

# **Learning Outcome-based Curriculum Frame Work (LOCF)**

**for**

**M.A. in English**  
**(Semester System)**

**Session-2023-24**

**Department of English**  
**Maharaja Ganga Singh University, Bikaner**

## Background

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

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

With NEP-2020 in background, the revised curricula articulate the spirit of the Policy by emphasising upon- integrated approach to learning; innovative pedagogies and assessment strategies; multidisciplinary and cross-disciplinary education; creative and critical thinking; ethical and Constitutional values through value-based courses; 21st century capabilities across the range of disciplines through life skills, entrepreneurial and professional skills; community and constructive public engagement; social, moral and environmental awareness; Organic Living and Global Citizenship Education (GCED); holistic, inquiry-based, discovery-based, discussion-based, and analysis-based learning; exposure to Indian knowledge system, cultural traditions and classical literature through relevant courses offering 'Knowledge of India'; fine blend of modern pedagogies with indigenous and traditional ways of learning; flexibility in course choices; student-centric participatory learning; imaginative and flexible curricular structures to enable creative combination of disciplines for study; offering multiple entry and exit points, alignment of Vocational courses with the International Standard Classification of Occupations maintained by the International Labour Organization; breaking the silos of disciplines; integration of extra-curricular and curricular aspects; exploring internships with local industry, businesses, artists and crafts persons; closer collaborations between industry and higher education institutions for technical, vocational and science programmes; and formative assessment tools to be aligned with the learning outcomes, capabilities, and dispositions as specified for each course. The University has also developed consensus on adoption of Blended Learning with 10% component of online teaching and 90% face to face classes for each programme.

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

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

## Programme Outcomes (POs)

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

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

## Programme Specific Outcomes (PSOs)

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

<b>Description</b>	
PSO1	To have an in depth knowledge of significant European and Indian Literary Movements
PSO2	Develop the translation and interpretation Skills and develop understanding of Indian ethos and culture.
PSO3	Learn communication, cohesion and harmony through English language and literature
PSO	Develop a flair for the entry of new ideas and perspectives and hone the ability to analyze literary texts
PSO5	To offer insights into different cultural, textual and value traditions of the World through literature
PSO6	To inculcate the spirit of critical and Scholarly enquiry and develop the faculty of creative and analytical thinking
PSO7	To understand the dynamics and dialectics of aesthetics and poetics of different literary genres
PSO8	To develop Communicative Language Skills
PSO9	To advance the domain of literary studies through an inter-disciplinary pedagogical framework.

## Teaching Learning Process

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



**I. Core Courses (CC):**

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

**I. Elective Courses (EC):**

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

## **Postgraduate Attributes**

- Disciplinary Knowledge
- Creative and Critical Thinking
- Reflective Thinking
- Problem Solving
- Analytical Reasoning
- Communication Skills
- Research Skills
- Life Skills
- Multicultural Competence
- Moral and Ethical Values
- Life-long Learning
- Global Competency
- Indigenous knowledge system awareness

## STRUCTURE OF PROGRAMME

### SEMESTER-I

	Course Title	Course Code	L	T	P	Credits
<b>Core Foundation Course</b>						
(i)	Introduction to English Literature	FA- ENG -CF-100				
<b>Core Compulsory Courses</b>						
(i)	Non-Verbal Communication	FA- ENG-CC-101	4	1		5
(ii)	Grammar and Documentation	FA-ENG-CC- 102	4	1		5
(iii)	Literature as Communication	FA- ENG-CC-103	4	1		5
(iv)	Classics of English Literature-I	FA-ENG-CC- 104	4	1		5

### SEMESTER-II

	Course Title	Course Code	L	T	P	Credits
<b>Core Foundation Course</b>						
(ii)	National and Human Values	FA- ENG - CF -200				
<b>Core Compulsory Courses</b>						
(v)	Culture and Literature	FA- ENG -CC-201	4	1		5
(vi)	Translation Theory and Literature	FA- ENG -CC-202	4	1		5
(vii)	Literature and Human Values	FA- ENG -CC-203	4	1		5
(viii)	Classics of English Literature -II	FA- ENG-CC-204	4	1		5

### SEMESTER-III

<b>Core Compulsory Courses</b>						
	<b>Course Title</b>	<b>Course Code</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
(ix)	American Literature	FA- ENG -CC-301	4	1		5
(x)	Modern British Literature	FA- ENG- CC-302	4	1		5
<b>Core Elective Courses</b>						
	<b>Course Title</b>	<b>Course Code</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
(xi)	Indian Literature in English Translation	FA- ENG- CE-303 (A)	4	1		5
	Or					
	New World Literatures	FA- ENG- CE-303(B)	4	1		5
(xii)	Indian Writing in English	FA- ENG- CE-304 (A)	4	1		5
	Or					
	Australian Literature	FA- ENG-CE -304(B)	4	1		5
	Or					
	African Literature	FA- ENG – CE-304(C)	4	1		5
<b>Open Elective Courses</b>						
(xiii)	Folklore: Theories, Perspectives and Genres	FA- ENG – OE305(A)	4	1		5
	Or					
	Non-Fictional Narratives	FA- ENG- OE-305(B)	4	1		5
	Or					
	Writers of the Diaspora	FA- ENG- OE-305(C)	4	1		5
	Or					
	Gender Narratives	FA- ENG -OE-305(D)	4	1		5

## SEMESTER-IV

	Course Title	Course Code	L	T	P	Credits
<b>Core Compulsory Courses</b>						
(xiv)	Literary Criticism and Theory	FA- ENG- CC-401	4	1		5
(xv)	Basic Concepts of Linguistics and Language Teaching	FA- ENG-CC- 402	4	1		5
<b>Core Elective Courses</b>						
(xvi)	Dalit Literature	FA- ENG-CE-403(A)	4	1		5
	<b>Or</b>					
	Discourse of Protest	FA-ENG- CE-403(B)	4	1		5
<b>Open Elective Courses</b>						
(xvii)	Soft Skills and Communication	FA- ENG- CE404(A)	4	1		5
	<b>Or</b>					
	Indic Philosophy	FA -ENG -CE404(B)	4	1		5
	<b>Or</b>					
	Dissertation/Project Study	FA- ENG-CE-404(C)	4	1		5
(xviii)	Professional English Communication Skills	FA- ENG- OE-405(A)	4	1		5
	<b>Or</b>					
	Global Vision of Swami Vivekananda	FA- ENG- OE-405(B)	4	1		5
	<b>Or</b>					
	Research Methodology	FA- ENG-OE-405(C)	4	1		5
	<b>Or</b>					
	Contemporary Literary Criticism and Theory	FA- ENG-OE-405(D)	4	1		5
	<b>Or</b>					
	Popular Culture and Literature	FA-ENG-OE-405 (E)	4	1		5

**M.A. ENGLISH**  
**SEMESTER-I**  
**Introduction to English Literature**  
**Course Code-FA- ENG -CF-100**

**Course Objectives**

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

**Course Level Learning Outcomes**

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

- Learn about the origin, evolution and development of Major Movements in the English Literature and trends in English Writings
- Appreciate the aesthetics and styles of writing of different genres of various ages
- Understand the social and cultural tendency of the Ages
- Acquire familiarity wide range of literary terms, categories and schools of literature

**Course Description**

**Unit I**

Age of Chaucer, Renaissance

**Unit II**

Neo-classical Age, Romantic Age

**Unit -III**

Victorian Age, Twentieth Century

**Unit –IV**

Connotation & Denotation, Synesthesia, Soliloquy, Dramatic Monologue, Free Verse, Epic, Allegory, Satire, Hyperbole, Epic, Myth

**Unit –V**

Graveyard Poets, Lake Poets, War Poets, Beat Writers, Comedy of Manners, Theatre of Absurd, Epic Theatre, Epistolary Novel, Gothic Novel

### Required Readings

- Abrams, M.H. *A Glossary of Literary Terms* (11<sup>th</sup> ed). Cengage Learning, 2015
- Prasad, B. *A Background to the Study of English Literature*. Laxmi Publications, 2016
- Trivedi, R.D. *A Compendious History of English Literature*. Vikas Publication House, 2007
- Sanders, Andrew. *The Short Oxford History of English Literature*. Oxford University Press, 2005

### Suggested Readings

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

## Assessment and Evaluation

The Students shall be assessed and evaluated as per the schedule given below –

Project Report / Case Study – 75%

Viva-voce - 25%

It is a non-creditable Paper. The student will have to score simply a qualifying score/grade as specified in the CBCS rules.

The candidate will have to qualify the paper by the time He / She qualifies for the Programme. He/She can avail maximum 3 chances along with the Semester Examinations.

**SEMESTER-I**  
**Non-Verbal Communication**  
**Course Code - FA- ENG-CC-101**

**Course Objectives**

- To familiarize the learners with various dimensions of non-verbal communication and to study body, culture, space and art as non –verbal texts.
- To enable the learners, improve body language skills to enhance the personal impart and become an influencer.
- To understand the meaning of ‘Text’ and ‘Non-literary texts’.

**Course Level Learning Outcomes**

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

- Understand the linkages between various media of communication and acquire a theoretical understanding of communication
- Develop their interpersonal non verbal communication skills
- Respond critically to ‘reading’ non-verbal texts.

**Course Description**

**Unit I**

**Communication and its types:** Communication: Meaning, Scope and Significance, Types of Communication, Verbal and Non-Verbal, Interpersonal and Intrapersonal

**Unit II**

**Body as Non-Verbal Text:** Facial Expressions, Touch, Gestures, Postures, Gait, Paralanguage and Physical Environment

**Unit III**

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

**Unit IV**

**Art as Non-Verbal Text:** Painting, Music and Dance, Folk Classical and Popular, Films: Koshish, Pihu

**Unit V**

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

## Required Readings

- Barnard, Malcolm. *Fashion as Communication*. London: Routledge, 2002.
- Defrancisco, VictoriaPruin, Catherins Helan Palczeniski. *Communicating Gender Diversity*. Sage, 2007.
- Kress, Gunther and Theo van Leeuwen. *Reading Images*. London: Routledge, 2006.
- Kumar, Sanjay, and Pushp Lata. *Communication Skills*. New Delhi: Oxford University Press, 2011
- Mohan Krishna and Krinsha Banerjee. *Developing Communication Skills*. Trinity 2017
- Morris, Desmond. *Intimate Behaviour*. New York: Kodansha International, 1997.
- Morris, Desmond. *People Watching: Guide to Body Language*. London: Vintage Books, 2002.
- Pease, Allan. *Body Language: How to Read Other's Thoughts by Their Gestures*. New Delhi: Sudha Publication, 2003
- Raman, Meenakshi. *Soft Skills: Cornerstone of Professional Success*, New Delhi: Jain Brothers, 20091.
- Ribbens, Geoff and Richard Thompson. *Body Language*. New York: Hodder & Stoughton, 2007

## Suggested Readings

- Crystal, David. *A Little Book of Language*. Hyderabad: Orient Blackswan, 2010.
- Jourdan Christine and Kevin Tuite. *Language, Culture & Society*. Cambridge, 2006.
- Meyerhoff, Miriam. *Introduction Socio-Linguistics*. London: Routledge, 2006.

## Assessment and Evaluation

### Internal Assessment - 25 Marks

Internal Assessment comprises the following:

Midterm Examination - 10 marks

Case Study/Project / Presentation/ Assignment /and Overall performance -15 marks

### External Assessment – 75 Marks

There shall be a Terminal Examination of 75 Marks at the end of the Semester. The Examination Paper shall consist of Three Sections.

Section 'A' shall comprise **Ten** Questions (all compulsory, to be answered in 50 words each) of 2 Marks each. The Examiner shall set questions on this section from Unit I to V (choosing at least two from each Unit)

Section 'B' shall comprise **Five** Questions (with internal choice, to be answered in 200 Words each). Each question shall carry 05 Marks. The Examiner will set questions on this section choosing at least one from Unit-I to V.

Section 'C' shall comprise **Four** Questions (to be answered in 500 Words each) from Unit-I to V, out of which the Candidate shall attempt any Two. Each question shall carry 15 Marks.

**SEMESTER-I**  
**Grammar and Documentation**  
**Course Code-FA- ENG -CC-102**

**Course Objectives**

- To enable the students to understand the significance of Grammar in LSRW skills
- To introduce the students with varieties of language.
- To introduce the students with elements of specific genres of writing: letter, essay, précis, article, etc.
- Enable the students to understand the basic paradigms of research, research tools, research methodology and research sources.

**Course Level Learning Outcomes**

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

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

**Course Description**

**Unit - I**

Word: Lexical words & Grammatical Words

Phrase

Clause

Sentence

**Unit - II**

Parts of Speech (both Open and Closed words) Tenses, Concord, Modals, Verbals, Prepositions

**Unit-III**

Letter, Essay/Theme Writing, Paragraph Writing, Précis, Speech, Article, Dialogue Writing

**Unit IV**

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

**Unit – V**

Documentation: Author/page in-text citation, Foot notes and endnotes, Order of entries, Print books, articles, e-sources

### Required Readings

- Denys and Thomson. *Reading and Discrimination*, Chatto & Windus, 1954
- Nelson, Gerald. *English: An Essential Grammar*, Routledge. (2<sup>nd</sup> edition), 2011
- Hewings, Martin. *Advanced English Grammar*. Cambridge University Press. 2005
- Leech, Geoffrey. *English Grammar for Today*. Macmillan. (2<sup>nd</sup> edition) 2005
- Quirk, Randolph & Greenbaum. *A University Grammar of English*, Pearson Education, 2002
- *MLA Handbook, latest edition*

### Suggested Readings

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

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### External Assessment – 75 Marks

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Section 'A' shall comprise **Ten** Questions (all compulsory, to be answered in 50 words each) of 2 Marks each. The Examiner shall set questions on this section from Unit I to V (choosing at least two from each Unit)

Section 'B' shall comprise **Five** Questions (with internal choice, to be answered in 200 Words each). Each question shall carry 05 Marks. The Examiner will set questions on this section choosing at least one from Unit-I to V.

Section 'C' shall comprise **Four** Questions (to be answered in 500 Words each) from Unit-I to V, out of which the Candidate shall attempt any Two. Each question shall carry 15 Marks.

**SEMESTER-I**  
**Literature as Communication**  
**Course Code -FA-ENG-CC- 103**

**Course Objectives**

- To acquaint the students with the different genres of literature
- To help the students develop critical insights into the literary works by reading representative works and understand the text as a means of communication
- To develop students understanding about the principles of philosophy and aesthetics

**Course Level Learning Outcomes**

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

- Develop an understanding about the different genres and communicate through them
- Develop fundamental skills required for close reading and critical thinking of the texts and concepts
- Develop a familiarity with the origin of critical literary studies in Literature and its aesthetics

**Course Description**

**Unit - I**

Poetry , Prose , Drama and Fiction/ Non-Fiction as Communicative Medium

**Unit - II**

W. B Yeats :*The Wild Swans at Coole*

Alfred Tennyson: *Lady of Shalott*

A.K Ramanujan :*Obituary*

**Unit - III**

Guy de Maupassant: *The Necklace.*

Nathaniel Hawthorne: *The Great Carbuncle*

R.K Narayan :*The Axe*

**Unit IV**

Charles Dickens: *Great Expectations*

**Unit V**

William Shakespeare: *King Lear*

## Required Readings

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

## Suggested Readings

- Eagleton, Terry. *How to Read a Poem*. Malden: Blackwell, 2002.
- Forster, E. M. *Aspects of the Novel*. Harmondsworth: Penguin, 1970
- Rees, R.J. *English Literature: An Introduction for Foreign Readers*. Delhi: Macmillan, 1973 (rpt 2004)
- Kearney, Richard. *On Stories*. London: Routledge, 2000
- Sanger, Keith. *The Language of Drama*. London, Routledge, 2001

## Assessment and Evaluation

### Internal Assessment - 25 Marks

Internal Assessment comprises the following:

Midterm Examination - 10 marks

Case Studies/Projects and Overall performance -15 marks

(The Student shall necessarily make a presentation of Case Study in the Seminar/Workshop scheduled for the said purpose)

### External Assessment – 75 Marks

There shall be a Terminal Examination of 75 Marks at the end of the Semester. The Examination Paper shall consist of Three Sections.

Section 'A' shall comprise **Ten** Questions (all compulsory, to be answered in 50 words each) of 2 Marks each. The Examiner shall set questions on this section from Unit I to V (choosing at least two from each Unit)

Section 'B' shall comprise **Five** Questions (with internal choice, to be answered in 200 Words each). Each question shall carry 05 Marks. The Examiner will set questions on this section choosing at least one from Unit-I to V.

Section 'C' shall comprise **Four** Questions (to be answered in 500 Words each) from Unit-I to V, out of which the Candidate shall attempt any Two. Each question shall carry 15 Marks.

**SEMESTER-I**  
**Classics of English Literature-I**  
**Course Code -FA-ENG-CC- 104**

**Course Objectives**

- To introduce the students to ideas of classics and literature
- To make the students familiar with key figures of English literature
- To introduce the students with seminal texts of the period

**Course Level Learning Outcomes**

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

- Appreciate the classical texts
- Cultivate a sense of understanding which will help them to become better human beings by the exposure to literature
- Interpret, analyze, and evaluate and classical works in the perspective of history and theory

**Course Description**

**Unit-I**

Geoffrey Chaucer: *Prologue to Canterbury Tales*

William Shakespeare: *Not Marble, Nor the Gilded Monuments; Shall I Compare Thee*

**Unit-II**

Christopher Marlowe: *Doctor Faustus*

John Donne: *The Canonization; Batter My Heart*

**Unit-III**

John Milton: *Lycidas*

Alexander Pope: *Ode on Solitude*

**Unit-IV**

John Dryden: *Mac Flacknoe*

**Unit-V**

William Collins: *Ode to Evening*

Thomas Gray: *Ode on the Distant Prospects of Eton College*

**Suggested Readings**

- Daiches, David. *A Critical History of English Literature*. Supernova Publishers, 2010

- Eagleton, Terry. *How to Read a Poem*. Blackwell, 2006.
- Ford, Boris. *Pelican History of English, Vol 1 and 2*
- Lewis, F.R. *New Bearings in English Poetry: A Study of Contemporary Situation*. Penguin Books, 1963.
- Sanders, Andrew. *The Short Oxford History of English Literature*. Clarendon Press, 1994
- *English Poetry of the Sixteenth Century*- Gary Waller(ed)

### **Assessment and Evaluation**

#### **Internal Assessment - 25 Marks**

Internal Assessment comprises the following:

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Case Studies/Projects and Overall performance -15 marks

(The Student shall necessarily make a presentation of Case Study in the Seminar/Workshop scheduled for the said purpose)

#### **External Assessment – 75 Marks**

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Section 'A' shall comprise **Ten** Questions (all compulsory, to be answered in 50 words each) of 2 Marks each. The Examiner shall set questions on this section from Unit I to V (choosing at least two from each Unit)

Section 'B' shall comprise **Five** Questions (with internal choice, to be answered in 200 Words each). Each question shall carry 05 Marks. The Examiner will set questions on this section choosing at least one from Unit-I to V.

Section 'C' shall comprise **Four** Questions (to be answered in 500 Words each) from Unit-I to V, out of which the Candidate shall attempt any Two. Each question shall carry 15 Marks.

**SEMESTER-II**  
**National and Human Values**  
**Course Code -FA- ENG -CF-200**

**Course Objectives**

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

**Course Level Learning Outcomes**

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

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

**Course Description**

**Unit-I**

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

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

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

Contribution of NCC in Nation Building

**Unit-II**

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

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

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

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

**Unit-III**

Obstacle Training. Adventure Training, Self -Defence, Physical Posture Training  
 Social Service, Disaster Management, Health and Hygiene, First Aid

Leadership, Personality Development, Decision Making, Motivation, Duty and Discipline, Morale

#### Unit-IV

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

#### Unit-V

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

#### Suggested Readings:

- Hand Book of NCC : Major R C Mishra & Sanjay Kumar Mishra
- National Security: K. Subramanyam
- ASEAN Security: Air Comdr. Jasjit Singh
- Indian Political System, Dr .Pukhraj Jain & Dr. Kuldeep Fadiya
- हैण्डबुकऑफएनसीसी,मेजरआर.सी.मिश्रएवंसंजयकुमारमिश्र
- अन्तर्राष्ट्रीयराजनीति:वी.एल.फाड़िया
- भारतीयराजव्यवस्था,डॉ.पुखराजजैन,डॉ.कुलदीपफड़िया
- राष्ट्रीयप्रतिरक्षा:डॉ.हरवीरशर्मा,जयप्रकाशनाथकंपनी,मेरठ
- राष्ट्रीयसुरक्षा:डॉ.लल्लनसिंह,प्रकाशबुकडिपो,बरेली
- राष्ट्रीयसुरक्षा:डॉ.नरेन्द्रसिंह,प्रकाशबुकडिपो,बरेली
- राष्ट्रीयसुरक्षा:डॉ.पाण्डेयवपाण्डेय,प्रकाशबुकडिपो,बरेली
- राष्ट्रीयरक्षावसुरक्षा:डॉ.एस.के.मिश्र,मार्डनपब्लिशर्स,जालंधर
- NCERT, *Education in Values*, New Delhi, 1992.
- M.G.Chitakra: *Education and Human Values*, A.P.H. Publishing Corporation, New Delhi, 2003.
- Chakravarthy, S.K.: *Values and ethics for Organizations: Theory and Practice*, Oxford University Press, New Delhi, 1999.
- Satchidananda, M.K.: *Ethics, Education, Indian Unity and Culture*, AjanthaPublications,Delhi, 1991.
- Das, M.S. & Gupta, V.K.: *Social Values among Young adults: A Changing Scenario*, M.D. Publications, New Delhi, 1995.
- Bandiste, D.D.: *Humanist Values: A Source Book*, B.R. Publishing Corporation, Delhi, 1999.
- Ruhela, S.P.: *Human Values and Eeducation*, Sterling Publications, New Delhi, 1986.
- Kaul, G.N.: *Values and Education in Independent Indian*, Associated Publishers, Mumbai, 1975.

- Swami Budhananda (1983) *How to Build Character A Primer*: Ramakrishna Mission, New Delhi.
- *A Cultural Heritage of India (4 Vols.)*, Bharatiya Vidya Bhavan, Bombay. (Selected Chapters only) For Life, For the future : Reserves and Remains – UNESCO Publication.
- *Values, A Vedanta Kesari Presentation*, Sri Ramakrishna Math, Chennai, 1996.
- Swami Vivekananda, *Youth and Modern India*, Ramakrishna Mission, Chennai.
- Swami Vivekananda, *Call to the Youth for Nation Building*, Advaita Ashrama, Calcutta.
- *Awakening Indians to India*, Chinmayananda Mission, 2003.

### **Assessment and Evaluation**

The Students shall be assessed and evaluated as per the schedule given below –

Project Report / Case Study (in 5000-7000 words handwritten) – 75%

Viva-voce - 25%

The topics for the Project Report / Case Study shall be allotted by the Nodal Department (decided jointly with NSS wing under the supervision or IQAC) in consultation with the Department concerned. The Candidate shall submit the Report by the date fixed for the said purpose. It shall then be followed by a Viva-voce Examination. The whole evaluation shall be done by the Departmental Internal Faculty in consultation with the Nodal Department. It is a non-creditable Paper. The student will have to score simply a qualifying score/grade as specified in the CBCS rules.

The candidate will have to qualify the paper by the time He / She qualifies for the Programme. He/She can avail maximum 3 chances along with the Semester Examinations.

**SEMESTER-II**  
**Culture and Literature**  
**Course Code- FA-ENG-CC- 201**

**Course Objectives**

- To enable the students understand the interplay between culture and literature.
- To enable the students interpret key literary texts from the perspective of tradition, religion, class and caste, race and ethnicity and gender.
- To cultivate in students a critical approach to the study of culture and make students understand relations between Culture, Society and Power.

**Course Level Learning Outcomes**

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

- Understand how culture and literature interact and correspond.
- Understand the dynamics of tradition, religion, class and caste, race and ethnicity, and gender
- Learn to use interdisciplinary critical perspectives to examine meanings of diverse cultural and social practices

**Course Description**

**Unit I**

Cultural Studies: Scope, Aims, Methods

**Unit II**

T. S. Eliot: *The Waste Land*

**Unit III**

Jane Austen: *Emma*

**Unit IV**

Toni Morrison: *The Bluest Eye*

**Unit V**

Dharamveer Bharti: *Andha Yug* (Translated by Alok Bhalla, Oxford University Press, New Delhi)

**Required Readings**

- Bhalla, Alok. *Andhayug*. Oxford University Press, New Delhi.1953
- Nayar, Pramod K. *An Introduction to Cultural Studies*.Viva.2016
- Ramanujan, A.K. (*tran*) *Samskara*. Oxford University Press, New Delhi,2012
- Austen, Jane. *Emma*. Penguin Classics.2003
- Morrison, Toni. *The Bluest Eye*. Penguin Classics.2002.

### Suggested Readings

- Basham, A.L. *The Wonder that was India*, Delhi: Rupa, 'Language and Literature' 1999
- Jacobs, Mark D. and Nancy Weiss Hanrahan, eds. *The Sociology of Culture*. Malden: Blackwell, 2005.
- Prasad, Leela. *Ethics in Everyday Hindu Life*. Ranikhet: Permanent Black, 2007.
- Silverman, Helaine & D. Fairchild Ruggles, eds. *Cultural Heritage and Human Rights*. Springer. 2007
- William, Raymonds. *Culture and Society*. Vintage Classics, 2002.

### Assessment and Evaluation

#### Internal Assessment - 25 Marks

Internal Assessment comprises the following:

Midterm Examination - 10 marks

Case Studies/Projects and Overall performance -15 marks

(The Student shall necessarily make a presentation of Case Study in the Seminar/Workshop scheduled for the said purpose)

#### External Assessment – 75 Marks

There shall be a Terminal Examination of 75 Marks at the end of the Semester. The Examination Paper shall consist of Three Sections.

Section 'A' shall comprise **Ten** Questions (all compulsory, to be answered in 50 words each) of 2 Marks each. The Examiner shall set questions on this section from Unit I to IV (choosing at least two from each Unit)

Section 'B' shall comprise **Five** Questions (with internal choice, to be answered in 200 Words each). Each question shall carry 05 Marks. The Examiner will set questions on this section choosing at least one from Unit-I to IV.

Section 'C' shall comprise **Four** Questions (to be answered in 500 Words each) from Unit-I to V, out of which the Candidate shall attempt any Two. Each question shall carry 15 Marks.

**SEMESTER-II**  
**Translation: Theory and Literature**  
**Course Code -FA- ENG -CC-202**

**Course Objectives**

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

**Course Level Learning Outcomes**

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

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

**Course Description**

**Unit I**

**Translation: Praxis & Process**

Translation – Meaning, Process and Types, Transliteration, Interpretation

Machine Translation- Possibilities & Limitations

**Unit II**

**Perspectives**

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

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

**Unit III**

**Translation: Problems and Evaluation with reference to:**

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

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

### Unit-IV

#### Interference in Translation with reference to:

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

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

### Unit- V

#### Cultural Adaptation in Translation with reference to:

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

#### Required Readings

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

#### Suggested Readings

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

## Assessment and Evaluation

### Internal Assessment - 25 Marks

Internal Assessment comprises the following:

Midterm Examination - 10 marks

Case Studies/Projects and Overall performance -15 marks

(The Student shall necessarily make a presentation of Case Study in the Seminar/Workshop scheduled for the said purpose)

### External Assessment – 75 Marks

There shall be a Terminal Examination of 75 Marks at the end of the Semester. The Examination Paper shall consist of Three Sections.

Section 'A' shall comprise **Ten** Questions (all compulsory, to be answered in 50 words each) of 2 Marks each. The Examiner shall set questions on this section from Unit I to V (choosing at least two from each Unit)

Section 'B' shall comprise **Five** Questions (with internal choice, to be answered in 200 Words each). Each question shall carry 05 Marks. The Examiner will set questions on this section choosing at least one from Unit-I to V.

Section 'C' shall comprise **Four** Questions (to be answered in 500 Words each) from Unit-I to V, out of which the Candidate shall attempt any Two. Each question shall carry 15 Marks.

**SEMESTER-II**  
**Literature and Human Values**  
**Course Code-FA-ENG-CC-203**

**Course Objectives**

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

**Course Level Learning Outcomes**

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

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

**Course Description**

**UNIT I**

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

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

**UNIT II**

Sudha Murty: *The Daughter from a Wishing Tree( story)*

*The Power of Faith*

**UNIT-III**

Sri Aurobindo: *Thought the Paraclete'*

*Transformation*

**UNIT IV**

Buddha: *Three Canonical(Cardinal) Discourses*

Christ: *Sermon- Abide in Me*

Extracts from the Geeta: Chapter 3-*KarmaYoga*

**UNIT V**

Kabir: *mo ko kahandhundo re bande,santanjatnapuchonirguniyan ki, tohi meri lagan lagi*

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

## Required Readings

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

## Suggested Readings

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

## Assessment and Evaluation

### Internal Assessment - 25 Marks

Internal Assessment comprises the following:

Midterm Examination - 10 marks

Case Studies/Projects and Overall performance -15 marks

(The Student shall necessarily make a presentation of Case Study in the Seminar/Workshop scheduled for the said purpose)

### External Assessment – 75 Marks

There shall be a Terminal Examination of 75 Marks at the end of the Semester. The Examination Paper shall consist of Three Sections.

Section 'A' shall comprise **Ten** Questions (all compulsory, to be answered in 50 words each) of 2 Marks each. The Examiner shall set questions on this section from Unit I to V (choosing at least two from each Unit)

Section 'B' shall comprise **Five** Questions (with internal choice, to be answered in 200 Words each). Each question shall carry 05 Marks. The Examiner will set questions on this section choosing at least one from Unit-I to V.

Section 'C' shall comprise **Four** Questions (to be answered in 500 Words each) from Unit-I to V, out of which the Candidate shall attempt any Two. Each question shall carry 15 Marks.

**SEMESTER-II**  
**Classics of English Literature-II**  
**Course Code -FA-ENG-CC- 204**

**Course Objectives**

- To introduce the students to ideas of classics and literature
- To make the students familiar with key figures of English literature
- To introduce the students with seminal texts of the period

**Course Level Learning Outcomes**

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

- Appreciate the classical texts
- Cultivate a sense of understanding which will help them to become better human beings by the exposure to literature
- Interpret, analyze, and evaluate and classical works in the perspective of history and theory

**Course Description**

**Unit-I**

Wordsworth: *Tintern Abbey*

Keats: *Ode to Nightingale*

Shelley: *Ode to West Wind*

**Unit-II**

*Sheridan: Rivals*

**Unit-III**

Alfred Tennyson: *Ulysses*

Robert Browning: *Grammarians' Funeral*

**Unit-IV**

G.M Hopkins: *The Windhover*

John Osborne: *-Look Back in Anger*

**Unit-V**

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

Matthew Arnold: *Dover Beach*

## Assessment and Evaluation

### Internal Assessment - 25 Marks

Internal Assessment comprises the following:

Midterm Examination - 10 marks

Case Studies/Projects and Overall performance -15 marks

(The Student shall necessarily make a presentation of Case Study in the Seminar/Workshop scheduled for the said purpose)

### External Assessment – 75 Marks

There shall be a Terminal Examination of 75 Marks at the end of the Semester. The Examination Paper shall consist of Three Sections.

Section 'A' shall comprise **Ten** Questions (all compulsory, to be answered in 50 words each) of 2 Marks each. The Examiner shall set questions on this section from Unit I to V(choosing at least two from each Unit)

Section 'B' shall comprise **Five** Questions (with internal choice, to be answered in 200 Words each). Each question shall carry 05 Marks. The Examiner will set questions on this section choosing at least one from Unit-I to V.

Section 'C' shall comprise **Four** Questions (to be answered in 500 Words each) from Unit-I to V, out of which the Candidate shall attempt any Two. Each question shall carry 15 Marks.

**Semester-III**  
**American Literature**  
**Course Code: FA- ENG -CC-301**

**Course Objectives**

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

**Course Level Learning Outcomes**

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

- Identify the influences of American writers on other literatures
- Comprehend the American culture through their literary works
- Analyse the similarities and contrasts in the writing styles of American and native British writers

**Course Description**

**Unit I**

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

**Unit II**

Emily Dickinson	:	She sweeps with many-colored brooms, Because I could not stop for Death
Sylvia Plath	:	Daddy, Lady Lazarus

**Unit III**

Ralph Waldo Emerson	:	The American Scholar
Henry David Thoreau	:	Civil Disobedience

**Unit IV**

Nathaniel Hawthorne	:	The Scarlet Letter
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**Unit V**

Arthur Miller	:	Death of a Salesman
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## Required Readings

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

## Suggested Readings

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

## Assessment and Evaluation

### Internal Assessment - 25 Marks

Internal Assessment comprises the following:

Midterm Examination - 10 marks

Case Studies/Projects and Overall performance -15 marks

(The Student shall necessarily make a presentation of Case Study in the Seminar/Workshop scheduled for the said purpose)

**External Assessment – 75 Marks**

There shall be a Terminal Examination of 75 Marks at the end of the Semester. The Examination Paper shall consist of Three Sections.

Section 'A' shall comprise **Ten** Questions (all compulsory, to be answered in 50 words each) of 2 Marks each. The Examiner shall set questions on this section from Unit I to V (choosing at least two from each Unit)

Section 'B' shall comprise **Five** Questions (with internal choice, to be answered in 200 Words each). Each question shall carry 05 Marks. The Examiner will set questions on this section choosing at least one from Unit-I to V.

Section 'C' shall comprise **Four** Questions (to be answered in 500 Words each) from Unit-I to V, out of which the Candidate shall attempt any Two. Each question shall carry 15 Marks.

## Semester-III

### Modern British Literature Course Code-FA- ENG- CC-302

#### Course Objectives

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

#### Course Level Learning Outcomes

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

#### Course Description

##### Unit-I

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

##### Unit-II

George Orwell	:	The Politics of the English Language, Shooting an Elephant
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##### Unit-III

D.H. Lawrence	:	Sons and Lovers
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##### Unit-IV

Samuel Beckett	:	Waiting for Godot
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##### Unit V

G.B. Shaw	:	Saint Joan
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#### Required Readings

- Beckett, Samuel. *Waiting for Godot*. Pearson, 2016.
- Lawrence, D. H. *Sons and Lovers*. Maple Press, 2011.
- Norman Jeffares. *W.B. Yeats: Man and Poet*. Barnes & Noble, 1966.
- Orwell, George. *Shooting an elephant, and other essays*. New York:Halcourt, Brace, 1950.

- Shaw, G.B. *Saint Joan*. Maple Press, 2014.

### **Suggested Readings**

- Anne Fernihoughed. *The Cambridge Companion to D.H. Lawrence*. CUP 2001.
- Childs, Peter Modernism. *The New Critical Idiom Series*. 2nd Ed. Routledge. 2008.
- Elsom, John. *Post-War British Theatre*. Routledge, 2014.
- Ford, Boris. *Pelican History of English, Vol 7*.
- Humphrey, Robert. *Stream of Consciousness in the Modern Novel*. U. of California Press, 1954.
- Innes, Christopher. *Modern British Drama: The Twentieth Century*. CUP, 2002.
- Malcolm Bradbury and McFarlane. *Modernism: A Guide to European Literature, 1890-1930*. Penguin rev. ed.
- Marjorie Howe and John Kelly eds. *The Cambridge Companion to W.B. Yeats*. CUP 2006.
- Susan Sellers ed. *The Cambridge Companion to Virginia Woolf*. CUP 2010.

## **Assessment and Evaluation**

### **Internal Assessment - 25 Marks**

Internal Assessment comprises the following:

Midterm Examination - 10 marks

Case Studies/Projects and Overall performance -15 marks

(The Student shall necessarily make a presentation of Case Study in the Seminar/Workshop scheduled for the said purpose)

### **External Assessment – 75 Marks**

There shall be a Terminal Examination of 75 Marks at the end of the Semester. The Examination Paper shall consist of Three Sections.

Section 'A' shall comprise **Ten** Questions (all compulsory, to be answered in 50 words each) of 2 Marks each. The Examiner shall set questions on this section from Unit I to V (choosing at least two from each Unit)

Section 'B' shall comprise **Five** Questions (with internal choice, to be answered in 200 Words each). Each question shall carry 05 Marks. The Examiner will set questions on this section choosing at least one from Unit-I to V.

Section 'C' shall comprise **Four** Questions (to be answered in 500 Words each) from Unit-I to V, out of which the Candidate shall attempt any Two. Each question shall carry 15 Marks.

## Semester-III

### Indian Literature in English Translation

Course Code-FA- ENG- CE-303 (A)

#### Course Objectives

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

#### Course Level Learning Outcomes

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

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

#### Course Description

##### Unit I

- Ramdhari Singh Dinkar : *Rashmirathi* (Translated by Dr. B N Mishra, V.L. Media Solutions, 2016)
- Suryakant Tripathi Nirala : The following poems from *A Season on the Earth*  
(Selected poems of Nirala translated by David Rubin)  
Breaking Stones (TodtiPatthar)  
Mushrooms (Kukurmutta)  
Remembering Saroj (Saroj Smiriti)

##### Unit II

- Girish Karnad : *Nagmandala* (Translated by Girish Karnad from Kannada)
- Mohan Rakesh : *Halfway House* (A translation of *Aadhey Adhure*  
by Bindu Batra)

### Unit III

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

### Unit IV

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

### Unit V

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

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

#### Required Readings

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

#### Suggested Readings

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

## Assessment and Evaluation

### Internal Assessment - 25 Marks

Internal Assessment comprises the following:

Midterm Examination - 10 marks

Case Studies/Projects and Overall performance -15 marks

(The Student shall necessarily make a presentation of Case Study in the Seminar/Workshop scheduled for the said purpose)

### External Assessment – 75 Marks

There shall be a Terminal Examination of 75 Marks at the end of the Semester. The Examination Paper shall consist of Three Sections.

Section 'A' shall comprise **Ten** Questions (all compulsory, to be answered in 50 words each) of 2 Marks each. The Examiner shall set questions on this section from Unit I to V (choosing at least two from each Unit)

Section 'B' shall comprise **Five** Questions (with internal choice, to be answered in 200 Words each). Each question shall carry 05 Marks. The Examiner will set questions on this section choosing at least one from Unit-I to V.

Section 'C' shall comprise **Four** Questions (to be answered in 500 Words each) from Unit-I to V, out of which the Candidate shall attempt any Two. Each question shall carry 15 Marks.

**Semester-III**  
**New World Literatures**  
**Course Code-FA- ENG- CE-303(B)**

**Course Objectives**

- To acquaint the students with the diverse cultures and modes of expression
- To enable them to explore issues of cultural plurality and hybridity
- To expose the learners to literary negotiations of colonization and decolonization, identity, inequality, marginalization and so on

**Course Level Learning Outcome**

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

- Familiarize with wide range of cultures and modes of expression
- Develop an understanding about cultural plurality and hybridity
- Make a comparative study of various literary texts to develop an understanding of the concepts of colonization and decolonization, identity, inequality, marginalization and soon

**Course Description**

**Unit-I**

A.K. Ramanujan	:	Death and the Good Citizen (The Collected Poems of A.K. Ramanujan, OUP)
A.D. Hope	:	Australia (An Anthology of Commonwealth Poetry)
Margaret Atwood	:	Journey to the Interior (An Anthology of Commonwealth Poetry)
Alice Walker	:	Remember Me?
Derek Walcott	:	A Far Cry from Africa

**Unit II**

Faiz Ahmed Faiz	:	When Autumn Came
Li Young Lee	:	I Ask my Mother to Sing
Tenzin Tsundue	:	When it Rains in Dharamsala
David Diop	:	The White Man Killed my Father
Yasmine Gooneratne	:	There was a Country

**Unit-III**

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

### Unit-IV

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

### Unit-V

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

#### Required Readings:

- Naipaul, V.S. *A House for Mr. Biswas*. Pan Macmillan, 2011.
- Narasimhaiah, C. D. *An Anthology of Commonwealth Poetry*, 2016.
- O'Neil, Eugene. *Long Day's Journey into Night*. Royal National Theatre, 1991.
- Ramanujan, A. K. *The Collected Poems*. OUP.

#### Suggested Readings:

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

### Assessment and Evaluation

#### Internal Assessment - 25 Marks

Internal Assessment comprises the following:

Midterm Examination - 10 marks

Case Studies/Projects and Overall performance -15 marks

(The Student shall necessarily make a presentation of Case Study in the Seminar/Workshop scheduled for the said purpose)

#### External Assessment – 75 Marks

There shall be a Terminal Examination of 75 Marks at the end of the Semester. The Examination Paper shall consist of Three Sections.

Section 'A' shall comprise **Ten** Questions (all compulsory, to be answered in 50 words each) of 2 Marks each. The Examiner shall set questions on this section from Unit I to V choosing at least two from each Unit)

Section 'B' shall comprise **Five** Questions (with internal choice, to be answered in 200 Words each). Each question shall carry 05 Marks. The Examiner will set questions on this section choosing at least one from Unit-I to V.

Section 'C' shall comprise **Four** Questions (to be answered in 500 Words each) from Unit-I to V, out of which the Candidate shall attempt any Two. Each question shall carry 15 Marks.

**Semester-III**  
**Indian Writing in English**  
**Course Code-FA- ENG- CE-304 (A)**

**Course Objectives**

- To acquaint the students with the thematic concerns, genres and trends of Indian writing in English
- To create literary sensibility for appreciation in students and expose them to artistic and innovative use of language by writers
- To expose students to the pluralistic aspects of Indian culture and identity

**Course Level Learning Outcomes**

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

- Develop a better understanding of Indian socio-cultural milieu through the themes of Indian literature in English
- Develop their literary and linguistic competence through the study of this literature
- Develop an understanding of the plurality and cultural diversity of India

**Course Description**

**Unit-I**

R. Tagore	:	Earth (From <i>Selected Poems</i> , Penguin Books)
Toru Dutt	:	Lakshman
Sarojini Naidu	:	The Coromandel Fishers

**Unit II**

Nissim Ezekiel	:	Night of the Scorpion, Urban
Arun Kolatkar	:	Old Woman
Agha Shahid Ali	:	Snowmen, The Seasons of the Plains

**Unit-III**

Nirmal Verma	:	Language and National Identity (From <i>Writer as Critic: Essays in Literature, History and Culture</i> )
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**Unit-IV**

Rama Mehta	:	Inside the Haveli
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**Unit-V**

Girish Karnad	:	Yayati
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**Required Readings**

- Iyengar, K.R. Srinivasa. *Indian Writing in English*, Sterling, 1984.
- Jain, Jasbir. *Writer as Critic: Essays in Literature, History and Culture*. Rawat Publications, 2011

- Karnad, Girish. *Yayati*. OUP, 2008.
- Mehrotra, A.K. *A Concise History of Indian Literature in English*. Delhi, Permanent Black, 2001
- Mehrotra, A.K. *Twelve Modern Poets* ed. O.U.P
- Mehta, Rama. *Inside the Haveli*. Penguin, 1996.
- Naik, M.K. *A History of Indian English*. Delhi: Sahitya Literature Academi, 1982
- Tagore, Rabindra Nath. *Selected Poems*. Penguin Books 1985.

### **Suggested Readings**

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

## **Assessment and Evaluation**

### **Internal Assessment - 25 Marks**

Internal Assessment comprises the following:

Midterm Examination - 10 marks

Case Studies/Projects and Overall performance -15 marks

(The Student shall necessarily make a presentation of Case Study in the Seminar/Workshop scheduled for the said purpose)

### **External Assessment – 75 Marks**

There shall be a Terminal Examination of 75 Marks at the end of the Semester. The Examination Paper shall consist of Three Sections.

Section 'A' shall comprise **Ten** Questions (all compulsory, to be answered in 50 words each) of 2 Marks each. The Examiner shall set questions on this section from Unit I to V (choosing at least two from each Unit)

Section 'B' shall comprise **Five** Questions (with internal choice, to be answered in 200 Words each). Each question shall carry 05 Marks. The Examiner will set questions on this section choosing at least one from Unit-I to V.

Section 'C' shall comprise **Four** Questions (to be answered in 500 Words each) from Unit-I to V, out of which the Candidate shall attempt any Two. Each question shall carry 15 Marks.

**Semester-III**  
**Australian Literature**  
**Course Code-FA- ENG-CE -304(B)**

**Course Objectives**

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

**Course Level Learning Outcomes**

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

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

**Course Description**

**Unit-I**

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

**Unit II**

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

**Unit-III**

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

**Unit-IV**

Patrick White	:	Voss
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**Unit-V**

David Williamson	:	Don's Party
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**Required Readings:**

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

**Suggested Readings:**

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

**Assessment and Evaluation****Internal Assessment - 25 Marks**

Internal Assessment comprises the following:

Midterm Examination - 10 marks

Case Studies/Projects and Overall performance -15 marks

(The Student shall necessarily make a presentation of Case Study in the Seminar/Workshop scheduled for the said purpose)

**External Assessment – 75 Marks**

There shall be a Terminal Examination of 75 Marks at the end of the Semester. The Examination Paper shall consist of Three Sections.

Section 'A' shall comprise **Ten** Questions (all compulsory, to be answered in 50 words each) of 2 Marks each. The Examiner shall set questions on this section from Unit I to V (choosing at least two from each Unit)

Section 'B' shall comprise **Five** Questions (with internal choice, to be answered in 200 Words each). Each question shall carry 05 Marks. The Examiner will set questions on this section choosing at least one from Unit-I to V.

Section 'C' shall comprise **Four** Questions (to be answered in 500 Words each) from Unit-I to V, out of which the Candidate shall attempt any Two. Each question shall carry 15 Marks.

**Semester-III**  
**African Literature**  
**Course Code-FA- ENG – CE-304(C)**

**Course Objectives**

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

**Course Level Learning Outcome**

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

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

**Course Description**

**Unit-I**

Wole Soyanka : Telephone Conversation  
 Barlow : Building of the Nation

**Unit II**

David Rubadiri : Yet Another, A Negro Labourer in Liverpool  
 Gabriel Okara : Once Upon a Time, The Mystic Drum

**Unit-III**

Chinua Achebe : Things Fall Apart

**Unit-IV**

Sembene Ousmane : Xala

**Unit-V**

John Ruganda : The Floods

**Required Reading**

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

### Suggested Reading

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

## Assessment and Evaluation

### Internal Assessment - 25 Marks

Internal Assessment comprises the following:

Midterm Examination - 10 marks

Case Studies/Projects and Overall performance -15 marks

(The Student shall necessarily make a presentation of Case Study in the Seminar/Workshop scheduled for the said purpose)

### External Assessment – 75 Marks

There shall be a Terminal Examination of 75 Marks at the end of the Semester. The Examination Paper shall consist of Three Sections.

Section 'A' shall comprise **Ten** Questions (all compulsory, to be answered in 50 words each) of 2 Marks each. The Examiner shall set questions on this section from Unit I to V- (choosing at least two from each Unit)

Section 'B' shall comprise **Five** Questions (with internal choice, to be answered in 200 Words each). Each question shall carry 05 Marks. The Examiner will set questions on this section choosing at least one from Unit-I to V.

Section 'C' shall comprise **Four** Questions (to be answered in 500 Words each) from Unit-I to V, out of which the Candidate shall attempt any Two. Each question shall carry 15 Marks.

## Semester-III

### Folklore: Theories, Perspectives and Genres

#### Course Code-FA- ENG – OE-305(A)

#### Course Objectives

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

#### Course Level Learning Outcome

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

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

#### Course Description

##### Unit 1

#### **Introduction to the Folklore:**

Folklore: Definition, Characteristics, Functions and Classification  
Folk beliefs, traditions, rituals, and customs

##### Unit II

#### **Folklore Theories:**

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

##### Unit III

#### **Perspectives on Folklore:**

A.K.Ramanujan: Who Needs Folklore? (From *The Collected Essays of A.K. Ramanujan*)  
Komal Kothari: The Past and the Present (from *Rajasthan an Oral History*)

##### Unit IV

#### **Genres of Folklore (Context of Rajasthan):**

Folk Music: Songs and *Gathas*  
Folk Narratives: Folktales and *Vatas*  
Folk Proverbs

##### Unit V

#### **Genres of Folklore (Context of Rajasthan):**

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

**Required Readings:**

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

**Suggested Readings:**

- Aarne, Artturi and Stith Thompson. *Types of the Folktale*. Translated and Enlarged by Stith Thompson. Academia Scientium Fennica, 1961.
- Bascom, William R. *Contributions to Folkloristics*. Meerut: Folklore Institute, 1981.
- Bendix Regina F. and Galit Hasan-Rokem (ed.). *A Companion to Folklore*. Wiley Blackwell Publishing Ltd., 2012, pp.45-67.
- Bhanavat, Mahendra. Udaipur: *Kaavad*. Bhartiya Lok Kala Mandal, 1975.
- Bronner, Simon. *Following Tradition: Folklore in the Discourse of American Culture*. Logan: Utah State University Press, 1998.
- Dorson, Richard. "Concepts of Folklore and Folklife Studies". In *Folklore and Folklife: An Introduction*. Ed. Richard Dorson. Chicago: University of Chicago Press, 1972.
- ---. Ed. *Folklore and Folklife: An Introduction*. Chicago: University of Chicago Press, 1972.
- Dundes, Alan. *Folklore: Critical Concepts in Literary and Cultural Studies*. 4 Volumes. Oxon: Routledge, 2005.
- ---. *Interpreting Folklore*. Bloomington: Indiana University Press, 1980.
- ---. *The Study of Folklore*. New York: Prentice-Hall, 1965.
- Propp, V. *Morphology of the Folktale*. Austin: University of Texas Press, 1984.
- Sims, Martha C. and Martine Stephens. *Living Folklore: An Introduction to the Study of People and their Traditions*. 2nd ed., Utah State University Press, 2011.
- Thompson, Stith. *The Folktale*. Berkeley: University of California Press, 1964.
- Thoms, William. "Folklore". *The Athenaeum* 982: 862-863. Reprinted in *The Study of Folklore*. Ed. Alan Dundes. Englewood Cliffs, NJ: Prentice-Hall, 1965.
- Vatuk, Ved Prakash. *Studies in Indian Folk Traditions*. New Delhi: Manohar, 1979.

## Assessment and Evaluation

### Internal Assessment - 25 Marks

Internal Assessment comprises the following:

Midterm Examination - 10 marks

Case Studies/Projects and Overall performance -15 marks

(The Student shall necessarily make a presentation of Case Study in the Seminar/Workshop scheduled for the said purpose)

### External Assessment – 75 Marks

There shall be a Terminal Examination of 75 Marks at the end of the Semester. The Examination Paper shall consist of Three Sections.

Section 'A' shall comprise **Ten** Questions (all compulsory, to be answered in 50 words each) of 2 Marks each. The Examiner shall set questions on this section from Unit I to V (choosing at least two from each Unit)

Section 'B' shall comprise **Five** Questions (with internal choice, to be answered in 200 Words each). Each question shall carry 05 Marks. The Examiner will set questions on this section choosing at least one from Unit-I to V.

Section 'C' shall comprise **Four** Questions (to be answered in 500 Words each) from Unit-I to V, out of which the Candidate shall attempt any Two. Each question shall carry 15 Marks.

**Semester IV**  
**Non- Fictional Narratives**  
**Course Code-FA- ENG-CC- 305 (B)**

**Course Objectives**

- To acquaint the students with non- fictional narratives
- To develop students ‘understanding about the principles of Indian as well as Western European thought
- To familiarize with a variety of critical approaches that would promote their understanding of literary and enable them to critically appreciate literature

**Course Level Learning Outcomes**

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

- Understand the concepts of non-fiction
- Develop a skill in applying various literary theories to interpret a specific text
- Develop a familiarity with origin of critical ideas in Indian Literature
- Interpret non-fictional narratives as “texts” of literary theory

**Course Description**

**Unit-I**

R.K. Narayan: Toasted English

Vivekananda: Chicago Address

**Unit-II**

Salim Ali: Man And Nature in India: The Ecological Balance

E. F. Schumacher: Technology with A Human Face

**Unit-III**

Swift :*The Battle of the Books*

**Unit-IV**

A.K Ramanujan: *Three Hundred Ramayanas*

**Unit-V**

Aurobindo: Essays on Gita (Chap-1-5)

### Required Readings

- Aurobindo.Sri. *Essays on the Gita*. Lotus Press, 1995.
- Ramanujan A. K., ‘Three Hundred Rāmāyaṇas: Five Examples and Three Thoughts on Translation’, in *The Collected Essays of A. K. Ramanujan* Oxford: Oxford University Press, 2004
- Swift, Jonathan. *The Battle of the books*. JB Alden, 1883.

### Suggested Readings

- Naik, M. K. : A History of Indian English Literature
- Naik, M. K. and Shyamala Narayan : Indian English Literature 1980 – 2000
- Iyengar, K. R. S. : Indian Writing in English
- Melhotra, K. : An Illustrated History of Indian Literature in English Walsh, William : Indian Literature in English

## Assessment and Evaluation

### Internal Assessment - 25 Marks

Internal Assessment comprises the following:

Midterm Examination - 10 marks

Case Studies/Projects and Overall performance -15 marks

(The Student shall necessarily make a presentation of Case Study in the Seminar/Workshop scheduled for the said purpose)

### External Assessment – 75 Marks

There shall be a Terminal Examination of 75 Marks at the end of the Semester. The Examination Paper shall consist of Three Sections.

Section 'A' shall comprise **Ten** Questions (all compulsory, to be answered in 50 words each) of 2 Marks each. The Examiner shall set questions on this section from Unit I to V(choosing at least two from each Unit)

Section 'B' shall comprise **Five** Questions (with internal choice, to be answered in 200 Words each). Each question shall carry 05 Marks. The Examiner will set questions on this section choosing at least one from Unit-I to V.

Section 'C' shall comprise **Four** Questions (to be answered in 500 Words each) from Unit-I to V, out of which the Candidate shall attempt any Two. Each question shall carry 15 Marks.

**Semester-III**  
**Writers of the Diaspora**  
**FA-ENG-OE-305(C)**

**Course Objectives**

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

**Course Level Learning Outcomes**

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

- Understand the issues of diaspora, location, history and geography in literature
- Develop awareness of the relationship between literary texts and their historical, political, and cultural contexts
- Develop an insight into the complex, traumatic and fragmented history of South Asia, which led to territorial, national and cultural reformulations, which in turn shaped modern South Asian cultural imaginaries of home, identity and belonging

**Unit-I**

Introduction –defining diaspora-enforced and shared diasporas,scope and parameters of diaspora writing-origin of diaspora writing, historical perspective, multiple heritage -victims and beneficiaries of transnational displacement,major themes in diasporic literature

**Unit- II**

A.K.Ramanujan: Small Scale Reflections on a Great House  
 Cyril Dabedeen: December in Winter  
 R.Parthasarathy:Home Coming  
 Allen Currow:House and Land

**Unit-III**

Derek Walcott: The Fist  
 Aime Cesaire : Notebook of a Return to the Native Land

**Unit-IV**

Jean Rhys: *Smile Please: An Unfinished Autobiography*

**Unit –V**

Bharathi Mukerjee: *Jasmine*

## Suggested Reading:

- *Twentieth Century Canadian Poetry*-Ed, Manaroma Trikha, Pencraft International, Delhi: 2001.
- *Readings in Common Wealth Literature*: Ed, William Walsh Clarendon Press, Oxford, 1973.
- *Ten Twentieth Century Indian Poets*: ed .R.Parthasarathy,Delhi,1981
- Goldberg, Davidtheo (ed), *Multiculturalism: A Critical Reader*. Blackwell, London, 1994.
- Hall Stuart, `Cultural Identity and Diaspora`in Williams P. and Chrisman, Laura, eds, Colonial Discourse and postcolonial Theory :a Reader .Harvester Wheatsheaf, Newyork ,1993.
- Nelson, Emmanuel(ed.), *Reworlding :the literature of the Indian Diaspora ,Green Wood, New York,1992*
- Rushdie, Salman,` The Indian Writer in England` in *The Eye of the Beholder: Indian Writing in English* ,ed .M. Butcher, Commonwealth Institute,London,1983:75-83
- Safran, William, *Diasporas in Modern Societies: Myths of Homeland and Return`* . *Diaspora: A journal of transnational studies*. I .(spring 91) ,83-99.
- Campbell, K. *Literature and Culture in the Black Atlantic: From Pre- to Postcolonial*. Palgrave Macmillan, 2006.

## Assessment and Evaluation

### Internal Assessment - 25 Marks

Internal Assessment comprises the following:

Midterm Examination - 10 marks

Case Studies/Projects and Overall performance -15 marks

(The Student shall necessarily make a presentation of Case Study in the Seminar/Workshop scheduled for the said purpose)

### External Assessment – 75 Marks

There shall be a Terminal Examination of 75 Marks at the end of the Semester. The Examination Paper shall consist of Three Sections.

Section 'A' shall comprise **Ten** Questions (all compulsory, to be answered in 50 words each) of 2 Marks each. The Examiner shall set questions on this section from Unit I to V (choosing at least two from each Unit)

Section 'B' shall comprise **Five** Questions (with internal choice, to be answered in 200 Words each). Each question shall carry 05 Marks. The Examiner will set questions on this section choosing at least one from Unit-I to V.

Section 'C' shall comprise **Four** Questions (to be answered in 500 Words each) from Unit-I to V, out of which the Candidate shall attempt any Two. Each question shall carry 15 Marks.

**Semester-III**  
**Gender Narratives**  
**Course Code-FA- ENG -OE-305(D)**

**Course Objectives**

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

**Course Level Learning Outcomes**

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

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

**Course Description**

Imtiaz Dharkar Robert Browning	<p style="text-align: center;"><b>Unit-I</b></p> : Prayer, Purdah-1 : My Last Duchess
Eunice De Souza Maya Angelou Adrienne Rich	<p style="text-align: center;"><b>UnitII</b></p> : Advice to Women : I Know Why the Caged Bird Sings : Aunt Jennifer's Tigers
Mahasweta Devi	<p style="text-align: center;"><b>Unit III</b></p> : Draupadi
Laxminarayan Tripathi	<p style="text-align: center;"><b>Unit IV</b></p> : Me Hijra, Me Luxmi
Elaine Showalter	<p style="text-align: center;"><b>Unit V</b></p> : Towards a Feminist Perspective (from <i>Contemporary Criticism</i> , ed. Seturaman, Macmillan)

### Required Readings

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

### Suggested Readings

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

## Assessment and Evaluation

### Internal Assessment - 25 Marks

Internal Assessment comprises the following:

Midterm Examination - 10 marks

Case Studies/Projects and Overall performance -15 marks

(The Student shall necessarily make a presentation of Case Study in the Seminar/Workshop scheduled for the said purpose)

### External Assessment – 75 Marks

There shall be a Terminal Examination of 75 Marks at the end of the Semester. The Examination Paper shall consist of Three Sections.

Section 'A' shall comprise **Ten** Questions (all compulsory, to be answered in 50 words each) of 2 Marks each. The Examiner shall set questions on this section from Unit I to V (choosing at least two from each Unit)

Section 'B' shall comprise **Five** Questions (with internal choice, to be answered in 200 Words each). Each question shall carry 05 Marks. The Examiner will set questions on this section choosing at least one from Unit-I to V.

Section 'C' shall comprise **Four** Questions (to be answered in 500 Words each) from Unit-I to V, out of which the Candidate shall attempt any Two. Each question shall carry 15 Marks.

**Semester IV**  
**Literary Criticism and Theory**  
**Course Code-FA- ENG- CC-401**

**Course Objectives**

- To acquaint the students with important schools of Literary criticism-Indian and Western with the help of representative essays
- To develop students' understanding about the principles of Indian as well as Western literary theories
- To familiarize with a variety of critical approaches that would promote their understanding of literary works and enable them to critically appreciate literature

**Course Level Learning Outcomes**

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

- Develop a familiarity with origin of critical ideas in Indian and Western Literature
- Develop an understanding of critical theories- Indian and Western Literature
- Develop a skill in applying various literary theories to interpret a specific text
- 

**Course Description**

**Unit – I**

Bharatmuni: On Natya and Rasa, Aesthetics of Dramatic Experience (Trans. G.K Bhatt  
 from *Indian Literary Criticism: Theory and Interpretation*)

**Unit- II**

Aristotle: The Poetics (Trans. T.S Dorsh)

**Unit – III**

T.S Eliot: Tradition and Individual Talent (from *English Critical Texts* by Enright and  
 Chickera, Oxford University Press)

**Unit – IV**

Jacques Derrida: Structure, Sign and Play in the discourse of Human Sciences (from *Indian  
 Aesthetics: An Introduction* by Seturaman)

**Unit V**

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

**Required Readings**

- Ashcroft, Bill, Gareth Griffiths & Helen Tiffin, Eds. *The Postcolonial Studies Reader*. New York & London: Routledge (1995) 1997.

- Devy, G.N. ed. *Indian Literary Criticism: Theory and Interpretation*. Hyderabad: Orient Longman, 2004.
- Enright and Chickera. *English Critical Texts*. Oxford University Press, 1997.
- Seturaman, V. S. *Indian Aesthetics: An Introduction*. India, Macmillan Publishers India Limited, 2000.
- William K. Wimsatt and Cleanth Brooks. *Literary Theory: A Short History* (Indian edition)

### Suggested Readings

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

## Assessment and Evaluation

### Internal Assessment - 25 Marks

Internal Assessment comprises the following:

Midterm Examination - 10 marks

Case Studies/Projects and Overall performance -15 marks

(The Student shall necessarily make a presentation of Case Study in the Seminar/Workshop scheduled for the said purpose)

### External Assessment – 75 Marks

There shall be a Terminal Examination of 75 Marks at the end of the Semester. The Examination Paper shall consist of Three Sections.

Section 'A' shall comprise **Ten** Questions (all compulsory, to be answered in 50 words each) of 2 Marks each. The Examiner shall set questions on this section from Unit I to V (choosing at least two from each Unit)

Section 'B' shall comprise **Five** Questions (with internal choice, to be answered in 200 Words each). Each question shall carry 05 Marks. The Examiner will set questions on this section choosing at least one from Unit-I to V.

Section 'C' shall comprise **Four** Questions (to be answered in 500 Words each) from Unit-I to V, out of which the Candidate shall attempt any Two. Each question shall carry 15 Marks.

## SEMESTER-IV

### Basic Concepts of Linguistics and Language Teaching Course Code -FA- ENG-CC- 402

#### Course Objectives

- To introduce the students to the basic concepts in Linguistics
- To enable students instil basic understanding of the different levels of analysis in Linguistics
- To enable students apply teaching methods and approaches

#### Course Level Learning Outcomes

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

- Define the specific structure and function of language as used in natural discourse
- Recognize the principles of language acquisition and apply them in appropriate contexts
- Learn about teaching methods and approaches and its implementation in real life

#### Course Description

##### Unit – I

#### Language and Phonology

Phoneme, Organs of Speech, Speech Mechanism, Classification and Description of Speech Sounds, Consonants and Vowels, The International Phonetic Alphabet, Phonetic Transcription

##### Unit – II

**Morphology** (Word- formation): Morph, Morpheme, Allomorph, Word, Inflection, Derivation, Compounding, Conversion, Blending

##### Unit - III

**English Language Teaching:** Basic Principles of Language Teaching

##### Unit - IV

#### (i) Teaching Methods and Approaches

Grammar Translation Method  
Direct Method  
Bi-lingual Method

##### Unit – V

#### (ii) Teaching Methods and Approaches

Structural Approach  
Audio – Lingual Method  
Communicative Language Teaching

## Required Readings

- Akmajian, A., R. A. Demers and R.K. Harnish. *Linguistics: An Introduction to Language and Communication*. 2 ed. Cambridge: MIT Press, 1984; Indian ed., Prentice Hall, 1991
- Chierchia, Gennaro and Sally McConnell-Ginet. *Meaning and Grammar: An Introduction to Semantics*. Cambridge, Massachusetts: MIT Press, 2000
- Fromkin, V and R Rodman. *An Introduction to Language*. 2 ed. New York: Holt, Rinehart and Winston, 1974
- Gautam, Kripa K. *English Language Teaching: A Critical Study of Methods & Approaches*, Harman Publishing House.
- Lado, Robert. *Linguistics across Cultures: Applied Linguistics for Language Teachers*. University of Michigan Press. 1957

## Suggested Readings

- De Saussure, Ferdinand. *Course in General Linguistics*. New York: McGraw Hill, 1966
- Fromkin, Victoria ed. *Linguistics: An Introduction to Linguistic Theory*. Malden, MA: Blackwell, 2000
- Mesthrie, Rajend and Rakesh M. Bhatt. *World Englishes: The Study of New Linguistic Varieties*. Cambridge: CUP, 2008
- Misra, Partha Sarthi. *An Introduction to Stylistics*. Hyderabad: Orient Blackswan, 2009
- Rahman, Tariq. *A General Introduction to Linguistics*. Hyderabad: Orient Blackswan, 2010

## Assessment and Evaluation

### Internal Assessment - 25 Marks

Internal Assessment comprises the following:

Midterm Examination - 10 marks

Case Studies/Projects and Overall performance -15 marks

(The Student shall necessarily make a presentation of Case Study in the Seminar/Workshop scheduled for the said purpose)

### External Assessment – 75 Marks

There shall be a Terminal Examination of 75 Marks at the end of the Semester. The Examination Paper shall consist of Three Sections.

Section 'A' shall comprise **Ten** Questions (all compulsory, to be answered in 50 words each) of 2 Marks each. The Examiner shall set questions on this section from Unit I to V (choosing at least two from each Unit)

Section 'B' shall comprise **Five** Questions (with internal choice, to be answered in 200 Words each). Each question shall carry 05 Marks. The Examiner will set questions on this section choosing at least one from Unit-I to V.

Section 'C' shall comprise **Four** Questions (to be answered in 500 Words each) from Unit-I to V, out of which the Candidate shall attempt any Two. Each question shall carry 15 Marks.

**Semester IV**  
**Dalit Literature**  
**Course Code-FA- ENG-CE-403(A)**

**Course Objectives**

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

**Course Level Learning Outcomes**

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

- Understand the features associated with Dalits and Dalit writings.
- Sensitize on issues and problems related to Dalits.
- Appreciate the aesthetics of Dalit Writings.

**Unit –I**

**The following poems from *Poisoned Bread***

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

**Unit-II**

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

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

**Unit –III**

P. Sivakami- *A Grip of Change*

**Unit IV**

G. Kalyan Rao- *Untouchable Spring*

**Unit V**

Bama- *Karukku*

### Required Readings

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

### Suggested Readings

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

## Assessment and Evaluation

### Internal Assessment - 25 Marks

Internal Assessment comprises the following:

Midterm Examination - 10 marks

Case Studies/Projects and Overall performance - 15 marks

(The Student shall necessarily make a presentation of Case Study in the Seminar/Workshop scheduled for the said purpose)

**External Assessment – 75 Marks**

There shall be a Terminal Examination of 75 Marks at the end of the Semester. The Examination Paper shall consist of Three Sections.

Section 'A' shall comprise **Ten** Questions (all compulsory, to be answered in 50 words each) of 2 Marks each. The Examiner shall set questions on this section from Unit I to V (choosing at least two from each Unit)

Section 'B' shall comprise **Five** Questions (with internal choice, to be answered in 200 Words each). Each question shall carry 05 Marks. The Examiner will set questions on this section choosing at least one from Unit-I to V.

Section 'C' shall comprise **Four** Questions (to be answered in 500 Words each) from Unit-I to V, out of which the Candidate shall attempt any Two. Each question shall carry 15 Marks.

**Semester IV**  
**Discourse of Protest**  
**Course Code-FA-ENG- CE-403(B)**

**Course Objectives**

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

**Course Level learning Outcomes**

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

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

**Unit I**

Kamla Das : “Forest Fire”, “Dance of the Eunuchs”, “Sunshine Cat”

Namdev Dhasal : (1) “Man You Should Explode”, (2) “New Delhi, 1985”, (3) “Hunger”,

**Unit II**

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

**Unit III**

Ama Ata Aidoo : *Anowa*

**Unit IV**

Charlotte Bronte : *Shirley*

**Unit V**

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

**Required Readings:**

Ama Ata Aidoo- *Anowa*, Longman African Writers,2004

Dhasal, Namdeo - *Poet of the Underworld*, Navayana Publishers,2000

Bronte, Charlotte- *Shirley*,Smith &Elder,Co.1975

Sheikh, Mallika Amar- *I Want to Destroy Myself: A Memoir*, Speaking Tiger,2016

### Suggested Readings

- Brueck, Laura. *Writing Resistance: The Rhetorical Imagination of Hindi Dalit Literature*. Columbia University Press, 2014.
- Darwish, Mahmoud. *Unfortunately, It Was Paradise: Selected Poems*. University of California Press, 2013.
- De Santis, Christopher C., et al. *The Collected Works of Langston Hughes: The poems, 1941-1950*. Italy, University of Missouri Press, 2001.
- Dutta, Mohan J. *Voices of Resistance: Communication and Social Change*. Purdue University Press, 2012. Harlow, Barbara. *Resistance Literature*. New York, Methuen, 1987.
- Lewis, T. (2008).—Literature as Resistance. *The Hudson Review*, 60(4), 655–664. Manṭo, Sa‘ādat Ḥasan.
- Nguyen, Viet Thanh. *Race and Resistance: Literature and Politics in Asian America*. Race and American Culture. USA, Oxford University Press, 2002.
- Stoltz, Pauline. *Gender, Resistance and Transnational Memories of Violent Conflicts*. Germany, Springer International Publishing, 2020.

## Assessment and Evaluation

### Internal Assessment - 25 Marks

Internal Assessment comprises the following:

Midterm Examination - 10 marks

Case Studies/Projects and Overall performance -15 marks

(The Student shall necessarily make a presentation of Case Study in the Seminar/Workshop scheduled for the said purpose)

### External Assessment – 75 Marks

There shall be a Terminal Examination of 75 Marks at the end of the Semester. The Examination Paper shall consist of Three Sections.

Section 'A' shall comprise **Ten** Questions (all compulsory, to be answered in 50 words each) of 2 Marks each. The Examiner shall set questions on this section from Unit I to V (choosing at least two from each Unit)

Section 'B' shall comprise **Five** Questions (with internal choice, to be answered in 200 Words each). Each question shall carry 05 Marks. The Examiner will set questions on this section choosing at least one from Unit-I to V.

Section 'C' shall comprise **Four** Questions (to be answered in 500 Words each) from Unit-I to V, out of which the Candidate shall attempt any Two. Each question shall carry 15 Marks.

## Semester-IV

### Soft Skills and Communication Course Code-FA- ENG – CE-404(A)

#### Course Objectives

- To familiarize learners with the work-place culture and employability skills
- To equip learners with verbal and non-verbal communication skills which will help them to deliver audience-appropriate presentation using the strategies learnt
- To boost student's self-confidence through honing their interpersonal skills like team management skills, and leadership skills, time management skills, negotiation skills, problem solving skills and critical thinking skills

#### Course Level Learning Outcomes

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

- Develop awareness of their professional and ethical responsibilities.
- Demonstrate verbal and non-verbal communication skills that will enable them to deliver presentations effectively.
- Demonstrate the ability of self-management with confidence by developing behavioural skills and interpersonal skills.

#### Course Description

##### Unit I

#### Orientation

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

##### Unit II

#### Communicating at work

##### a. Verbal Communication

- Introducing oneself professionally
- Face to Face interaction
- Appreciation and constructive Feedback (giving and responding)
- Telephone etiquettes
- Effective listening
- Solicited and unsolicited covering letter
- CV and Resume
- Applications and requests,
- Report writing,
- E-mail etiquette
- Social media Etiquette
- Video conferencing Etiquette

##### b. Non-verbal Communication

- Visual presentation and perception
- Body language (Kinesics)
- Touch (Haptics), space (Proxemics) and time (Chronemics)
- Communicating Confidence non-verbally
- Non-Verbal professional/business and social etiquettes

- c. Communicating at Job interviews
  - Types of interviews
  - Preparatory steps for job interviews
  - Dos and Don'ts of Job interviews

### Unit III

#### Personal & Emotional Management

- a. Personal Management
  - SWOC Analysis
  - Goal Setting & Motivation
  - Managing your time
- b. Emotional Management
  - Emotional intelligence
  - Owning up to mistakes
  - Resilience skills
    - Coping with inevitable challenges & changes
    - Managing disappointment and dealing with conflict
    - Ingredients to Resilience
    - ABC Model of Resilience

### Unit IV

#### Teamwork skills

- Communication as Social Construction
- Dynamics of professional Group communication
- Team Building Process
- Influencing factors (such as context, systems and institutions and interaction design)
- Managing conflict and appreciating/respecting differences
- Decision making & effective negotiation
- Types of teams
- Understanding, Identity and nurturing sensitivity (in terms of gender, orientation, language etc.)
- Group communication and technology: Sociomateriality

### Unit V

#### Leadership skills

- Being an effective communicator
- Decision making & types of leadership
- Leadership traits
- Negotiation strategies and style
- Empathy and emotional intelligence
- Ownership and delegation of responsibilities
- Caselet

#### Required Readings

- Pease, Allan. 1998. *Body Language: How to Read Others Thoughts by their Gestures*. Suda Publications. New Delhi.
- Peter, Francis. *Soft Skills and Professional Communication*. New Delhi: Tata McGraw Hill. 2012.
- Singh, Prakash and Raman, Meenakshi. *Business Communication*. New Delhi: Oxford UP.2006.
- Bailey, Edward P. *Writing and Speaking at Work: A Practical Guide for Business Communication*. Pennsylvania: Prentice Hall. 2007.
- Pease, Allan and Peas, Barbara. *The Definitive Book of Body Language*. New York: Random House. 2006.

- Johnson, D.W. (1997). *Reaching out – Interpersonal Effectiveness and Self Actualization*. 6th ed. Boston: Allyn and Bacon.

### **Suggested Readings**

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

## **Assessment and Evaluation**

### **Internal Assessment - 25 Marks**

Internal Assessment comprises the following:

Midterm Examination - 10 marks

Case Studies/Projects and Overall performance -15 marks

(The Student shall necessarily make a presentation of Case Study in the Seminar/Workshop scheduled for the said purpose)

### **External Assessment – 75 Marks**

There shall be a Terminal Examination of 75 Marks at the end of the Semester. The Examination Paper shall consist of Three Sections.

Section 'A' shall comprise **Ten** Questions (all compulsory, to be answered in 50 words each) of 2 Marks each. The Examiner shall set questions on this section from Unit I to V (choosing at least two from each Unit)

Section 'B' shall comprise **Five** Questions (with internal choice, to be answered in 200 Words each). Each question shall carry 05 Marks. The Examiner will set questions on this section choosing at least one from Unit-I to V.

Section 'C' shall comprise **Four** Questions (to be answered in 500 Words each) from Unit-I to V, out of which the Candidate shall attempt any Two. Each question shall carry 15 Marks.

**Semester IV**  
**Indic Philosophy**  
**Course Code-FA- ENG-CE-404(B)**

**Course Objectives**

- To familiarize the students with Indian Intellectual traditions
- To acquaint the students with the orthodox and heterodox classification of Indian philosophical schools
- To promote Indian way of life encapsulating Indian values and ethos

**Course Level Learning Outcomes**

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

- Understand the main concept and theories within the broad framework of Indian Philosophy
- Do comparative analysis of various schools of Indian philosophy
- Apply, appreciate and critically evaluate the relevance of Indian philosophical concepts and theories

**Course Description**

**Unit-I**

Major Indian Philosophical Concepts -Dharma, Karma, Samskar ,Reincarnation, Dukkha, Renunciation, Meditation, Rebirth, Bhakti, Ascetic life , Free will, Maya, Atman, Creator God, Epistemology (Praman),Epistemic authority, Salvation, Metaphysics

**Unit-II**

An acquaintance with the six major orthodox schools of Vedic philosophy

Nyaya, Vaisheshika, Samkhya, Yoga, Mimansa and Vedanta

**Unit -III**

Five major Heterodox Schools

—Jainism, Buddhist, Ajivika, Ajñana, and Charvaka.

**Unit – IV**

Indian Political Philosophy

Ancient Indian political philosophy

Chanakya's Statecraft &Economic Policy (as stated in *Arthashastra*)

Modern Indian political Philosophy

## Unit-V

The students will be asked to study influence of Indian philosophy on the world literary movements with special reference to T.S Eliot, Arthur Schopenhauer, Transcendentalism and selected poems of T.S Eliot, Robert Browning, W.B Yeats, Walt Whitman ,etc.

### Required Readings

- Hiriyana, *Popular Essays in Indian Philosophy*, Kavyalaya Publishers, Mysore.1950
- Chatterjee and Datta. *An Introduction to Indian Philosophy*, Motilal Banarasidass Publishers, 2016
- Mehta, S. *The Problem of Meaning in Buddhist Philosophy*, Delhi Krishi Sanskriti Publications, 2016
- Sharma, C.D. *A Critical Survey of Indian Philosophy*, Motilal Banarasidass Publishers, 2000.

### Suggested Readings

- Organ, Troy Wilson. *The Self in Indian Philosophy*. London: Mouton & Co. 1964
- Pandey, Sangam Lal. *Pre-Samkara Advaita Philosophy*, 2nd ed. Allahabad: DarsanPeeth.1983
- Paul S. and Anthony J. Tribe. *Buddhist Thought: A Complete Introduction to the Indian Tradition*. London: Routledge.2000
- Stcherbatsky, Theodore. *The Soul Theory of Buddhists*, 1st ed. Varanasi: Bharatiya Vidya Prakasana.1970
- Koller, John M. *Skepticism in Early Indian Thought. Philosophy East and West* 27(2): 155-164,1977

## Assessment and Evaluation

### Internal Assessment - 25 Marks

Internal Assessment comprises the following:

Midterm Examination - 10 marks

Case Studies/Projects and Overall performance -15 marks

(The Student shall necessarily make a presentation of Case Study in the Seminar/Workshop scheduled for the said purpose)

### External Assessment – 75 Marks

There shall be a Terminal Examination of 75 Marks at the end of the Semester. The Examination Paper shall consist of Three Sections.

Section 'A' shall comprise **Ten** Questions (all compulsory, to be answered in 50 words each) of 2 Marks each. The Examiner shall set questions on this section from Unit I to V(choosing at least two from each Unit)

Section 'B' shall comprise **Five** Questions (with internal choice, to be answered in 200 Words each). Each question shall carry 05 Marks. The Examiner will set questions on this section choosing at least one from Unit-I to V.

Section 'C' shall comprise **Four** Questions (to be answered in 500 Words each) from Unit-I to V, out of which the Candidate shall attempt any Two. Each question shall carry 15 Marks.

## **Semester IV**

### **Dissertation/Project Report**

#### **Course Code-FA- ENG-CE-404(C)**

#### **Course Objectives**

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

#### **Course Level Learning Outcomes**

On Successful completion of the dissertation students should be able to

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

#### **Course Description**

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

Writing and submission -75%

Practical /Viva Voce - 25%

The Viva Voce shall be conducted by the Departmental Committee constituting all the members including the Supervisor. The Supervisor however shall not contravene the decision taken unanimously by the Committee neither he/she will influence the decision. The Schedule including dates shall be intimated to the students well in time and the marks scored by the student shall be sent to the examination section as per process stipulated in the examination rules and Regulations.

The Dissertation will be of 80 to 100 pages typed in the 12 Font Size (Single Space) The other associated rules shall be intimated to the Students by the Department.

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

**Semester IV**  
**Professional English Communication Skills**  
**Course Code-FA- ENG- OE-405(A)**

**Course Objectives**

- To develop and enhance the linguistic and communicative competence of the students
- To apply the skills of reading, writing, listening, and speaking
- To exposed the students to various forms of personal and professional communication
- To enhance effective communication skills in a modern, globalised context

**Course Level Learning Outcomes**

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

- Communicate effectively with their peers/companions/others
- Enhance speaking, listening and writing skills
- Effectively write blogs, speech, reviews and draft letters, memos, reports. Etc

**Course Description**

**Unit – I**

**English Grammar and Communication**

- (i) Basic Sentence Patterns
- (ii) Transformations
  - Active – Passive
  - Compound – Complex, Simple Sentence
  - Simple – Compound and Complex Sentence
  - Direct – Indirect
  - Affirmative – Negative and Interrogative
  - Statement – Tag Question
  - Positive – Comparative and Superlative

**Unit- II**

**Lexical Items and Communication**

- (i) Word Formation – Prefixing, Suffixing, Compounding, Blending, Conversion
- (ii) Vocabulary in Use: Antonyms, Synonyms, Idioms and Phrasal Verbs, , One-word Substitutes, Spellings

**Unit -III**

**Language Skills and Communication I**

- (A) Listening: Types of listening, Purpose of listening
- (B) Speaking

- (i) An Acquaintance with English Sounds – Vowels and Consonants
- (ii) English in Situations

**(a)Introducing****(b)Departing****(c)Transport**

Asking the Way

On the Bus

At a Railway Station

Booking Airline Ticket

Hiring a Car

At the Garage

**(d)Food and Drink**

At Lunch/Dinner

Tea Time

Coffee Bar

In a Restaurant

In a Pub

**(C)In Town**

At a hotel

Finding a Room

Making an Appointment

Finding a Job

At a Bank

At a Post Office

At the Passport Office

At a Barber's Shop

Shopping

At a Theatre

**(f)Communication**

Police Registration

Asking for Change

Telephoning

**(g)Health**

Asking/Telling the Time

Asking about Health

At a Chemist's Shop

At a Doctor's Surgery/Treatment

Meeting People After a Long Time

**(h)Greetings**

Introduction and Opening Conversation Gambits

Christmas, New Year, Deepawali, Holi Greetings

Saying Good Bye/Departing

Thanks for Hospitality

Verbal and Non-Verbal Communication

**(i)General**

Asking People to Repeat and Offering Lifts in a Car

Counselling

Asking Favours

Complaining

Apologising  
 Appreciating/Praising  
 Welcoming  
 What Shall We Do This Evening?  
 Complimenting People on Clothes  
 The Weather

(iii) Common Errors in English, Completing Passages (Cloze Tests), Rearranging Sentences

### Unit – IV

#### Language Skills and Communication II

##### (A) Reading Skills

Seen and Unseen Comprehension Passages & Poems  
 Skimming  
 Scanning  
 Extensive Reading  
 Intensive Reading

### Unit V

#### Language Skills and Communication III

##### (B) Writing Skills

Report Writing  
 Book Review  
 CV/Resume/Biodata  
 Notice  
 Meeting Minutes  
 Email Writing  
 Note – Making and Note -Taking

#### Required Readings

- Kumar, Sanjay and Pushp Lata. *Communication Skills*. Oxford University Press, 2013.
- C.S.G. Krishnamacharyulu and R.Lalitha. *Business Communication*, Himalaya Publishing House, 2013.
- Quintanilla, Kelly M and Shawn T. Wahl *Business and Professional Communication: Keys for Workplace Excellence*, Sage Publications India, 2011
- Daniel G. Riordan, Steven E. Pauley, Biztantra: *Technical Report Writing Today*, 8th Edition. 2004.

#### Suggested Readings

- Bovee, Courtland, L., John V. Thill and Barbara E. Schatzman. *Business Communication Today: Seventh Edition*. Delhi: Pearson Education, 2004.

- Lesikar, Raymond V and Marie E. Flatley. *Basic Business Communication: Skills for Empowering the Internet Generation*: Ninth Edition. New Delhi: Tata McGraw-Hill Publishing Company Ltd., 2002.
- Pease, Allan and Barbara Pease. *The Definitive Book of Body Language*. New Delhi: Manjul Publishing House, 2005.
- Lesikar, Raymond V and John D. Pettit. *Report Writing for Business*. Boston: McGraw-Hill, 1998.
- Ruesh, Jurgen and Weldon Kees. *Nonverbal Communication: Notes on Visual Perception of Human Relations*. Berkeley: University of California Press, 1966.

## **Assessment and Evaluation**

### **Internal Assessment - 25 Marks**

Internal Assessment comprises the following:

Midterm Examination - 10 marks

Case Studies/Projects and Overall performance -15 marks

(The Student shall necessarily make a presentation of Case Study in the Seminar/Workshop scheduled for the said purpose)

### **External Assessment – 75 Marks**

There shall be a Terminal Examination of 75 Marks at the end of the Semester. The Examination Paper shall consist of Three Sections.

Section 'A' shall comprise **Ten** Questions (all compulsory, to be answered in 50 words each) of 2 Marks each. The Examiner shall set questions on this section from Unit I to V (choosing at least two from each Unit)

Section 'B' shall comprise **Five** Questions (with internal choice, to be answered in 200 Words each). Each question shall carry 05 Marks. The Examiner will set questions on this section choosing at least one Set of Questions (both a & b) from Unit-I to V.

Section 'C' shall comprise **Four** Questions (to be answered in 500 Words each) from Unit-I to V, out of which the Candidate shall attempt any Two. Each question shall carry 15 Marks.

**Semester IV**  
**Global Vision of Swami Vivekananda**  
**Course Code-FA- ENG- OE-405(B)**

**Course Objectives**

- To enable the students understand the global vision of Vivekananda
- To familiarize the students with the ideas and thoughts of Vivekananda on Education, Integration and Global Peace
- To familiarize students with the ethics and morality which can help in humanity and New World order

**Course Level Learning Outcomes**

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

- Understand the philosophy, Ideas and thoughts of Vivekananda
- Understand how a great leader became the most influential Ambassador of Indian Culture
- Develop qualities of humanism and harmony

**Course Description**

**Unit – I**

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

**Unit- II**

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

**Unit-III**

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

**Unit-IV**

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

**Unit V**

Ethics, Morality and Plurality, Message of Vivekananda to the Western World Western Universals

**Required Readings:**

- Banhatti, Gopal Shrinivas. *Life and Philosophy of Swami Vivekananda*. Atlantic Publishers &Dist, 1995.

- Nikhilananda, Swami. *Vivekananda: A biography*. Advaita Ashrama (A publication branch of Ramakrishna Math, Belur Math), 1953.
- Swami, Narsimhanand. *Vivekanand Reader*. Advaita Ashram. Kolkata, 2012.
- Vivekananda, Swami. *What religion is: In the words of Swami Vivekananda*. Advaita Ashrama (A publication branch of Ramakrishna Math, Belur Math), 1962.
- Vivekananda, Swami. *The Complete Works of Swami Vivekananda-Volume 2*. Vol. 2. Advaita Ashrama (A publication branch of Ramakrishna Math, Belur Math), 1963.
- Vivekananda, Swami. *Vivekananda: His Call to the Nation*. Advaita Ashrama (A publication branch of Ramakrishna Math, Belur Math), 1969.
- Rolland, Romain, and Elizabeth Frances Malcolm-Smith. *The life of Vivekananda and the universal Gospel*. Vol. 2. Advaita Ashrama, 1960.

### **Suggested Readings:**

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

## **Assessment and Evaluation**

### **Internal Assessment - 25 Marks**

Internal Assessment comprises the following:

Midterm Examination - 10 marks

Case Studies/Projects and Overall performance -15 marks

(The Student shall necessarily make a presentation of Case Study in the Seminar/Workshop scheduled for the said purpose)

### **External Assessment – 75 Marks**

There shall be a Terminal Examination of 75 Marks at the end of the Semester. The Examination Paper shall consist of Three Sections.

Section 'A' shall comprise **Ten** Questions (all compulsory, to be answered in 50 words each) of 2 Marks each. The Examiner shall set questions on this section from Unit I to V (choosing at least two from each Unit)

Section 'B' shall comprise **Five** Questions (with internal choice, to be answered in 200 Words each). Each question shall carry 05 Marks. The Examiner will set questions on this section choosing at least one from Unit-I to V.

Section 'C' shall comprise **Four** Questions (to be answered in 500 Words each) from Unit-I to V, out of which the Candidate shall attempt any Two. Each question shall carry 15 Marks.

## **Semester-IV**

### **Research Methodology**

**Course Code-FA- ENG- OE-405(C)**

#### **Course Objectives**

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

#### **Course Level Learning Outcomes**

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

- Apply proper research methods pertinent to English studies and related fields
- Formulate their own research questions and write research papers.

#### **Course Description**

##### **Unit I**

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

##### **Unit II**

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

##### **Unit III**

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

##### **Unit IV**

#### **Components and Requirements of**

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

## Unit V

### Research tools

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

### Suggested Readings

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

## Assessment and Evaluation

### Internal Assessment - 25 Marks

Internal Assessment comprises the following:

Midterm Examination - 10 marks

Case Studies/Projects and Overall performance -15 marks

(The Student shall necessarily make a presentation of Case Study in the Seminar/Workshop scheduled for the said purpose)

**External Assessment – 75 Marks**

There shall be a Terminal Examination of 75 Marks at the end of the Semester. The Examination Paper shall consist of Three Sections.

Section 'A' shall comprise **Ten** Questions (all compulsory, to be answered in 50 words each) of 2 Marks each. The Examiner shall set questions on this section from Unit I to V (choosing at least two from each Unit)

Section 'B' shall comprise **Five** Questions (with internal choice, to be answered in 200 Words each). Each question shall carry 05 Marks. The Examiner will set questions on this section choosing at least one from Unit-I to V.

Section 'C' shall comprise **Four** Questions (to be answered in 500 Words each) from Unit-I to V, out of which the Candidate shall attempt any Two. Each question shall carry 15 Marks.

## Semester-IV

### Contemporary Literary Criticism and Theory Course Code-FA- ENG- OE-405(D)

#### Course Objectives

- To build on the foundations laid by the relevant core course
- To enable those who wish to develop as specialized interest in the field

#### Course Learning Outcomes

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

- Gain familiarity with a range of twentieth and twenty-first century theoretical approaches.
- Acquire skills in the handling of theoretical issues related to the study of literature and culture.

#### Course Description

##### Unit I

#### Structuralism and New Formalism

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

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

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

##### Unit II

#### Post-structuralism

Jacques Derrida: That Dangerous Supplement, *Of Grammatology*, trans. By Gayatri Chakravorty Spivak (Baltimore: Johns Hopkins University Press, 1976; 2016), 141-164.

Roland Barthes: The Death of the Author, *The Norton Anthology of Theory and Criticism*, edited by Vincent B. Leitch (New York: Norton, 2001), 1457-1461 & 1466-1470.

##### Unit III

#### Marxism and Literature

Karl Marx: Grundrisse, *Literary Theory: An Anthology* 2<sup>nd</sup> ed., edited by Julie Rivkin and Michael Ryan (Maiden, MA: Blackwell Publishing, 2004), 650-653.

Leon Trotsky: The Formalist School of Poetry and Marxism, *The Norton Anthology of Theory and Criticism*, edited by Vincent B. Leitch (New York: Norton, 2001), 1002-1017.

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

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

#### Unit IV

##### Theorizing 'Minority' and Minor Literature

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

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

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

#### Unit V

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

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

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

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

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

##### Suggested Readings:

- Etienne Balibar, *Homonationalis: An Anthropological Sketch of the Nation-Form*, *We the People of Europe: Reflections on Transnational Citizenship*.
- B.R. Ambedkar, Representation of Minorities
- Ratna Kapur, *Erotic Justice: Law and the New Politics of Postcolonialism* (London: Glass-House Press, 2005).

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

## **Assessment and Evaluation**

### **Internal Assessment - 25 Marks**

Internal Assessment comprises the following:

Midterm Examination - 10 marks

Case Studies/Projects and Overall performance -15 marks

(The Student shall necessarily make a presentation of Case Study in the Seminar/Workshop scheduled for the said purpose)

### **External Assessment – 75 Marks**

There shall be a Terminal Examination of 75 Marks at the end of the Semester. The Examination Paper shall consist of Three Sections.

Section 'A' shall comprise **Ten** Questions (all compulsory, to be answered in 50 words each) of 2 Marks each. The Examiner shall set questions on this section from Unit I to V (choosing at least two from each Unit)

Section 'B' shall comprise **Five** Questions (with internal choice, to be answered in 200 Words each). Each question shall carry 05 Marks. The Examiner will set questions on this section choosing at least one from Unit-I to V.

Section 'C' shall comprise **Four** Questions (to be answered in 500 Words each) from Unit-I to V, out of which the Candidate shall attempt any Two. Each question shall carry 15 Marks.

**Semester-IV**  
**Popular Literature and Culture**  
**Course Code-FA- ENG- OE-405(E)**

**Course Objectives**

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

**Course Level Learning Outcomes**

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

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

**Course Description**

**Unit I**

Popular Literature and Culture - Theories

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

**Unit II**

Popular Genres (through select reading of bestsellers)

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

**Unit III**

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

**Unit IV**

Films and Popular Culture

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

### Unit V

Some Aspects of Popular Culture in India

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

#### Required Readings:

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

#### Suggested Readings:

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

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

## **Assessment and Evaluation**

### **Internal Assessment - 25 Marks**

Internal Assessment comprises the following:

Midterm Examination - 10 marks

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## **Blended Learning**

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

- Continuous Comprehensive Evaluation at regular after achievement of each Course-level learning outcome

- Formative Assessment on the basis of activities of a learner throughout the programme instead of one-time assessment
- Oral Examinations to test presentation and communication skills
- Open Book Examination for better understanding and application of the knowledge acquired
- Group Examinations on Problem solving exercises
- Seminar Presentations
- Review of Literature
- Collaborative Assignments

### **Keywords**

- ❖ LOCF
- ❖ NEP-2020
- ❖ Blended Learning
- ❖ Face to face (F to F) Learning
- ❖ Programme Outcomes
- ❖ Programme Specific Outcomes
- ❖ Course-level Learning Outcomes
- ❖ Postgraduate Attributes
- ❖ Learning Outcome Index
- ❖ Formative Assessment and Evaluation
- ❖ Comprehensive and Continuous Evaluation

## References

- ❖ National Education Policy-2020.  
[https://www.education.gov.in/sites/upload\\_files/mhrd/files/NEP\\_Final\\_English\\_0.pdf](https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf)
- ❖ The draft subject specific LOCF templates available on UGC website.  
[https://www.ugc.ac.in/ugc\\_notices.aspx?id=MjY5OQ==](https://www.ugc.ac.in/ugc_notices.aspx?id=MjY5OQ==)
- ❖ Draft Blended Mode of Teaching and Learning: Concept Note available on UGC website.  
[https://www.ugc.ac.in/pdfnews/6100340\\_Concept-Note-Blended-Mode-of-Teaching-and-Learning.pdf](https://www.ugc.ac.in/pdfnews/6100340_Concept-Note-Blended-Mode-of-Teaching-and-Learning.pdf)