locations: the effects of colonial rule on the language, culture, economy and habitat of specific groups of people affected by it
- appreciate and analyze the growing spectres of inequality arising out of colonial occupation and the role played by postcolonial literatures to resist it in India and similar locations
- critically engage with issues of racism and imperialism during and after colonial occupation
- appreciate the changing role and status of English in postcolonial literatures
- link colonialism to modernity

UNIT 1- FICTION:

Chinua Achebe: *Things Fall Apart*

UNIT 2- SHORT STORY:

Ama Ata Aidoo: *The Girl who can*

UNIT 3- POETRY:

a) Pablo Neruda: *Tonight I can Write*

b) Derek Walcott: *A Far Cry from Africa*

UNIT 4- NON FICTION:

Edward Said: *Orientalism* (Chapter 1)

Suggested Topics and Background Readings

Nationalism and Nationality

De-colonization, Globalization and Literature

Literature and Identity Politics

Women and post colonialism

Post colonialism and Resistance

Writing for the New World Audience

Region, Race, and Gender

Semester Examination and distribution of marks:-

End Semester: 75

Group A

1. Objective Type (5 x 1 = 5)
2. Reference to the Context (1 x 10 = 10)

(Two questions to be set from Unit 2 & 3 of which student will answer any one)

Group B

Long Answer Type Question (4 x 15 = 60)

(Four to be answered from a choice of Six. Questions to be set from each Unit with alternatives)

Internal Assessment: 25 Marks

The Semester Internal Examination (SIE) carrying 25 Marks shall have following components:

(On the basis of written class test / unit test / Project / Assignment / Paper Presentation / Poster / Quiz / Seminar)

The questions will be Objective type and / or Long Answer type)

Readings

- i. Franz Fanon, 'The Negro and Language', in *Black Skin, White Masks*, tr. Charles Lam Markmann (London: Pluto Press, 2008) pp. 8–27.
- ii. Ngugi wa Thiong'o, 'The Language of African Literature', in *Decolonising the Mind* (London: James Curry, 1986) chap. 1, sections 4–6.
- iii. Gabriel Garcia Marquez, the Nobel Prize Acceptance Speech, in *Gabriel Garcia Marquez: New Readings*, ed. Bernard McGuirk and Richard Cardwell (Cambridge: Cambridge University Press, 1987).

MJ 15:**ENGLISH PROSE: FROM RENAISSANCE TO THE ROMANTIC AGE**

Course Content

Unit 1 –

The Bible: *The Book of Job*

Unit 2 –

Francis Bacon: *Of Truth*

Of Studies

Of Friendship

Of Truth

Unit 3 –

Addison and Steele: *The Spectator Account of Himself*

Of the Club

Sir Rodger at Home

The Coverley Household

Unit 4 –

Charles Lamb: *Dream Children*

The Convalescent

The Two Races of Men

Unit 5-

A G Gardiner: *On Saying Please*

On Ourselves and Others

On Waking Up

Semester Examination and distribution of marks:-

End Semester: 75

Group A

1. Objective Type (5 x 1 = 5)
2. Reference to the Context (1 x 10 = 10)
(Three questions to be set from any three units of which student will answer any one)

Group B

Long Answer Type Question (4 x 15 = 60)

(Four to be answered from a choice of Six. Questions to be set from each Unit with alternatives)

Internal Assessment: 25 Marks

The Semester Internal Examination (SIE) carrying 25 Marks shall have following components:

(On the basis of written class test / unit test / Project / Assignment / Paper Presentation / Poster / Quiz / Seminar) The questions will be Objective type and / or Long Answer type)

Suggested Readings:

Herbert Read, English Prose Style
Marjorie Boulton, The Anatomy of Prose
John Middleton Murray, The Problem of Style
William Strunk, The Elements of Style

MJ 16:

BRITISH LITERATURE: 19TH CENTURY POETRY

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- identify and analyze the socio-economic-political contexts that inform the literature of the period
- comment on the historical and political awareness of literary texts as reflected in the transition from nature to culture across various genres
- understand the conflict between self and society in different literary genres of the period
- link the rise of the novel to the expansion of Colonialism and Capitalism
- understand the transition from Romantic to Victorian in literature and culture
- link the Victorian temper to political contexts in English colonies
- link the changes in the English countryside to changes brought about in similar settings in India

UNIT 1

Lord Alfred Tennyson: *The Lady of Shalott*
Ulysses
Tithonus

UNIT 2

Robert Browning: *My Last Duchess*
The Last Ride Together
Fra Lippo Lippi

UNIT 3

Christina Rossetti: *The Goblin Market*
After Death

UNIT 4

Elizabeth Barrett Browning: *How do I Love Thee? Let me count the Ways*
Beloved, thou has brought me many flowers

UNIT 5

Mathew Arnold: *Dover Beach*
Shakespeare

UNIT 6:

Dante Gabriel Rossetti: *The Blessed Damozel*

Suggested Topics for Background Reading

Colonialism and nineteenth century literature
The 19th Century Novel
Marriage and Sexuality
Faith and Doubt
The Dramatic Monologue

Semester Examination and distribution of marks:-

End Semester: 75

Group A

1. Objective Type (5 x 1 = 5)
2. Reference to the Context (1 x 10 = 10)
(Three questions to be set from any three units of which student will answer any one)

Group B

- Long Answer Type Question (4 x 15 = 60)
(Four to be answered from a choice of Eight. Questions to be set from each Unit)

Internal Assessment: 25 Marks

The Semester Internal Examination (SIE) carrying 25 Marks shall have following components:
(On the basis of written class test / unit test / Project / Assignment / Paper Presentation / Poster / Quiz / Seminar)

The questions will be Objective type and / or Long Answer type)

Readings:

Karl Marx and Friedrich Engels, 'Mode of Production: The Basis of Social Life', 'The Social Nature of Consciousness', and 'Classes and Ideology', in *A Reader in Marxist Philosophy*, ed. Howard Selsam and Harry Martel (New York: International Publishers, 1963) pp. 186–8, 190–1, 199–201.

Charles Darwin, 'Natural Selection and Sexual Selection', in *The Descent of Man* in *The Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) pp. 1545–9.

John Stuart Mill, *The Subjection of Women* in *Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) chap. 1, pp. 1061–9

Sigmund Freud, 'Theory of Dreams', 'Oedipus Complex', and 'The Structure of the Unconscious', in *The Modern Tradition*, ed. Richard Ellman et. al. (Oxford: OUP, 1965) pp. 571, 578–80, 559–63.

T.S. Eliot, 'Tradition and the Individual Talent', in *Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) pp. 2319–25.

Raymond Williams, 'Introduction', in *The English Novel from Dickens to Lawrence* (London: Hogarth Press, 1984) pp. 9–27.

Bertolt Brecht, 'The Street Scene', 'Theatre for Pleasure or Theatre for Instruction', and 'Dramatic Theatre vs Epic Theatre', in *Brecht on Theatre: The Development of an Aesthetic*, ed. and tr. John Willet (London: Methuen, 1992) pp. 68–76, 121–8.

George Steiner, 'On Modern Tragedy', in *The Death of Tragedy* (London: Faber, 1995) pp. 303–24.

MJ 17:**ENGLISH PROSE: FROM THE ROMANTIC AGE TO THE 20TH CENTURY**

UNIT 1

Wordsworth: *A Preface to the Lyrical Ballads*

UNIT 2

Shelley: *The Defense of Poetry*

UNIT 3

Mathew Arnold: *The Study of Poetry*

UNIT 4

Walter Pater: *On style (Arts for Art's Sake)*

UNIT 5

T.S. Eliot: *Tradition and Individual Talent*

UNIT 6

Virginia Woolf: *A Room of One's Own*

Semester Examination and distribution of marks:-

End Semester: 75

Group A

1. Objective Type (5 x 1 = 5)
2. Reference to the Context (1 x 10 = 10)
(Three questions to be set from Unit 1 to 3 of which student will answer any one)

Group B

Long Answer Type Question (4 x 15 = 60)

(Four to be answered from a choice of Seven. Questions to be set from each Unit)

Readings:

Brijadesh Prasad, Introduction to English Criticism

Wimsatt & Brooks, Literary Criticism: A Short History

M. A. R. Habib, A History of Literary Criticism & Theory

Harry Blamires, A History of Literary Criticism

M S Nagarajan, English Literary Criticism and Theory

MJ 18: LITERARY THEORY

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- have a historical overview of major literary theorists, particularly of the 20th century
- show an understanding of historical and philosophical contexts that led to the development of literary theory and its practices
- develop awareness of various literary theories and the way they enrich and change our
- thinking about language, literature and society historically situate literary theorists whose works had informed and shaped various literary theoretical discourses
- identify theoretical concepts with theorists and movements with which they are associated and in the process understand their contexts
- apply various theoretical frameworks and concepts to literary and cultural texts
- evaluate and analyze strengths and limitations of theoretical frameworks and arguments
- sharpen interpretative skills in the light of various theoretical frameworks

Course Content

UNIT 1 - Literary Theory: An Introduction

UNIT 2 - New Criticism

UNIT 3 - Reader Response

UNIT 4 - Marxism

UNIT 5 - Psychoanalytic theory

UNIT 6 - Structuralism

UNIT 7 - New Historicism

UNIT 8 - Orientalism

UNIT 9 – Postcolonialism

UNIT 10 - Feminism

Semester Examination and distribution of marks:-

End Semester: 75

Group A

1. Objective Type (5 x 1 = 5)
1. Short Answer Question (2 x 5 = 10)
(Five questions to be set from Unit 5, 8, 9 & 10 of which student will answer two)

Group B

- Long Answer Type Question (4 x 15 = 60)
(Four to be answered. Questions to be set from each Unit)

Internal Assessment: 25 Marks

The Semester Internal Examination (SIE) carrying 25 Marks shall have following components:

(On the basis of written class test / unit test / Project / Assignment / Paper Presentation / Poster / Quiz / Seminar)

The questions will be Objective type and / or Long Answer type)

Suggested Readings

David Lodge and Nigel Wood: *Modern Criticism and Theory: A Reader*: London & New York: Routledge, 2000.

Peter Barry Beginning: *Theory: An Introduction to Literary and Cultural Theory*. Manchester: Manchester University Press, 1984.

Raman Selden, et al. *A Reader's Guide to Contemporary Literary Theory*. Kentucky: University Press of Kentucky, 1993.

Terry Eagleton: *Literary Theory: An Introduction*. NJ: Wiley Blackwell, 2009

MJ 13:

ENGLISH FICTION: 20th CENTURY

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- link and distinguish between modernity and modernism
- explain the links between developments in science and experiments in literature
- explain the history of early twentieth-century modernism in the light of stream of consciousness, Jungian and Freudian ideas, Psychoanalysis, Imagism, Cubism, Vorticism
- identify and analyze the use and modernist technique in different genres in early twentieth century British literature
- trace the history of the self and subjectivity in literature in the light of colonial consciousness
- explain and analyze the idea of form in modernist literary texts from across major genres

UNIT 1

Rudyard Kipling: *Kim*

UNIT 2:

D H Lawrence: *Sons and Lovers*

UNIT 3

E M Forster: *A Passage to India*

UNIT 4:

Virginia Woolf: *Mrs Dalloway*

UNIT 5:

George Orwell: *Nineteen Eighty Four*

UNIT 6:

Roald Dahl: *Charlie and the Chocolate Factory*

Suggested Topics for Background Reading and Class Presentation

Modernism, Post-modernism and non-European Cultures

The Women's Movement in the Early 20th Century

Psychoanalysis and the Stream of Consciousness

The Uses of Myth

Nation and Narration in Early Twentieth Century Novel

The Avant Garde

Theatre of the Absurd

Semester Examination and distribution of marks:-

End Semester: 75

Group A

1. Objective Type (5 x 1 = 5)
2. Reference to the Context (1 x 10 = 10)
(Two questions to be set from Unit 2 & 3 of which student will answer any one)

Group B

Long Answer Type Question (4 x 15 = 60)

(Four to be answered from a choice of Six. Questions to be set from each Unit with alternatives)

Internal Assessment: 25 Marks

The Semester Internal Examination (SIE) carrying 25 Marks shall have following components:

(On the basis of written class test / unit test / Project / Assignment / Paper Presentation / Poster / Quiz / Seminar)

The questions will be Objective type and / or Long Answer type)

Readings:

Sigmund Freud, 'Theory of Dreams', 'Oedipus Complex', and 'The Structure of the Unconscious', in *The Modern Tradition*, ed. Richard Ellman et. al. (Oxford: OUP, 1965) pp. 571, 578–80, 559–63.

T.S. Eliot, 'Tradition and the Individual Talent', in *Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) pp. 2319–25.

Raymond Williams, 'Introduction', in *The English Novel from Dickens to Lawrence* (London: Hogarth Press, 1984) pp. 9–27.

Bertolt Brecht, 'The Street Scene', 'Theatre for Pleasure or Theatre for Instruction', and 'Dramatic Theatre vs Epic Theatre', in *Brecht on Theatre: The Development of an Aesthetic*, ed. and tr. John Willet (London: Methuen, 1992) pp. 68–76, 121–8.

George Steiner, 'On Modern Tragedy', in *The Death of Tragedy* (London: Faber, 1995) pp. 303–24.

Semester 7

MJ 16:

LITERATURE OF INDIAN DIASPORA

Course Level Learning Outcomes:

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- understand the concept of 'diaspora' in its historical and cultural contexts
- identify different aspects of Indian diasporic consciousness and the literary features of diasporic texts
- develop a clear understanding of the formation of Indian diasporic movements within India and outside
- develop a critical understanding of the writings of the Indian diaspora within the discourse of postcoloniality, postmodernity, hybridity, globalization and transnationalism.
- develop the analytical ability to read diasporic texts and analyze key diasporic issues such as displacement, nostalgia, alienation, belonging, identity, gender, racism and assimilation understand the main currents of Indian diasporic narratives
- examine how texts function as diasporic markers, broadening the understanding of Indian diasporic lives, cultural practices, experiences, religion and the new medium.

UNIT 1- FICTION

Kiran Desai: *Hullabaloo in the Guava Orchard*

Jhumpa Lahiri: *The Namesake*

UNIT 2- POEM

Vikram Seth: *The Frog & The Nightingale*

UNIT 3- SHORT STORY

Chitra Banerjee Divakaruni: *Clothes*

Suggested Topics and Background Prose Readings for Class Presentations

Topics:

Nostalgia

Homelessness

Alienation

Semester Examination and distribution of marks:-

End Semester: 75

Group A

1. Objective Type (5 x 1 = 5)
2. Reference to the Context (1 x 10 = 10)

(Two questions to be set from Unit 2 & 3 of which student will answer any one)

Group B

Long Answer Type Question (4 x 15 = 60)

(Four to be answered from a choice of Six. Questions to be set from each Unit and with alternatives from Unit 1)

Internal Assessment: 25 Marks

The Semester Internal Examination (SIE) carrying 25 Marks shall have following components:

(On the basis of written class test / unit test / Project / Assignment / Paper Presentation / Poster / Quiz / Seminar)

The questions will be Objective type and / or Long Answer type)

Readings

i. Susan Bassnett, 'Travel Writing and Gender', in *Cambridge Companion to Travel Writing*, ed. Peter Hulme and Tim Young (Cambridge: CUP, 2002) pp, 225-241

ii. Tabish Khair, 'An Interview with William Dalrymple and Pankaj Mishra' in *Postcolonial Travel Writings: Critical Explorations*, ed. Justin D Edwards and Rune Graulund (New York: Palgrave Macmillan, 2011), pp.173-184

iii. Casey Balton, 'Narrating Self and Other: A Historical View', in *Travel Writing: The Self and The Other* (Routledge, 2012), pp.1-29

iv. Sachidananda Mohanty, 'Introduction: Beyond the Imperial Eyes' in *Travel Writing and Empire* (New Delhi: Katha, 2004) pp. ix –xx.

MJ 19:

LITERATURE OF INDIAN DIASPORA

Course Level Learning Outcomes:

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- understand the concept of 'diaspora' in its historical and cultural contexts
- identify different aspects of Indian diasporic consciousness and the literary features of diasporic texts
- develop a clear understanding of the formation of Indian diasporic movements within India and outside
- develop a critical understanding of the writings of the Indian diaspora within the discourse of postcoloniality, postmodernity, hybridity, globalization and transnationalism.
- develop the analytical ability to read diasporic texts and analyze key diasporic issues such as displacement, nostalgia, alienation, belonging, identity, gender, racism and assimilation understand the main currents of Indian diasporic narratives
- examine how texts function as diasporic markers, broadening the understanding of Indian diasporic lives, cultural practices, experiences, religion and the new medium.

UNIT 1- FICTION

Kiran Desai: *Hullabaloo in the Guava Orchard*

Jhumpa Lahiri: *The Namesake*

UNIT 2- POEM

Vikram Seth: *The Frog & The Nightingale*

UNIT 3- SHORT STORY

Chitra Banerjee Divakaruni: *Clothes*

Suggested Topics and Background Prose Readings for Class Presentations

Topics:

Nostalgia

Homelessness

Alienation

Semester Examination and distribution of marks:-

End Semester: 75

Group A

3. Objective Type (5 x 1 = 5)

4. Reference to the Context (1 x 10 = 10)

(Two questions to be set from Unit 2 & 3 of which student will answer any one)

Group B

Long Answer Type Question (4 x 15 = 60)

(Four to be answered from a choice of Six. Questions to be set from each Unit and with alternatives from Unit 1)

Internal Assessment: 25 Marks

The Semester Internal Examination (SIE) carrying 25 Marks shall have following components:

(On the basis of written class test / unit test / Project / Assignment / Paper Presentation / Poster / Quiz / Seminar)

The questions will be Objective type and / or Long Answer type)

Readings

i. Susan Bassnett, 'Travel Writing and Gender', in *Cambridge Companion to Travel Writing*, ed. Peter Hulme and Tim Young (Cambridge: CUP, 2002) pp, 225-241

ii. Tabish Khair, 'An Interview with William Dalrymple and Pankaj Mishra' in *Postcolonial Travel Writings: Critical Explorations*, ed. Justin D Edwards and Rune Graulund (New York: Palgrave Macmillan, 2011), pp.173-184

iii. Casey Balton, 'Narrating Self and Other: A Historical View', in *Travel Writing: The Self and The Other* (Routledge, 2012), pp.1-29

iv. Sachidananda Mohanty, 'Introduction: Beyond the Imperial Eyes' in *Travel Writing and Empire* (New Delhi: Katha, 2004) pp. ix –xx.

Semester 8

MJ 20:

PARTITION LITERATURE

Course Learning Outcomes:

Some of the learning outcomes that learners of this course are required to demonstrate are mentioned below:

- explain historical and socio-cultural factors responsible for the Partition of Indian Sub-continent.
- demonstrate critical understanding of manifestations of the experience of the partition in various art forms.
- link and analyze the eco-socio-historical-cultural contexts and dimensions related to the Partition of India e.g. nation, nationalism, communication, violence, exile, homelessness, refugee, rehabilitation, resettlement, border and border lands (colonialism and post colonialism), literary responses to the partition in different parts of Indian continent and interpret them.

interpret texts and experience and relate it to their contexts and experiences

UNIT 1-

Bapsi Sidhwa: *Ice Candy Man*

Khushwant Singh: *Train to Pakistan*

UNIT 2-

a) Dibyendu Palit, '*Alam's Own House*', tr. Sarika Chaudhuri, *Bengal Partition Stories: An Unclosed Chapter*, ed. Bashabi Fraser (London: Anthem Press, 2008) pp. 453–72.

b) Sa'adat Hasan Manto, '*Toba Tek Singh*', in *Black Margins: Manto*, tr. M. Asaduddin (New Delhi: Katha, 2003) pp. 212–20.

UNIT 3-

Faiz Ahmad Faiz: '*For Your Lanes, My Country*', in *In English: Faiz Ahmad Faiz, A Renowned Urdu Poet*, tr. and ed. Riz Rahim (California: Xlibris, 2008) p. 138.

Suggested Topics and Readings

Colonialism, Nationalism, and the Partition

Communalism and Violence

Homelessness and Exile

Women in the Partition

Semester Examination and distribution of marks:-

End Semester: 75

Group A

1. Objective Type (5 x 1 = 5)
2. Reference to the Context (1 x 10 = 10)

(Two questions to be set from Unit 2 & 3 of which student will answer any one)

Group B

Long Answer Type Question (4 x 15 = 60)

(Four to be answered from a choice of Six. Questions to be set from each Unit and with alternatives from Unit 1)

Internal Assessment: 25 Marks

The Semester Internal Examination (SIE) carrying 25 Marks shall have following components:

(On the basis of written class test / unit test / Project / Assignment / Paper Presentation / Poster / Quiz / Seminar)

The questions will be Objective type and / or Long Answer type)

Background Readings and Screenings

- i. Ritu Menon and Kamla Bhasin, 'Introduction', in *Borders and Boundaries* (New Delhi: Kali for Women, 1998).
- ii. Sukrita P. Kumar, *Narrating Partition* (Delhi: Indialog, 2004).
- iii. Urvashi Butalia, *The Other Side of Silence: Voices from the Partition of India* (Delhi: Kali for Women, 2000).
- iv. Sigmund Freud, 'Mourning and Melancholia', in *The Complete Psychological Works of Sigmund Freud*, tr. James Strachey (London: Hogarth Press, 1953) pp. 3041–5.

(Student has TWO options – RC and AMJ. The Students can choose any one of the options. Both have equal credit of 12.)

RC comprises of Research Methodology, Synopsis, Thesis and Viva.

AMJ has three papers of equal credit.

RC

RESEARCH INTERNSHIP / FIELD WORK / DISSERTATION

Course Level Learning Outcomes Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- Develop a simple questionnaire to elicit specific information.
- Collect data based on a survey and arrive at inferences using a small sample
- Discuss and draft a plan for carrying out a piece of work systematically
- Refer to authentic sources of information and document the same properly.
- Provide proper explanation for technical terms in simple language.

Course Content

UNIT 1:

Basic concept of research and the terminology involved

UNIT 2:

Basic types of research

UNIT 3:

Basic tools of research

UNIT 4:

Reference skills: including skills to use dictionaries, encyclopedias, library catalogues, and net resources.

UNIT 5:

Stating and defending a research proposal

UNIT 6:

Conceptualizing and drafting a research proposal

Parts of research proposal

Writing a research paper

UNIT 7:

Style manuals

UNIT 8:

Notes, references and bibliography

UNIT 9:

Research and ethics: documentation and plagiarism

Research Methodology (12 credits)

(FM 100) {Mid Sem 25 + End sem 75}

Synopsis (FM 75)

Thesis (FM 100)

Viva (FM 25)

Semester Examination and distribution of marks:-

End Semester: 75

Group A

1. Objective Type (5 x 1 = 5)
2. Reference to the Context (1 x 10 = 10)
(Three questions to be set from Unit 1 to 3 of which student will answer any one)

Group B

Long Answer Type Question (4 x 15 = 60)
(Four to be answered from a choice of Six. Questions with alternatives to be set covering all Units)

Internal Assessment: 25 Marks

The Semester Internal Examination (SIE) carrying 25 Marks shall have following components:
(On the basis of written class test / unit test / Project / Assignment / Paper Presentation / Poster / Quiz / Seminar)

The questions will be Objective type and / or Long Answer type)

Suggested Readings

Kumar, Ranjit. (2012) Research Methodology: A Step-by-Step Guide for Beginners. New Delhi, Vikas.
Manuals of style (MLA Style Sheet, APA Style Sheet, Chicago Style Manual etc)
Wallace, Michael. (2004). Study Skills. Cambridge: CUP.

Advanced Major Papers

(4 credits each paper)

AMJ 1:

MODERN INDIAN WRITINGS IN ENGLISH TRANSLATIONS

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- appreciate the diversity of modern Indian literatures and the similarities between them
- understand and creatively engage with the notion of nation and nationalism
- appreciate the impact of literary movements on various Indian literatures
- critically engage with significant social issues like caste and gender
- understand the historical trajectories of Indian literatures

Course Content

UNIT 1 - SHORT FICTION

Premchand: *'The Shroud'*,

[in Penguin Book of Classic Urdu Stories, ed. M. Asaduddin (New Delhi: Penguin/Viking, 2006).]

Ismat Chughtai: *The Quilt*,

[in Lifting the Veil: Selected Writings of Ismat Chughtai, tr.M. Asaduddin (New Delhi: Penguin Books, 2009).]

UNIT 2 - POETRY

Rabindra Nath Tagore: *Heaven of Freedom*

[Gitanjali: A New Translation with an Introduction by William Radice (New Delhi:

Penguin India, 2011)]

G.M. Muktibodh: *The Void*

[(tr. Vinay Dharwadker) and 'So Very Far', (tr. Tr. • Vishnu Khare and Adil Jussawala), in The Oxford Anthology of Modern Indian Poetry, ed.Vinay Dharwadker and A.K. Ramanujam (New Delhi: OUP, 2000).]

UNIT 3 - FICTION

U. R. Ananthamurthy: *Samskara*

Suggested Topics and Background Prose Readings for Class Presentations

Topics

The Aesthetics of Translation

Linguistic Regions and Languages

Modernity in Indian Literature

Caste, Gender and Resistance

Questions of Form in 20th Century Indian Literature.

Semester Examination and distribution of marks:-

End Semester: 75

Group A

1. Objective Type (5 x 1 = 5)
2. Reference to the Context (1 x 10 = 10)

(Three questions to be set from Unit 1 & 2 of which student will answer any one)

Group B

Long Answer Type Question (4 x 15 = 60)
(Four to be answered from a choice of Six.)

Internal Assessment: 25 Marks

The Semester Internal Examination (SIE) carrying 25 Marks shall have following components:

(On the basis of written class test / unit test / Project / Assignment / Paper Presentation / Poster / Quiz / Seminar)

The questions will be Objective type and / or Long Answer type)

Readings

Namwar Singh, 'Decolonising the Indian Mind', tr. Harish Trivedi, *Indian Literature*, no. 151 (Sept./Oct. 1992).

B.R. Ambedkar, *Annihilation of Caste* in *Dr. Babasaheb Ambedkar: Writings and Speeches*, vol. 1 (Maharashtra: Education Department, Government of Maharashtra, 1979) chaps. 4, 6, and 14.

Sujit Mukherjee, 'A Link Literature for India', in *Translation as Discovery* (Hyderabad: Orient Longman, 1994) pp. 34–45.

G.N. Devy, 'Introduction', from *After Amnesia* in *The G.N. Devy Reader* (New Delhi: Orient BlackSwan, 2009) pp. 1–5.

AMJ 2:

CLASSICAL LITERARY CRITICISM

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- understand the historical and philosophical contexts that led to the development of literary criticism and its practice in different traditions and periods
- learners will be able to understand fundamental literary and critical concepts and underlying distinctions amongst them (e.g., difference between literary criticism and literary theory) learners will be able to grasp a wide range of literary philosophers and critics whose works had informed and shaped the discourse of literary theory
- learners will have knowledge about major, critical movements and critics in various critical traditions – Indian (schools of Rasa, Alamkar, Riti, Dhvani, Vakroti, Auchitya) and Western (Greek, Roman, English, German, Russian and French)
- learners will be able to identify theoretical and critical concepts with critics/texts/movements with which they are associated and understand them in their contexts
- learners will be able to apply various theoretical frameworks and concepts to literary and cultural texts
- learners will be able to evaluate and analyze strengths and limitations of critical / theoretical frameworks and arguments
- learners will be able to strengthen and deepen their interpretative skills

Course Content

UNIT 1 - Indian Classical Criticism

Kavya: Definition, Function and Typology

Schools of Indian Literary Theory: Rasa, Alamkar, Riti, Dhvani, Vakroti, Auchitya

UNIT 2 – Greek Classical Criticism

Plato: Views on Poetry

Aristotle: *Poetics*

UNIT 3 – Graeco – Roman Criticism

Horace: *Ars Poetica*

Longinus: *On the Sublime*

Semester Examination and distribution of marks:-

End Semester: 75

Group A

2. Objective Type (5 x 1 = 5)
3. Short Answer type Question (2 x 5 = 10)
(Five questions to be set from Unit 1 of which student will answer any two)

Group B

- Long Answer Type Question (4 x 15 = 60)
(Four to be answered from a choice of Six. Questions to be set from each Unit with alternatives)

Internal Assessment: 25 Marks

The Semester Internal Examination (SIE) carrying 25 Marks shall have following components:

(On the basis of written class test / unit test / Project / Assignment / Paper Presentation / Poster / Quiz / Seminar)
The questions will be Objective type and / or Long Answer type)

Suggested Readings

Mammata, *Kavyaprakasha* [English Translation]

V.S. Seturaman (ed.), *Indian Aesthetics* (Macmillan, 1993)

VN Raghavan, *An Introduction to Indian Poetics* (Macmillan, 1970)

Charles E. Bressler, *Literary Criticism: An Introduction to Theory and Practice*

S K De, *A History of Sanskrit Poetics*

A.H. Gilbert, *Literary Criticism: Plato to Dryden*. Detroit: Wayne University Press, 1962.

David Lodge and Nigel Wood, *Modern Criticism and Theory: A Reader*: London & New York: Routledge, 2000.

Peter Barry Beginning, *Theory: An Introduction to Literary and Cultural Theory*. Manchester: Manchester University Press, 1984.

Raman Selden, et al. *A Reader's Guide to Contemporary Literary Theory*. Kentucky: University Press of Kentucky, 1993.

S.K. Dey, *History of Poetics*. New Delhi: MLBS, 1960. Terry Eagleton, *Literary Theory: An Introduction*. NJ: Wiley Blackwell, 2009

AMJ 3:

LITERARY CRITICISM

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- understand the historical and philosophical contexts that led to the development of literary criticism and its practice in different traditions and periods
- learners will be able to understand fundamental literary and critical concepts and underlying distinctions amongst them (e.g., difference between literary criticism and literary theory) learners will be able to grasp a wide range of literary philosophers and critics whose works had informed and shaped the discourse of literary theory
- learners will have knowledge about major, critical movements and critics in various critical traditions – Indian (schools of Rasa, Alamkar, Riti, Dhvani, Vakroti, Auchitya) and Western (Greek, Roman, English, German, Russian and French)
- learners will be able to identify theoretical and critical concepts with critics/texts/movements with which they are associated and understand them in their contexts
- learners will be able to apply various theoretical frameworks and concepts to literary and cultural texts
- learners will be able to evaluate and analyze strengths and limitations of critical / theoretical frameworks and arguments
- learners will be able to strengthen and deepen their interpretative skills

UNIT 1 - Elaine Showalter: *Feminist Criticism in the Wilderness*

UNIT 2 – I.A. Richards: *Textual and Psychological Approach*

UNIT 3 - T.S. Eliot: *The Metaphysical Poets*

UNIT 4 - Northrop Frye: *The Anatomy of Criticism*

UNIT 5- Roland Barthes: *The Death of the Author*

UNIT 6 –G C Spivak: *Can the Subaltern Speak?*

Semester Examination and distribution of marks:-

End Semester: 75

Group A

1. Objective Type (5 x 1 = 5)
2. Short Answer type Question (2 x 5 = 10)
(Five questions to be set of which student will answer any two)

Group B

- Long Answer Type Question (4 x 15 = 60)
(Four to be answered from a choice of Six. Questions to be set from each Unit)

Internal Assessment: 25 Marks

The Semester Internal Examination (SIE) carrying 25 Marks shall have following components:

(On the basis of written class test / unit test / Project / Assignment / Paper Presentation / Poster / Quiz / Seminar)

The questions will be Objective type and / or Long Answer type)

Suggested Readings

A.H. Gilbert, *Literary Criticism: Plato to Dryden*. Detroit: Wayne University Press, 1962.

David Lodge and Nigel Wood, *Modern Criticism and Theory: A Reader*: London & New York: Routledge, 2000.

Peter Barry Beginning, Theory: An Introduction to Literary and Cultural Theory. Manchester: Manchester University Press, 1984.

Raman Selden, et al. A Reader's Guide to Contemporary Literary Theory. Kentucky: University Press of Kentucky, 1993.

S.K. Dey, History of Poetics. New Delhi: MLBS, 1960. Terry Eagleton, Literary Theory: An Introduction. NJ: Wiley Blackwell, 2009

MINOR PAPERS FROM DISCIPLINE 1:

MN – 1A:

MINOR FROM DISCIPLINE 1:

ACADEMIC WRITING AND COMPOSITION (Semester 1)

Course Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- convey their ideas in English using simple and acceptable English in writing
- understand to recognize and draft different types of writing – e.g. classroom notes, summaries, reports, exploratory and descriptive paragraphs, substantiating etc
- describe a diagram or elaborate information contained in a graph, chart, table etc
- write a review of a book or a movie
- write a report on an academic or cultural event that takes place in a college or university for a journal or a newspaper

Course Contents

1. Introduction to the Writing Process
2. Introduction to the Conventions of Academic Writing
3. Writing in one's own words: Summarizing and Paraphrasing
4. Study Skills
5. Structuring an Argument: Introduction, Interjection, and Conclusion
6. Critical Thinking: Syntheses, Analyses, and Evaluation
7. Remedial Grammar
8. Citing Resources; Editing, Book and Media Review

End term Semester Examination and distribution of marks:-

F.M. 75

- | | |
|--|---------|
| 1. Expansion of an Idiom/ Proverb in about 400 words (one from a choice of five) | 1x20=20 |
| 2. Précis writing in 100 words (from a passage of about 300 words) | 1x15=15 |
| 3. Paraphrasing (unseen poem) | 1x10=10 |
| 4. Notice Writing | 1x10=10 |
| 5. Grammar (MCQ) | 10x2=20 |

Internal Assessment: 25 Marks

The Semester Internal Examination (SIE) carrying 25 Marks shall have following components:

(On the basis of written class test / unit test / Project / Assignment)

The questions will be Objective type and / or Long Answer type)

Suggested Readings

Liz Hamp-Lyons and Ben Heasley, *Study writing: A Course in Writing Skills for Academic Purposes* (Cambridge: CUP, 2006).

Renu Gupta, *A Course in Academic Writing* (New Delhi: Orient BlackSwan, 2010).

Ilona Leki, *Academic Writing: Exploring Processes and Strategies* (New York: CUP, 2nd edn, 1998).

Gerald Graff and Cathy Birkenstein, *They Say/I Say: The Moves That Matter in Academic Writing* (New York: Norton, 2009).

Eastwood, John. (2005) *Oxford Practice Grammar*. Oxford, OUP

Wallace, Michael. (2004). *Study Skills*. Cambridge, CU

MN – 1B:

MINOR FROM DISCIPLINE 1:

MEDIA AND COMMUNICATION SKILLS (Semester 3)

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- develop the professional ability to communicate information clearly and effectively in all kinds of environment and contexts.
- demonstrate practical skills of various types of media writing, reviews, reports, programmes and discussions.
- demonstrate their familiarity with the new media, its techniques, practices of social media and hypermedia.
- critically analyze the ways in which the media reflects, represents and influences the contemporary world.
- identify avenues for a career in print and electronic media.

Course Content

UNIT 1- Introduction to Mass Communication

1. Mass Communication and Globalization
2. Forms of Mass Communication

UNIT 2- Advertisement

1. Types of advertisements
2. Advertising ethics
3. How to create advertisements/storyboards

UNIT 3- Media Writing

1. Scriptwriting for TV and Radio
2. Writing News Reports and Editorials
3. Editing for Print and Online Media

UNIT 4- Introduction to Cyber Media and Social Media

1. Types of Social Media
2. The Impact of Social Media
3. Introduction to Cyber Media

End term Semester Examination and distribution of marks:-

F.M. 75

- | | |
|---|---------|
| 1. Journalistic report writing (one from a choice of two) | 1x15=15 |
| 2. Editorial writing (one from a choice of two) | 1x15=15 |
| 3. Two questions of equal value to be attempted from Unit 1 out of a choice of three. | 2x10=20 |
| 4. One question to be attempted from Unit 2 out of a choice of three. | 1x10=10 |
| 5. One question to be attempted from Unit 4 out of a choice of three | 1x10=10 |
| 6. Objective type (MCQ) | 1x5=05 |

Internal Assessment: 25 Marks

The Semester Internal Examination (SIE) carrying 25 Marks shall have following components:

(On the basis of written class test / unit test / Project / Assignment / Paper Presentation / Poster / Quiz / Seminar)

The questions will be Objective type and / or Long Answer type)

Suggested Readings

Bel, B. et al. *Media and Mediation*. New Delhi: Sage, 2005.

Bernet, John R, *Mass Communication, an Introduction*. New Jersey: Prantice Hall, 1989.

Stanley J. Baran and Davis, *Mass Communication Theory: Foundations, Ferment and Future*. Boston: Wadsworth Cengage Learning, 2012.

John Fiske, *Introduction to Communication Studies*. London: Routledge, 1982.

Katherine Miller, *Communication theories: Perspectives, Processes and Contexts*. New York: McGraw Hill, 2004.

Michael Ruffner and Michael Burgoon, *Interpersonal Communication*. New York & London: Holt, Rinehart and Winston 1981.

Kevin Williams, *Understanding Media Theory*. London & New York: Bloomsbury, 2015.

V.S. Gupta, *Communication and Development*. New Delhi: Concept Publication, 2000.

MN – 1C:

MINOR FROM DISCIPLINE 1:

LANGUAGE AND COMMUNICATION SKILLS (LCS) (Semester 5)

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- Acquire the LSRW (Listening, Speaking, Reading & Writing) skills
- Obtain the knowledge of Communication
- Acquire the skills of creativity to express
- Develop the ability as critical readers and writers
- Increase their reading speed
- Be able to give presentations
- Increase their analytical skills.

Course Content

UNIT I: Essentials of Applied Grammar

Subject-Verb Agreement, Active-Passive Voice, Use of Tenses, Use of Auxiliaries, Use of Non-Finites, Direct & Indirect Speech, Clauses, Use of Prepositions, Punctuation Marks

UNIT II: Building Vocabulary

Word Formation, Synonyms, Antonyms, Homonyms, Homophones, One Word Substitution, Phrasal Verbs, Idiomatic Expressions

UNIT III: Reading Skills

Reading Comprehension and answering questions, Summary Writing

UNIT IV: Writing Skills

Essay / Paragraph Writing: Narrative, Descriptive, Expository & Argumentative,
Business Letters,
Business Reports,
Minutes writing
E – Mail writing

End term Semester Examination and distribution of marks:-

Grammar (MCQ from Unit 1 & 2))	F.M. 75 10x1=10
Comprehension passage with questions on it & Summary writing	15+10= 25
Essay Writing (one from a choice of five)	1x20=20
E Mail /Business Letter (one from a choice of two)	1x10=10
Minutes writing / Report Writing (one from a choice of two)	1x10=10

Internal Assessment: 25 Marks

The Semester Internal Examination (SIE) carrying 25 Marks shall have following components:

(On the basis of written class test / unit test / Project / Assignment / Paper Presentation / Poster / Quiz / Seminar)
The questions will be Objective type and / or Long Answer type)

Source Book:

Sanjay Kumar & Pushp Lata, *Communication Skills*, Oxford University Press

Recommended Books:

Terry O'Brien, *Modern Writing Skills*, Rupa Publications

Pushp Lata & Sanjay Kumar, *Communicate or Collapse: A Handbook of Effective Public Speaking, Group Discussion and Interviews*, Prentice Hall

Ramchandran & Karthik, *From Campus to Corporate*, Pearson Education
Gangadhar Joshi, *Campus to Corporate: Your Roadmap to Employability*, Sage Publication

MN – 1D:

MINOR FROM DISCIPLINE 1:

LANGUAGE, LITERATURE AND CULTURE (Semester 7)

Course Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- convey their ideas in English using simple and acceptable English in writing
- recognize /understand the structure and various parts of the language
- understand to recognize and draft different types of writing – e.g. classroom notes, summaries, reports, exploratory and descriptive paragraphs, substantiating
- write a review of a book or a movie
- write a report on an academic or cultural event that takes place in a college or university for a journal or a newspaper

Course Content

UNIT 1: LANGUAGE

Grammar: Articles, Prepositions, Conjunction, Verbs.

Report Writing: General Report writing, Book review, Film review

Notice Writing

UNIT 2: LITERATURE

a) Poems:

Maya Angelou: *Still I Rise*

James Patrick Kinney: *The Cold Within*

Nissim Ezekiel: *Night of the Scorpion*

Leigh Hunt: *Abou Ben Adhem*

Kamla Das: *A Hot Noon at Malabar*

a) Short Stories:

Ruskin Bond: *A Face in the Dark*

R K Narayan: *The Tiger's Claw*

O Henry: *Hearts and Hands*

Ernest Hemingway: *Old Man at the Bridge*

End term Semester Examination and distribution of marks:-

F.M. 75

UNIT 1

Grammar (fill in the blanks)

10 x1=10

Report Writing (one from a choice of two)

1x10=10

Notice writing

1x10=10

UNIT 2

Two critical questions from prescribed poems to be attempted out of a choice of four.

2x10= 20

Two critical questions from prescribed short stories to be attempted out of a choice of four.

2x10=20

Objective questions from Unit 2

5x1=05

Internal Assessment: 25 Marks

The Semester Internal Examination (SIE) carrying 25 Marks shall have following components:

(On the basis of written class test / unit test / Project / Assignment / Paper Presentation / Poster / Quiz / Seminar)

The questions will be Objective type and / or Long Answer type)

Suggested Readings

Liz Hamp-Lyons and Ben Heasley, *Study writing: A Course in Writing Skills for Academic Purposes* (Cambridge: CUP, 2006).

Renu Gupta, *A Course in Academic Writing* (New Delhi: Orient BlackSwan, 2010).

Ilona Leki, *Academic Writing: Exploring Processes and Strategies* (New York: CUP, 2nd edn, 1998).

Gerald Graff and Cathy Birkenstein, *They Say/I Say: The Moves That Matter in Academic Writing* (New York: Norton, 2009).

Eastwood, John. (2005) *Oxford Practice Grammar*. Oxford, OUP

Wallace, Michael. (2004). *Study Skills*. Cambridge, CU

MINOR FROM DISCIPLINARY COURSE 2:

(Semester 2, 4, 6 & 8)

Student has to choose from two options:

CYBER SECURITY or

SKILL ENHANCEMENT COURSE (English language teaching, Translation Studies Creative Writing, Business Communication)

MN – 2A:

MINOR FROM DISCIPLINARY COURSE 2:

(Semester 2)

ENGLISH LANGUAGE TEACHING

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- identify and classify strategies used by a teacher to teach language
- demonstrate clear understanding of the syllabus, its structure and development
- understand the structure of a textbook and its use
- articulate the reasons for different types of tests the teacher administers
- demonstrate the ways in which technology can be used for learning language.

Course Content

UNIT 1:

Knowing the learner (Types of learners)

UNIT 2:

Structures of English language (Grammatical syllabuses and their contents)

UNIT 3:

Methods of teaching English language and literature

UNIT 4:

Origin of Language

Anglo - Saxon English

Middle English period

Renaissance and after

Evolution of Standard English

Foreign Contributions to English language

UNIT 5:

Assessing language skills (tests and their purposes)

Using Technology in language learning (ICT and language learning including Web 2.0 Tools)

End term Semester Examination and distribution of marks:-

F.M. 75

- | | |
|--|---------|
| 1. Vocabulary & Grammar (MCQ / Fill in the blanks) | 10x1=10 |
| 2. One Long answer Question from choice of two from Unit 1 | 1x15=15 |
| 3. Paraphrasing unseen poem | 1x15=15 |
| 4. Writing Descriptive passage | 1x15=15 |
| 5. Short answer questions from unit 4 & 5 | 4x5=20 |
- (Four short answer questions to be attempted from a choice of seven from unit 4 & 5)

Internal Assessment: 25 Marks

The Continuous Internal Assessment (CIA) carrying 25 Marks shall have following components:

On the basis of written class / unit test. (The questions will be Critical / Objective / Explanatory type from the prescribed texts): 10

Project / Assignment / Paper Reading: 10

Classroom attendance and active participation with leadership qualities, good manners, discipline and articulation in routine class instructional deliveries: 05

Suggested Reading

Penny Ur, A Course in Language Teaching: Practice and Theory (Cambridge: CUP, 1996).

Marianne Celce-Murcia, Donna M. Brinton, and Marguerite Ann Snow, Teaching English as a Second or Foreign Language (Delhi: Cengage Learning, 4th edn, 2014).

Adrian Doff, Teach English: A Training Course For Teachers (Teacher's Workbook) (Cambridge: CUP, 1988).

Business English (New Delhi: Pearson, 2008). U

R.K. Bansal and J.B. Harrison, Spoken English: A Manual of Speech and Phonetics (New Delhi: Orient BlackSwan, 4th edn, 2013).

Mohammad Aslam, Teaching of English (New Delhi: CUP, 2nd edn, 2009).

MN – 2B:

MINOR FROM DISCIPLINARY COURSE 2:

(Semester 4)

TRANSLATION STUDIES

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- critically appreciate the process of translation
- engage with various theoretical positions on Translation
- think about the politics of translation
- assess, compare, and review translations
- translate literary and non-literary texts

Course Content

Unit 1: Short Stories

(Hindi) Premchand: The Holy Panchayat

(Tamil) Ambai: Squirrel

Unit 2: Poem

Tagore: Where the Mind is without Fear

Light, oh where is the light?'

Nirmala Putul: *Mountain Child*

Unit 3: Novel

Premchand: *The Gift of Cow*

Unit 4: Drama

Girish Karnad : *Tughlaq*

Semester Examination and distribution of marks:-

End Semester: 75

Group A

1. Objective Type (5 x 1 = 5)
2. Short Answer type Question (2 x 5 = 10)
(Three questions to be set from Unit 1 of which student will answer any two)

Group B

Long Answer Type Question (4 x 15 = 60)
(Four to be answered from a choice of Six. Questions to be set from each Unit and with alternatives from Unit 2 and 3)

Internal Assessment: 25 Marks

The Semester Internal Examination (SIE) carrying 25 Marks shall have following components:

(On the basis of written class test / unit test / Assignment / Project)

The questions will be Objective type and / or Long Answer type)

MN – 2C:

MINOR FROM DISCIPLINARY COURSE 2:

(Semester 6)

BUSINESS COMMUNICATION

Course Level Learning Outcomes Some of the course learning outcomes that students of this course are required to demonstrate run thus: \

- develop a comprehensive understanding of the theoretical and practical aspects of
- business communication develop both basic and advanced skills in business communication from writing
- minutes of meetings to project reports demonstrate through their speech and writing, appropriate business communication
- communicate at different levels of social and receptive domains
- perform appropriate roles of business personnel in different locations

Course Content:

1. Introduction to the Essentials of Business Communication: Theory and practice
2. Citing references, and using bibliographical and research tools
3. Writing a project report
4. Writing reports on field work/visits to industries, business concerns etc. /business negotiations.
5. Summarizing annual report of companies
6. Writing minutes of meetings
7. E-correspondence
8. Spoken English for business communication (Viva for internal assessment)
9. Making oral presentations (Viva for internal assessment)

End term Semester Examination and distribution of marks:-

	F.M.75
1. Report writing (One to be attempted from choice of two)	1x15=15
2. Formal Letter writing / Project Report (One to be attempted from choice of two)	1x20=20
3. E - Correspondence	1x15=15
4. Minutes of the Meeting	1x10=10
5. Grammar (MCQ / Fill in the blanks)	10x1=10

Internal Assessment: 25 Marks

The Semester Internal Examination (SIE) carrying 25 Marks shall have following components:

(On the basis of written class test / unit test / Assignment / Project/ Viva)

The questions will be Objective type and / or Long Answer type)

Suggested Readings:

Scot, O.; Contemporary Business Communication. Biztantra, New Delhi.

Lesikar, R.V. & Flatley, M.E.; Basic Business Communication Skills for Empowering the Internet Generation, Tata McGraw Hill Publishing Company Ltd. New Delhi.

Ludlow, R. & Panton, F.; The Essence of Effective Communications, Prentice Hall of India Pvt. Ltd., New Delhi.

R. C. Bhatia, Business Communication, Ane Books Pvt Ltd, New Delhi

MN – 2D:

MINOR FROM DISCIPLINARY COURSE 2:

(Semester 8)

CREATIVE WRITING

Course Level Learning Outcomes:

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- recognize creativity in writing and discern the difference between academic / non creative and creative writing
- develop a thorough knowledge of different aspects of language such as figures of speech, language codes and language registers so that they can both, identify as well as use these; in other words, they must learn that creative writing is as much a craft as an art
- develop a comprehensive understanding of some specific genres such as fiction, poetry, drama and newspaper writing
- distinguish between these as well as look at the sub divisions within each genre (such as in poetry, different forms like sonnets, ballads, haiku, ghazal, etc)
- process their writing for publication and so must have the ability to edit and proofread writing such that it is ready to get into print.

Course Content:

Unit 1:

What is Creative Writing

Vocabulary (Meaning, One word for many words, Synonyms, Antonyms))

Unit 2:

The Art and Craft of Creative Writing:

Expansion of an Idea from Proverb / Idiom into a short story

Descriptive / Imaginative Essay Writing

Unit 3:

Writing for the Media:

Imaginary Story writing with the help of key words

Feature / Editorial writing

End term Semester Examination and distribution of marks:-

	F.M. 75
6. Expansion of an Idea (proverb/Idiom) from a choice of three	1x15=15
7. An Essay writing from a choice of four (about 500 words)	1x20=20
8. Story writing with the help of given guidelines / key words (about 500 words)	1x20=20
9. Feature / Editorial writing (one from a choice of two)	1x10=10
10. Vocabulary (MCQ / Fill in the blanks)	10x1 =10

Internal Assessment: 25 Marks

The Continuous Internal Assessment (CIA) carrying 25 Marks shall have following components:

On the basis of written class / unit test. (The questions will be Critical / Objective / Explanatory type from the prescribed texts): 10

Project / Assignment / Paper Reading / Poster / Quiz / Seminar: 10

Classroom attendance and active participation with leadership qualities, good manners, discipline and articulation in routine class instructional deliveries: 05

Suggested Readings:

Dev, Anjana Neira (2009). Creative Writing: A Beginner's Manual. Pearson, Delhi, 2009.

Morley, David (2007). The Cambridge Introduction to Creative Writing. Cambridge, New

(Compulsory)
SEMESTER 2

AEC 2: English Language and Communication

Course Level Learning Outcomes:

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- develop a comprehensive understanding of the theoretical and practical aspects of business communication
- develop both basic and advanced skills in business communication from writing reports
- demonstrate through their speech and writing, appropriate business communication
- communicate at different levels of social and receptive domains
- perform appropriate roles of business personnel in different locations

Course Content

Unit 1: Reading and Understanding:

Comprehension - Summary writing in 100 words from a passage of minimum 300 words

Unit 2: Grammar: Articles, Tenses, Conjunction, Prepositions

Unit 3: Writing Skills:

Report Writing: Newspaper report writing, General Report Writing Formal Letter Writing

Unit 4: Translation (words from Hindi to English)

End term Semester Examination and distribution of marks:-

F.M. 50

- | | |
|---|----------|
| 1. Fill in the blanks / MCQ (Grammar) | 10x1 =10 |
| 2. Summary writing | 1x10=10 |
| 3. Report writing | 1x10=10 |
| 4. Letter writing | 1x10=10 |
| 5. Translation (10 words from Hindi to English) | 10x1=10 |

Suggested Reading

Penny Ur, A Course in Language Teaching: Practice and Theory (Cambridge: CUP, 1996).

Marianne Celce-Murcia, Donna M. Brinton, and Marguerite Ann Snow, Teaching English as a Second or Foreign Language (Delhi: Cengage Learning, 4th edn, 2014).

Adrian Doff, Teach English: A Training Course For Teachers (Teacher's Workbook) (Cambridge: CUP, 1988). Business English (New Delhi: Pearson, 2008).

R.K. Bansal and J.B. Harrison, Spoken English: A Manual of Speech and Phonetics (New Delhi: Orient BlackSwan, 4th edn, 2013). Mohammad Aslam, Teaching of English (New Delhi: CUP, 2nd edn, 2009).

Semester 3

AEC 3: Language and Communication Skills

Course Level Learning Outcomes:

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- develop a comprehensive understanding of the theoretical and practical aspects of business communication
- develop both basic and advanced skills in business communication from writing reports
- demonstrate through their speech and writing, appropriate business communication
- communicate at different levels of social and receptive domains
- perform appropriate roles of business personnel in different locations

Unit 1:

Reading and Understanding: Comprehension

Unit 2:

Writing Skills: Argumentative passage

Unit 3:

Grammar: Verbs, Adverb, Plurals, Active and Passive Voice, Direct and Indirect Speech

Unit 4:

Figurative language: Idiom, Metaphor, Phrase

End term Semester Examination and distribution of marks:-

F.M. 50

- | | |
|--|----------|
| 1. Fill in the blanks / MCQ (Grammar) | 10x1 =10 |
| 2. Argumentative essay writing
(One to be attempted from a choice of five) | 1x10=10 |
| 3. Comprehension passage with questions | 1x20=20 |
| 4. Do as Directed (unit 4)
(Fill in the blanks/ MCQ/ Meaning/ complete the expression /etc) | 10x1=10 |

Semester 4

AEC 4: Language, Literature and Communication

Course Level Learning Outcomes:

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- develop a comprehensive understanding of the theoretical and practical aspects of business communication
- develop both basic and advanced skills in business communication from writing reports
- demonstrate through their speech and writing, appropriate business communication
- communicate at different levels of social and receptive domains
- perform appropriate roles of business personnel in different locations

Course Content

UNIT 1: LANGUAGE

Grammar

Informal letter writing

Electronic mail writing

UNIT 2: LITERATURE

b) Poems:

Roald Dahl: *Television*

Wordsworth: *Daffodils*

Henry Cuyler Bunner: *The Heart of a Tree*

b) Short Stories:

R K Narayan: *An Astrologer's Day*

Ruskin Bond: *A Face in the Dark*

Hans C Andersen: *The Little Match Girl*

End term Semester Examination and distribution of marks:-

F.M. 50

UNIT 1

Grammar (fill in the blanks)

5x1=05

Informal Letter Writing (one from a choice of two)

1x10=10

E- Mail writing

1x10=10

UNIT 2

One critical question from prescribed poems to be attempted out of a choice of two.

1x10= 10

One critical question from prescribed short stories to be attempted out of a choice of two.

1x10=10

Objective questions from Unit 2

5x1=05