

DR. SHYAMA PRASAD MUKHERJEE UNIVERSITY RANCHI

DEPARTMENT OF ENGLISH

Curriculum Framework

B. A. Programme in English



**Approved by DEPARTMENTAL BOARD OF STUDIES, UNIVERSITY
DEPARTMENT OF ENGLISH, D. S. P. M. U., RANCHI in the meeting held on
13/07/2023 under the Chairmanship of *Dr. Piyushbala*, Head, Department of English.**

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PROF. GOURI SHANKAR JHA

UNIVERSITY DEPARTMENT OF ENGLISH

SYLLABUS

Four-Year Undergraduate Programme in English based on NEP 2020

Humanities are among the most questioned discipline; it is imperative to perspectives literary studies in English at the UG levels.

Humanities has ever been in crisis in the West, which has impacted social perception beyond the western shores including India, though the Indian mind, before the advent of colonization, related literature to ‘kavya satya’ (poetic truth), which was different from other forms of truth, and hence not comparable to others. But humanities, poetry to be precise, has found its defendants in all ages.

The present crisis of humanities emanates from the predominance of science and technology in particular because it contributes to human conditions and comfort in tangible terms and thereby changing the human condition with material inventions.

Literature, on the other hand, takes care of vision. But its impact is intangible and immeasurable in terms of quantity. However, what gets obviated in the process is that both of them i.e., science and technology and humanities-- are complementary. Fortunately, institutions of repute in management, also science and technology have started paying attention to humanities and social sciences, at least symbolically.

The function of literature is to bring the questions of values—human and literary—in focus. Literariness is the ability of literature to attract attention to itself that it achieves through deviant use of language. As a system of knowledge, it aims at providing pleasure first and knowledge thereafter. Therein lies its value in being pleasant. Literature celebrates life in all forms and stands for and with values of life by representing the

weak, the poor, the exploited, the vulnerable and the voiceless. In a way, literary values are values of life, particularly human life.

Accordingly, English literary curricula have evolved over a period of time in India. From its Anglo-centric core, it moved to new literatures—Third World Literature, Commonwealth Literature, American, Canadian, Australian, African Literature, and New Literatures in English, and later to Indian Literature in English and Indian Literature in translation in the light of various critical and theoretical discourses like Post-modernism, Post-colonialism, Feminism, and Black Aesthetics/Dalit Aesthetics among others.

The present phase demands its alignment to the obtaining situation and demands. Its acceptance lies in its ability to enrich engagement with local and global realities, experiences and their manifestations in literary terms without glossing over the core attributes i.e., human values. To achieve this, it is necessary for English studies to recognize and respect the differences and transcend binaries.

English honours Course-structure provides certain outcomes:

- (i) the basic philosophy of teaching English as an Honours subject;
- (ii) the core objectives of English (Literary Studies and Language through Literature) is a way of imparting subject knowledge, life skills, awareness of human values, respect for different locations and life forms, and professional skills;
- (iii) translation of each skill into demonstrable outcomes in terms of basic and critical communication, social engagement, personal growth and ability enhancement;
- (iv) application and use of domain knowledge as a bridge to society and the world at large;
- (v) in the process understand, appreciate and imbibe values of life.

The objectives of the B.A. programme in English Literature are to develop in the student the ability to demonstrate the following outcomes:

1. Disciplinary Knowledge of English Literature and Literary Studies:

- a) ability to understand and engage with various literary and critical concepts and categories
- b) ability to identify, speak and write about different literary genres, forms, periods and movements.

2. Communication Skills

- a) ability to speak and write clearly in standard, academic English
- b) ability to listen to and read carefully various viewpoints and engage with them.

3. Critical Thinking

- a) ability to read and analyze extant scholarship
- b) ability to substantiate critical readings of literary texts in order to persuade others

4. Analytical Reasoning

- a) Ability to evaluate the strengths and weaknesses in scholarly texts spotting flaws in their arguments
- b) Ability to use critics and theorists to create a framework and to substantiate one's argument in one's reading of literary texts

5. Research-Related Skills

- a) ability to problematize; to formulate hypothesis and research questions, and to identify and consult relevant sources to find answers
- b) ability to plan and write a research paper

6. Multicultural Competence

- a) ability to engage with and understand literature from various nations and reasons and languages
- b) ability to respect and transcend differences

7. Digital Literacy

- a) ability to use digital sources, and read them critically
- b) ability to use digital resources for presentations

8. Leadership Readiness:

- a) ability to lead group discussions, to formulate questions for the class in literary and social texts

No student in the B.A. programme will be allowed to appear for the Semester–End examination unless he/she has attended 75% of the lectures given and has taken the required internal assessment. The internal assessment shall form the part of continuous evaluation of the student.

Course Structure for Four Year Undergraduate Programme

SEMESTER I	SEMESTER II
MJ 101T Indian Classical Literature	MJ 201T European Classical Literature
MN101T Academic Writing and Composition	MJ 202T Indian Writing in English
SEC 101T Speaking and Writing skills	SEC 201T Creative Writing
AEC 101T Hindi- Hindi Literature & Grammar	AEC 201T English – Communication Skills
MDC101T Inter Multi Disciplinary Course	MVC 201T
VAC101T Environmental Studies VAC102T Understanding India	
<p>CERTIFICATE TO BE AWARDED AFTER EARNING 44 CREDITS IF A CANDIDATE WISHES TO LEAVE THE COURSE.</p> <p>INTERNSHIP/ APPRENTICESHIP/ PROJECT (<i>BETWEEN THE BREAK OF II AND III SEMESTER OF ONE PAPER CONTAINING 4 CREDITS</i>) COMPULSORY FOR STUDENTS TO BE AWARDED CERTIFICATE.</p>	

SEMESTER III	SEMESTER IV
MJ 301T British Literature 14 th to 17 th Centuries.	MJ 401T Popular Literature
MJ 302T Science Fiction and Detective Literature	MJ 402T British Poetry and Drama: 17 th and 18 th centuries
MN 301T Language and literature	MJ 403T British Literature: 18 th Century
SEC 301T Business communication	AEC 401T Modern Indian Language
AEC 301T Modern Indian Language	VAC 401T a) Digital Education b) Health & Wellness c) Indian Knowledge System
	MVC 401T
DIPLOMA TO BE AWARDED AFTER EARNING 84 CREDITS IF A CANDIDATE WISHES TO LEAVE THE COURSE.	
INTERNSHIP/ APPRENTICESHIP/ PROJECT (<i>BETWEEN THE BREAK OF II AND III SEMESTER OF ONE PAPER CONTAINING 4 CREDITS</i>) COMPULSORY FOR STUDENTS TO BE AWARDED DIPLOMA.	
SEMESTER V	SEMESTER VI
MJ 501T British Romantic Literature	MJ 601T British Literature 20 th Century
MJ 502 British Literature 19 th Century	MJ 602T Modern European Drama
MJ 503T Women's Writing	MJ 603T Tribal and Dalit Literature of India
MN501T British Literature	MJ 604T Literary Criticism
	MVC 601T
DEGREE TO BE AWARDED AFTER EARNING 120 CREDITS IF A CANDIDATE WISHES TO LEAVE THE COURSE.	

INTERNSHIP/ APPRENTICESHIP/ PROJECT(04 CREDIT BY END OF SEMESTER V)COMPULSORY FOR STUDENTS TO BE AWARDED DEGREE.

MINIMUM CGPA OF 7.5 AND NO BACKLOG IS REQUIRED FOR A STUDENT TO FOURTH YEAR FOR OBTAINING HONOURS WITH RESEARCH DEGREE.

NO RESTRICTIONS OF CGPA AND NO BACKLOG IS REQUIRED TO BE PROMOTED TO 4th YEAR FOR OBTAINING HONOURS DEGREE.

SEMESTER VII	SEMESTER VIII
MJ 701T Partition Literature	MJ 801T American Literature
MJ 702T Postcolonial Literature	AMJ 801T World Literatures
MJ 703T Language and Linguistics	AMJ 802T Literature of the Indian Diaspora
MJ 704T Literature and the Cinema	AMJ 803T Autobiography and Life Writing
MC 701 Indian English Literature	RC 801 Research Methodology
	RC 802 Research Proposal
	RC 803 Research Report
	MVC 801T

DEGREE WITH HONOURS AND RESEARCH TO BE AWARDED IF A STUDENT EARNS 160 CREDITS FOR ALL CASES WHERE PROJECT/DISSERTATION IS OPTED.

DEGREE WITH HONOURS TO BE AWARDED IF A STUDENT EARNS 160 CREDITS FOR ADDITIONAL 03 ADVANCED MAJOR COURSES IS OPTED.

Note: MJ- Major AMJ – Advance Major MC- Minor Course
VAC- Value Added Course RC- Research Course,
SEC- Skill Enhancement Course AEC- Ability Enhancement Course
MDC- Multidisciplinary course MVC-Minor Vocational Course

Internship:

Students are advised to pursue the Internship Course I in the following period:

1. Break between II and III Semester of one paper containing 4 Credits (Compulsory for all students)
Or
2. Break between IV and V Semester of one paper containing 4 Credits (Compulsory for all students)
Or
3. During V Semester of one paper containing 4 Credits (Compulsory for all students).

N.B. Pass mark 40% of full marks in each paper.

100	-	40
50	-	20
75	-	30

Major	Minor Traditional
ENGLISH	Hindi
	Bengali
	Sanskrit
	Urdu
	Any TRL
	Anthropology
	Economics
	Geography
	History
	Home Science
	Political Science
	Psychology
	Sociology
	Commerce
	Philosophy

Distribution of Credits

	Major	Minor Course	MINOR VOCATIONA L	AE C	SE C	MDC	VAC	Total
SEMESTER I	4	4	-	02	03	03	02+0 2	20
SEMESTER II	4+ 4	-	4	02	03	0 3		2 0
SEMESTER III	4+ 4	4	-	02	03	0 3		20
SEMESTER IV	4+ 4 +4	-	4	02	-		02	20
SEMESTER V	4+4+4	4	-	-				16
SEMESTER VI	4+4+4+ 4	-	4	-				20
SEMESTER VII	4+4+4+ 4	4	-					20
SEMESTER VIII	4+4+4+ 4	-	4					20
Internship								4
TOTAL	92	16	16	08	09	09	06	160

MAJORS

SEMESTER I

MJ 101T INDIAN CLASSICAL LITERATURE 4 credits

Course Level Learning Outcomes:

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

- ☐ explain the eco-socio-political-cultural context of the age that produced Indian classical literature from its early beginning till 1100 AD
- ☐ appreciate the pluralistic and inclusive nature of Indian classical literature and its attributes
- ☐ historically situate the classical literature and diverse literary cultures from India, mainly from Sanskrit, but also Tamil, Prakrit and Pali by focusing on major texts in the principal genres
- ☐ trace the evolution of literary culture(s) in India in its/their contexts, issues of genres, themes and critical cultures
- ☐ understand, analyze and appreciate various texts with comparative perspectives historically situate classical European, i.e., Greek and Latin literary cultures and their socio-political-cultural contexts
- ☐ engage with classical literary traditions of Europe from the beginning till the 5th century AD

Course Content

UNIT I

The History of Indian Classical Drama: Bharata *Natyashastra*, tr. Manmohan Ghose, vol. 1, 2nd edition Calcutta: Granthalaya, 1967, ch. 6, 'Sentiments' pp. 100-18.

UNIT II

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

UNIT III

Valmiki *The Ramayana*, Book 9, translated by R. C. Dutta.

Suggested Readings

- Bharata, *Natyashastra*, tr. Manomohan Ghosh, vol. I, 2nd edn (Calcutta: G. Ranthalaya, 1967) chap. 6: 'Sentiments', pp. 100–18.
- Iravati Karve, 'Draupadi', in *Yuganta: The End of an Epoch* (Hyderabad: Disha, 1991) pp. 79–105.
- J. A. B. Van Buitenen, 'Dharma and Moksha', in Roy W. Perrett, ed., *Indian Philosophy, vol. V, Theory of Value: A Collection of Readings* (New York: Garland, 2000) pp. 33–40.
- Vinay Dharwadkar, 'Orientalism and the Study of Indian Literature', in *Orientalism and the Postcolonial Predicament: Perspectives on South Asia*, ed. Carol A. Breckenridge and Peter van der Veer (New Delhi: OUP, 1994) pp. 158–95.

Examination and distribution of marks

Full Marks-100

Internal Assessment: 25 Marks (attendance & assignment presentation)

End Semester: 75 Marks

End term Semester Examination and distribution of marks

1. One long question to be attempted out of two alternatives from Unit 1
1 x 14 = 14
2. One long question to be attempted out of two alternatives from Unit 2
1 x 14 = 14
3. One long question to be attempted out of two alternatives from Unit 3
1 x 14 = 14
4. Three explanations to be attempted out of five.
(Explanations from each unit to be set)
3 x 8 = 24
5. Nine objective type questions from prescribed texts. 9 x 1 = 9

SEMESTER II

MJ 201T EUROPEAN CLASSICAL LITERATURE 4 Credits

Course Level Learning Outcomes

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

- ☐historically situate classical European, i.e., Greek and Latin literary cultures and their socio-political-cultural contexts
- ☐engage with classical literary traditions of Europe from the beginning till the 5th century AD
- ☐grasp the evolution of the concept of classic and classical in the European literary thinking and its reception over a period of time
- ☐appreciate classical literature of Europe and pursue their interests in it
- ☐examine different ways of reading and using literary texts across a wide range of classical authors, genres and periods with comparative perspectives
- ☐develop ability to pursue research in the field of classics

Course content

UNIT I

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

UNIT II

Sophocles *Oedipus the King*, tr. Robert Fagles in *Sophocles: The Three Theban Plays* (Harmondsworth: Penguin, 1984).

UNIT III

Aristotle, *Poetics*, translated with an introduction and notes by Malcolm Heath, (London: Penguin, 1996) chaps. 6–16, 23, 24.

Suggested Readings

Aristotle, *Poetics*, translated with an introduction and notes by Malcolm Heath, (London: Penguin, 1996) chaps. 6–17, 23, 24, and 26.

Plato, *The Republic*, Book X, tr. Desmond Lee (London: Penguin, 2007).

Sophocles, *Oedipus Rex* (The Theban Plays) by Alphonse Dain (Editor), J.E. Thomas (Translator), Paul Mazon (Translator) Prestwick House - (Literary Touchstone Classic

Examination and distribution of marks**Full Marks-100**

Internal Assessment: 25 Marks (attendance, assignment & presentation)

End Semester: 75 Marks

End term Semester Examination and distribution of marks

1. One long question to be attempted out of two alternatives from Unit 1
1x14=14
2. One long question to be attempted out of two alternatives from Unit 2
1x14=14
3. One long question to be attempted out of two alternatives from Unit 3
1x14=14
4. Three explanations to be attempted out of five. (Explanations from each unit to be set)
3x8=24
5. Nine objective type questions from prescribed texts.
9x1=9

MJ 202T INDIAN WRITING IN ENGLISH**4 Credits****Course Level Learning Outcomes**

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

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

Course Content**UNIT I**Girish Karnad: *Tugluq*Vijay Tendulkar: *Silence the Court is in Session***UNIT II**Shashi Deshpande: *That Long Silence*

Amitav Ghosh: The Shadow Lines

UNIT III

H.L.V.Derozio 'Freedom to the slave'

Kamala Das 'Introduction'

Nissim Ezekiel 'The Night of the Scorpion'

Robin S. Ngangom 'A Poem for Mother'

Sarojini Naidu 'Nightfall In The City Of Hyderabad'

Eunice de Souza 'Autobiographical'

Suggested Readings

S Radhakrishnan, S. *The Religious Consciousness in Indian Philosophy*, Vol. I, New Delhi: Oxford University Press, 2008, pp. 188-193.

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

V N Raghawan, *An Introduction to Indian Poetics*, Macmillan, 1970 Max Muller, *History of Classical Sanskrit Literature*

Urmil Talwar and Bandana Chakrabarty, *Contemporary Indian Drama: Astride Two Traditions* Bruce King, *Modern Indian Poetry in English*, Macmillan

K V Surendran and J K Dodiya, *Indian English Drama: Critical Perspective*

Raja Rao, Foreword to *Kanthapura* (New Delhi: OUP, 1989) pp. v-vi.

Salman Rushdie, 'Commonwealth Literature does not exist', in *Imaginary Homelands* (London: Granta Books, 1991) pp. 61-70.

Meenakshi Mukherjee, 'Divided by a Common Language', in *The Perishable Empire* (New Delhi: OUP, 2000) pp. 187-203.

Bruce King, 'Introduction', in *Modern Indian Poetry in English* (New Delhi: OUP, 2nd edn, 2005) pp. 1-10.

Examination and distribution of marks

Full Marks-100

Internal Assessment: 25 Marks (attendance, assignment & presentation)

End Semester: 75 Marks

End term Semester Examination and distribution of marks

6. One long question to be attempted out of two alternatives from Unit 1
1x14=14
7. One long question to be attempted out of two alternatives from Unit 2
1x14=14
8. One long question to be attempted out of two alternatives from Unit 3
1x14=14
9. Three explanations to be attempted out of five.
(Explanations from each unit to be set)
3x8=24
10. Nine objective type questions from prescribed texts. 9x1=9

SEMESTER III

MJ 301 BRITISH LITERATURE 14TH TO 17TH CENTURIES **4 Credits**

Course Level Learning Outcomes

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

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

Course Content

UNIT I POETRY and PROSE

GeoffreyChaucer:*TheWifeofBath'sPrologue*

EdmundSpenserSelectionsfromAmoretti:

1. *SonnetLVII'Sweetwarrior...'*
2. *SonnetLXXV'OnedayIwrotehername...'*

JohnDonne:'TheGoodMorrow'

John Dryden: *Absalom and Achitophel*

Francis Bacon: Of Truth, Of Revenge, Of Parents and Children

UNITIIIDRAMA

WilliamShakespeare:*Macbeth*

Christopher Marlowe: *Doctor Faustus*

UNITIVNOVEL

Laurence Sterne: *The life and Opinions of Tristram Shandy,*.

John Bunyan: *The Pilgrim's Progress*

Suggested Readings

Pico Della Mirandola, excerpts from the *Oration on the Dignity of Man*, in *The PortableRenaissance Reader*, ed. James Bruce Ross and Mary Martin McLaughlin (New York:Penguin Books, 1953) pp. 476–9.

John Calvin, 'Predestination and Free Will', in *The Portable Renaissance Reader*,ed. JamesBruce Ross and Mary Martin McLaughlin (New York: Penguin Books,1953) pp. 704–11.

Philip Sidney, *An Apology for Poetry*, ed. Forrest G. Robinson (Indianapolis: Bobbs-Merrill,1970) pp. 13–18.

A.C. Bradley, *Shakespearean Tragedy*

Boris Ford, *The Age of Shakespeare*

F.L. Lucas, *Tragedy*

Lever, J W, *The Tragedy of State: A study in Jacobean Drama*, London, 1971

Stern, J B, *Marlowe: A Critical Study*, Cambridge, 1964

Jacqueline Pearson, *Tragedy and Tragicomedie in the Plays of John Webster*, Manchester, 1980

Examinationanddistributionofmarks

FullMarks-100

InternalAssessment:25Marks (attendance, assignment &presentation)

EndSemester: 75Marks

End term Semester Examination and distribution of marks

1. One long question to be attempted out of two alternatives from Unit 1
1x14=14
2. One long question to be attempted out of two alternatives from Unit 2
1x14=14
3. One long question to be attempted out of two alternatives from Unit 3
1x14=14
4. Three explanations to be attempted out of five.
(Explanations from each unit to be set)
3x8=24
5. Nine objective type questions from prescribed texts. 9x1=9

MJ 302T SCIENCE FICTION AND DETECTIVE LITERATURE

4 Credits

Course Level Learning Outcomes

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

- ☐ write critically about the two genres: Science Fiction, and Detective Literature
- ☐ engage with the philosophical and psychological and social issues that are an intrinsic part to the two genres
- ☐ think through the concept of progress, and the role of technology in our life and the interaction between technology and human behaviour
- ☐ engage with the social and historical construction of crime
- ☐ analyze individual or multiple texts in the two genres in terms of key concepts including genre, implied audience, plot construction, linguistic texture, authorial identity, publication context, and sociocultural context

Course Content

1. Margaret Atwood, *The Handmaid's Tale*
2. Manjula Padmanabhan, *Escape*
3. H.G. Wells *The Invisible Man*
4. Arthur Conan Doyle *The Hound of the Baskervilles*

5. Agatha Christie *The Murder of Roger Ackroyd*.

Suggested Readings

Suvin, Darko. "On the Poetics of the Science Fiction Genre." *College English* 34, no. 3 (December 1972): 372–82.

Charles J. Rzepka, 'Introduction: What is Crime Fiction?', in *Companion to Crime Fiction: Blackwell Companions to Literature and Culture*, eds Charles J Rzepka and Lee Horsley (Oxford: Wiley and Blackwell, 2010) pp.1-9

Robert A. Heinlein, 'On the Writing of Speculative Fiction', online at https://mab333.weebly.com/uploads/3/2/3/1/32314601/writing_sf_-_01_on_the_writing_of_speculative_ficton.pdf

Joy Palmer, 'Tracing Bodies: Gender, Genre, and Forensic Detective Fiction', *South Central Review*; Vol.18, No.3/4; *Whose Body: Recognizing Feminist Mystery and Detective Fiction* (Autumn-Winter, 2001), pp.54-71.

Examination and distribution of marks

Full Marks-100

Internal Assessment: 25 Marks (attendance, assignment & presentation)

End Semester: 75 Marks

End term Semester Examination and distribution of marks

1. Three long question to be attempted out of Six alternatives from the prescribed texts.
3x15=45

2. Four explanations to be attempted out of Six. (Explanations from each text to be set)
4x5=20

3. Ten objective types questions from prescribed texts. 10x1=10

SEMESTER IV

MJ 401T

POPULAR LITERATURE

4 Credits

Course Level Learning Outcomes

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

- ☐ trace the early history of print culture in England and the emergence of genre fiction and best sellers
- ☐ engage with debates on high and low culture, canonical and non-canonical literature
- ☐ articulate the characteristics of various genres of non-literary fiction
- ☐ investigate the role of popular fiction in the literary polysystem of various linguistic cultures
- ☐ demonstrate how popular literature belongs to its time
- ☐ Use various methods of literary analysis to interpret popular literature

Course Content

UNIT I

William Golding : *Lord of the Flies*

UNIT II

Shyam Selvadurai *Funny Boy*

UNIT III

Durgabai Vyam and Subhash Vyam Bhimayana: *Experiences of Untouchability*.

Suggested Readings

Chelva Kanaganayakam, 'Dancing in the Rarefied Air: Reading Contemporary Sri Lankan Literature' (*ARIEL*, Jan. 1998) rpt, Malashri Lal, Alamgir Hashmi, and Victor J. Ramraj, eds., *Post Independence Voices in South Asian Writings* (Delhi: Doaba Publications, 2001) pp. 51–65.

Sumathi Ramaswamy, 'Introduction', in *Beyond Appearances?: Visual Practices and Ideologies in Modern India* (Sage: Delhi, 2003) pp. xiii–xxix.

Leslie Fiedler, 'Towards a Definition of Popular Literature', in *Super Culture: American Popular Culture and Europe*, ed. C.W.E. Bigsby (Ohio: Bowling Green University Press, 1975) pp. 29–38.

Felicity Hughes, 'Children's Literature: Theory and Practice', *English Literary History*, vol. 45, 1978, pp. 542–61.

Examination and distribution of marks

Full Marks-100

Internal Assessment: 25 Marks (attendance, assignment & presentation)

End Semester: 75 Marks

End term Semester Examination and distribution of marks

1. One long question to be attempted out of two alternatives from Unit 1
1x14=14
2. One long question to be attempted out of two alternatives from Unit 2
1x14=14
3. One long question to be attempted out of two alternatives from Unit 3
1x14=14
4. Three explanations to be attempted out of five.
(Explanations from each unit to be set)
3x8=24
5. Nine objective type questions from prescribed texts. 9x1=9

**MJ 402T BRITISH POETRY AND DRAMA: 17TH AND 18TH
CENTURIES 4 Credits**

Course Level Learning Outcomes

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

run thus:

- ☐ identify the major characteristics of the Comedy of Manners and Mock-Heroic poetry
- ☐ demonstrate in-depth knowledge and understanding of the religious, socio-intellectual and cultural thoughts of the 17th and 18th centuries

- examine critically keys themes in representative texts of the period, including Sin, Transgression, Love, Pride, revenge, sexuality, human follies, among others
- show their appreciation of texts in terms of plot-construction, socio-cultural contexts and genre of poetry and drama
- analyze literary devices forms and techniques in order to appreciate and interpret the texts

Course Content

UNIT I

John Milton *Paradise Lost: Book I*

UNIT II

John Webster *The Duchess of Malfi*

UNIT III

Alexander Pope *The Rape of the Lock*

Suggested Readings

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

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

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

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

Examination and distribution of marks

Full Marks-100

Internal Assessment: 25 Marks (attendance, assignment & presentation)

End Semester: 75 Marks

End term Semester Examination and distribution of marks

1. One long question to be attempted out of two alternatives from Unit 1
1x14=14
2. One long question to be attempted out of two alternatives from Unit 2
1x14=14
3. One long question to be attempted out of two alternatives from Unit 3
1x14=14
4. Three explanations to be attempted out of five.
(Explanations from each unit to be set)
3x8=24
5. Nine objective type questions from prescribed texts. 9x1=9

MJ 403T BRITISH LITERATURE 18TH CENTURY 4 credits

Course Level Learning Outcomes

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

- ☐ explain and analyze the rise of the critical mind
- ☐ trace the development of Restoration Comedy and anti-sentimental drama
- ☐ examine and analyze the form and function of satire in the eighteenth century
- ☐ appreciate and analyze the formal variations of Classicism
- ☐ map the relationship between the formal and the political in the literature of the neoclassical period

Course Content

UNIT I

Laurence Sterne 'The life and Opinions of Tristram Shandy, Gentleman.'
Henry Fielding 'Tom Jones'

UNIT II

Samuel Johnson 'London'

Thomas Gray 'Elegy Written in a Country Churchyard'

William Blake 'The Poison Tree', Chimney Sweeper

Robert Burns 'A Red, Red Rose', A Bard's Epitaph

Unit III

Daniel Defoe : Robinson Crusoe

Suggested Readings

Jeremy Collier, *A Short View of the Immorality and Profaneness of the English Stage* (London: Routledge, 1996).

Samuel Johnson, 'Essay 156', in *The Rambler*, in *Selected Writings: Samuel Johnson*, ed. Peter Martin (Cambridge, Mass.: Harvard University Press, 2009) pp. 194–

7; *Rasselas* Chapter 10; 'Pope's Intellectual Character: Pope and Dryden Compared', from *The Life of Pope*, in *The Norton Anthology of English Literature*, vol. 1, ed. Stephen Greenblatt, 8th edn (New York: Norton, 2006) pp. 2693–4, 2774–7.

S.M.P.N. Singh, A.B. Sharan, *A String of Poems* (Foundation Books, Cambridge University Press, New Delhi, 2012).

Daniel Defoe, 'The Complete English Tradesman' (Letter XXII), 'The Great Law of Subordination Considered' (Letter IV), and 'The Complete English Gentleman', in *Literature and Social Order in Eighteenth-Century England*, ed. Stephen Copley (London: Croom Helm, 1984).

Examination and distribution of marks

Full Marks-100

Internal Assessment: 25 Marks (attendance, assignment & presentation)

End Semester: 75 Marks

End term Semester Examination and distribution of marks

1. One long question to be attempted out of two alternatives from Unit 1
1x14=14
2. One long question to be attempted out of two alternatives from Unit 2
1x14=14
3. One long question to be attempted out of two alternatives from Unit 3
1x14=14
4. Three explanations to be attempted out of five.
(Explanations from each unit to be set)
3x8=24
5. Nine objective type questions from prescribed texts. 9x1=9

SEMESTER V

MJ 501T BRITISH ROMANTIC LITERATURE 4 Credits

Course Level Learning Outcomes

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

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

Course Content

UNIT I

Lord Byron *She Walks in Beauty*

Walter Scott '*The Lay of the Last Minstrel*'

Leigh Hunt '*A Thought of The Nile*'

UNIT II

William Wordsworth '*Ode: Intimations of Immortality*'

Samuel Taylor Coleridge '*Kubla Khan*'

Percy Bysshe Shelley '*Ode to the West Wind*'

John Keats 'Ode to a Nightingale'

UNIT III

Charles Lamb *Old China*

William Hazlitt *On the feeling of Immortality in the Youth*

Thomas De Quincey *Confessions*

Suggested Readings

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

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

Jean-

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

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

Examination and distribution of marks

Full Marks-100

Internal Assessment: 25 Marks (attendance, assignment & presentation)

End Semester: 75 Marks

End term Semester Examination and distribution of marks

1. One long question to be attempted out of two alternatives from Unit 1
1x14=14
2. One long question to be attempted out of two alternatives from Unit 2
1x14=14
3. One long question to be attempted out of two alternatives from Unit 3
1x14=14
4. Three explanations to be attempted out of five.
(Explanations from each unit to be set)
3x8=24
5. Nine objective type questions from prescribed texts. 9x1=9

MJ 502T BRITISH LITERATURE 19TH CENTURY 4 Credits

Course Level Learning Outcomes

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

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

Course Content

UNITI POETRY

Alfred Tennyson '*BreakBreakBreak*'

Robert Browning '*My Last Duchess*'

UNITIII PROSE

Matthew Arnold '*The Study of Poetry*'

Thomas Carlyle, *On Heroes, Hero Worship, and the Heroic in History*

UNITIV NOVEL

Emily Bronte: *Wuthering Heights*

Jane Austin *Pride and Prejudice*

Suggested Readings

Harold Bloom and Lionel Trilling (ed.), *Preface to the Lyrical Ballads in Romantic Prose and Poetry*, New York, OUP, 1973, pp. 594-611

C M Bowra, *The Romantic Imagination* OUP

Mary Lascelles, *Jane Austen and Her Art*

Elizabeth Jenkins, *Jane Austen*

A.H. Wright, *Jane Austen's Novels*

B.C. Southam, (ed.) *Jane Austen: The Critical Heritage*, London, 1967

Lord David Cecil, *Hardy the Novelist*

Evelyn Hardy, *Thomas Hardy: A Critical Biography*

A D Culler, *The Poetry of Tennyson*, Yale University Press

Hugh Walker, *The Literature of the Victorian Era*

Lafcadio Hearn, *The Pre-Raphaelite and Other Poets*

Examination and distribution of marks

Full Marks-100

Internal Assessment: 25 Marks (attendance, assignment & presentation)

End Semester: 75 Marks

End term Semester Examination and distribution of marks

1. One long question to be attempted out of two alternatives from Unit 1
1x14=14
2. One long question to be attempted out of two alternatives from Unit 2
1x14=14
3. One long question to be attempted out of two alternatives from Unit 3
1x14=14
4. Three explanations to be attempted out of five.
(Explanations from each unit to be set)
3x8=24
5. Nine objective type questions from prescribed texts. 9x1=9

MJ 503T

WOMEN'S WRITING

4 Credits

Course Level Learning Outcomes

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

run thus:

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

Course content

UNIT I POETRY

Emily Dickinson '*I cannot live with you*'

Sylvia Plath '*Lady Lazarus*'

Eunice De Souza '*Advice to Women*'

Sarojini Naidu '*Pardah Nashin*'

UNIT II NOVEL

Alice Walker '*The Color Purple*'

UNIT III ESSAY

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

Sandra Gilbert and Susan Gubar, *The Madwoman in the Attic*

Suggested Readings

Virginia Woolf, *A Room of One's Own* (New York: Harcourt, 1957) chaps. 1 and 6.
Simone de Beauvoir, 'Introduction', in *The Second Sex*, tr. Constance Borde and Shiela Malovany-Chevallier (London: Vintage, 2010) pp. 3–18.
Kumkum Sangari and Sudesh Vaid, eds., 'Introduction', in *Recasting Women: Essays in Colonial History* (New Delhi: Kalika Women, 1989) pp. 1–25.
Chandra Talapade Mohanty, 'Under Western Eyes: Feminist Scholarship and Colonial Discourses', in *Contemporary Postcolonial Theory: A Reader*, ed. Padmini Mongia (New York: Arnold, 1996) pp. 172–97.

Examination and distribution of marks

Full Marks-100

Internal Assessment: 25 Marks (attendance, assignment & presentation)

End Semester: 75 Marks

End term Semester Examination and distribution of marks

1. One long question to be attempted out of two alternatives from Unit 1
1x14=14
2. One long question to be attempted out of two alternatives from Unit 2
1x14=14
3. One long question to be attempted out of two alternatives from Unit 3
1x14=14
4. Three explanations to be attempted out of five.
(Explanations from each unit to be set)
3x8=24
5. Nine objective type questions from prescribed texts. 9x1=9

SEMESTER VI

MJ601T BRITISH LITERATURE 20TH CENTURY 4 Credits

Course Level Learning Outcomes

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

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

Course Content

UNIT I NOVEL

George Orwell '*Animal Farm*'
Virginia Woolf '*Mrs. Dalloway*'

Unit II NOVEL

Vladimir Nabokov : *Lolita*

UNIT III POETRY

W.B. Yeats '*The Second Coming*', '*Leda and the Swan*'

T.S. Eliot '*The Love Song of J. Alfred Prufrock*'

Suggested Reading-

Randal Stevenson, *Modernist Fiction*

C.B. Cox & A.E. Dyson, *The Twentieth Century Mind*

P. Clements, et. al., *Virginia Woolf: New Critical Essays*, London, 1983

Richard Ellman, *James Joyce*, Oxford, 1959

Percy Lubbock: *The Craft of Fiction*

Leon Edel: *The Psychological Novel*

A Nicoll, *British Drama*

William Raymond, *Drama from Ibsen to Brecht*

H S Davies, *Realism in Drama*

W H Hudson, *An Outline History of English Literature*

John Holloway, *The Modern Age*

Grierson and Smith, *A Critical History of English Poetry*

A F Potts, *Elegies: Ancient and Modern*

Michael Bell, ed. *The Context of Modern Literature*, 1980

S C Smith, *T S Eliot's Poetry and Plays*, London, 1974

Norman A. Jeffares, *W.B. Yeats: Man and Poet*, London, 1962

Joseph Warren Beach, *The Twentieth Century Novel: Studies in Technique*

Robert Humphry, *Stream of Consciousness in the Modern Novel*

David Daiches, *The Novel and the Modern World*

S.C. Smith, *T.S. Eliot's Poetry and Plays*, London, 1974

Randal Stevenson, *Modernist Fiction*

C.B. Cox & A.E. Dyson, *The Twentieth Century Mind*

P. Clements, et. Al., *Virginia Woolf, New Critical Essays*, London, 1983

Richard Ellman, *James Joyce*, Oxford, 1959

Leon Edel, *The Psychological Novel*

Elizabeth Drew, *The Modern Novel*

Examination and distribution of marks

Full Marks-100

Internal Assessment: 25 Marks (attendance, assignment & presentation)

End Semester: 75 Marks

End term Semester Examination and distribution of marks

1. One long question to be attempted out of two alternatives from Unit 1
1x14=14
2. One long question to be attempted out of two alternatives from Unit 2

3. One long question to be attempted out of two alternatives from Unit 3 1x14=14
4. Three explanations to be attempted out of five.
(Explanations from each unit to be set) 1x14=14
5. Nine objective type questions from prescribed texts. 3x8=24
- 9x1=9

MJ 602T MODERN EUROPEAN DRAMA

4 Credits

Course Level Learning Outcomes

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

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

Course content

1. Henrik Ibsen *Ghosts*
2. George Bernard Shaw : *Pygmalion*
3. Samuel Beckett *Waiting for Godot*
4. Eugene Ionesco *Rhinoceros*

Suggested Readings

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

Bertolt Brecht, 'The Street Scene', 'Theatre for Pleasure or Theatre for

Instruction', and 'Dramatic Theatre vs Epic Theatre', in *Brecht on Theatre: The Development of an Aesthetic*, ed. and tr. John Willet (London: Methuen, 1992) pp. 68–76, 121–8.
George Steiner, 'On Modern Tragedy', in *The Death of Tragedy* (London: Faber, 1995) pp. 303–24.

Examination and distribution of marks:- Full Marks - 100

Internal Assessment: 25 Marks (attendance, assignment & presentation)

End Semester: 75 marks

End Semester Examination and distribution of marks

1. Three long questions to be attempted out of Six alternatives from the prescribed texts.
Two questions from each text. $3 \times 15 = 45$
2. Two explanations to be attempted out of four. (Explanations from each text to be set)
 $2 \times 10 = 20$
3. Ten objective type questions from prescribed texts. $10 \times 1 = 10$

MJ 603T TRIBAL AND DALIT LITERATURE OF INDIA

4 Credits

Course Level Learning Outcomes

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

The course covers works centered on tribal culture and aims at familiarizing learners with cultural differences, and examining the literature of the region to discover the birth of witness and resistance movements and issues pertaining to tribal people and the aesthetics of tribal literature. Emerging writers from the different regions of India have started depicting the loss of traditional values and ardently seeking for the solution towards re-creating their history and reviving their oral tradition.

Course content

UNIT-1: POETRY

Jacinta Kerketta: *Ears of Paddy tied bound by the Dam, A madua Sprout on the grave, O City!, Closed Door Angor* trans Bhumika Chawla D'Souza, Vijay K Chhabra, and Father Cyprian Ekk, Adivaani, India.

Hira Bansode: *Bosom friend* tr. by Jayant Karve and Eleanor Zelliot, *Sanskrititr.* by Christian Novetzke

UNIT-2: NOVEL

Easterine Kire Iralu: *A Terrible Matriarchy*

Mamang Dai: *Black Hills*

Kancha Illaiah Shepherd; *Why I am not a Hindu*

UNIT-3: STORIES

Omprakash Valmiki: *Joothan* Tr. by Arun Prabha Mukherjee

Mahashweta Devi: *The Hunt* Tr. by Gayatri C. Spivak

Examination and distribution of marks

Full Marks-100

Internal Assessment: 25 Marks (attendance, assignment & presentation)

End Semester: 75 Marks

End term Semester Examination and distribution of marks

1. One long question to be attempted out of two alternatives from Unit 1
1x14=14
2. One long question to be attempted out of two alternatives from Unit 2
1x14=14
3. One long question to be attempted out of two alternatives from Unit 3
1x14=14
4. Three explanations to be attempted out of five.
(Explanations from each unit to be set)
3x8=24
5. Nine objective type questions from prescribed texts. 9x1=9

MJ 604T LITERARY CRITICISM

4Credits

Course Level Learning Outcomes

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

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

Course content

UNIT I

William Wordsworth: *Preface to the Lyrical Ballads*

S.T. Coleridge: *Biographia Literaria*. Chap xiv & xv

P B Shelley: *A Defense of poetry*

Samuel Johnson: *Preface to the Plays of Shakespeare*

UNIT II

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

Cleanth Brooks: *The Language of Paradox*

I.A. Richards: *The Imagination*
Ronald Barthes: *From Work to Text*

Suggested Readings

Das, Mohanty: *Literary Criticism A Reading*, Oxford University Press 2011
C.S. Lewis: Introduction in *An Experiment in Criticism*, Cambridge University Press 1992
M.H. Abrams: *The Mirror and the Lamp*, Oxford University Press, 1971
René Wellek, Stephen G. Nicholas: *Concepts of Criticism*, Connecticut, Yale University 1963
Taylor and Francis Eds. *An Introduction to Literature, Criticism and Theory*, Routledge, 1996
Sigmund Freud, 'Mourning and Melancholia', in *The Complete Psychological Works of Sigmund Freud*, tr. James Strachey (London: Hogarth Press, 1953) pp. 3041–53.

Examination and distribution of marks

Full Marks-100

Internal Assessment: 25 Marks (attendance, assignment & presentation)

End Semester: 75 Marks

End Semester Examination and distribution of marks

1. Three long questions to be attempted out of five alternatives from Unit 1. $3 \times 10 = 30$
2. Three long questions to be attempted out of five alternatives from Unit 2. $3 \times 10 = 30$
3. Two explanations to be attempted out of five. (Explanations from each unit to be set) $2 \times 7.5 = 15$

SEMESTER VII

MJ 701T

PARTITION LITERATURE

4 Credits

Course Learning Outcomes

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

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

Course content

UNIT I

Intizar Husain, *Basti*, tr. Frances W. Pritchett (New Delhi: Rupa, 1995).

UNIT II

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

Manik Bandhopadhyaya, 'The Final Solution', tr. Rani Ray, *Mapmaking: Partition Stories from Two Bengals*, ed. Debjani Sengupta (New Delhi: Srishti, 2003) pp. 23–39.

UNIT III

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

Riz Rahim

Gulzar, 'Toba Tek Singh', tr. Anisur Rahman, in *Translating Partition*, ed. Tarun Saint et al. (New Delhi: Katha, 2001) p. x.

Suggested Readings

Ritu Menon and Kamla Bhasin, 'Introduction', in *Borders and Boundaries* (New Delhi: Kalika Women, 1998).

Sukrita P. Kumar, *Narrating Partition* (Delhi: Indialog, 2004).

Urvashi Butalia, *The Other Side of Silence: Voices from the Partition of India* (Delhi: Kalimar Women, 2000).

Sigmund Freud, 'Mourning and Melancholia', in *The Complete Psychological Works of Sigmund Freud*, tr. James Strachey (London: Hogarth Press, 1953) pp. 3041–53.

Films

Garam Hawa (dir. M.S. Sathyu, 1974).

Khamosh Paani: Silent Waters (dir. Sabiha Sumar, 2003).

Subarna Rekha (dir. Ritwik Ghatak, 1965)

Examination and distribution of marks

Full Marks-100

Internal Assessment: 25 Marks (attendance, assignment & presentation)

End Semester: 75 Marks

End term Semester Examination and distribution of marks

1. One long question to be attempted out of two alternatives from Unit 1
1x14=14
2. One long question to be attempted out of two alternatives from Unit 2
1x14=14
3. One long question to be attempted out of two alternatives from Unit 3
1x14=14
4. Three explanations to be attempted out of five.
(Explanations from each unit to be set)
3x8=24
5. Nine objective type questions from prescribed texts. 9x1=9

MJ 702T

POSTCOLONIAL LITERATURE

4 Credits

Course Level Learning Outcomes

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

run thus:

- ☐ understand the social-historical-political-economic contexts of colonialism and postcolonialism in India and other countries affected by colonial rule
- ☐ understand the scope of postcolonial literatures in India and elsewhere, primarily as a

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

Course content

UNIT I

Gabriel Garcia Marquez: *The General in His Labyrinth*

UNIT II

Ama Ata Aidoo 'The Girl Who Can'

Grace Ogot 'The Green Leaves'

UNIT III

Pablo Neruda 'Tonight I Can Write'

Derek Walcott 'A Far Cry from Africa'

Mamang Dai 'The Voice of the Mountain'

Readings

Franz Fanon, 'The Negro and Language', in *Black Skin, White Masks*, tr. Charles Lam Markmann (London: Pluto Press, 2008) pp. 8–27.

Ngũgĩ wa Thiong'o, 'The Language of African Literature', in *Decolonising the Mind* (London: James Curry, 1986) chap. 1, sections 4–6.

Gabriel Garcia Marquez, the Nobel Prize Acceptance Speech, in *Gabriel Garcia Marquez: New*

Readings, ed. Bernard McGuirk and Richard Cardwell (Cambridge: Cambridge University Press, 1987).

Examination and distribution of marks**Full Marks-100**

Internal Assessment: 25 Marks (attendance, assignment & presentation)

End Semester: 75 Marks

End term Semester Examination and distribution of marks

1. One long question to be attempted out of two alternatives from Unit 1
1x14=14
2. One long question to be attempted out of two alternatives from Unit 2
1x14=14
3. One long question to be attempted out of two alternatives from Unit 3
1x14=14
4. Three explanations to be attempted out of five.
(Explanations from each unit to be set)
3x8=24
5. Nine objective type questions from prescribed texts. 9x1=9

MJ 703T**LANGUAGE AND LINGUISTICS****4 Credits****Course Level Learning Outcomes**

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

- ☐ recognize/understand the structure and various parts of the language
- ☐ understand the existence of language in the form of different dialects based on a set of established factors
- ☐ identify the various functions a language performs and the roles assigned to it
- ☐ understand that all languages behave alike and develop a tolerance for other languages
- ☐ understand that making errors is a process of learning and not hesitate to use language for the fear of making errors

Course Content**UNIT I**

What is Language? Artificial and Natural Language; Language and Society, Language and Culture. Characteristics of human language; Difference between human language and animal communication

What is linguistics? Linguistics as a scientific study of language; Scope of linguistics; Branches of Linguistics: Basic concepts in linguistics: Diachronic and Synchronic linguistics; Syntagmatic and Paradigmatic relationships; Langue and Parole; Competence and Performance; Substance and Form; Linguistic Sign and Symbol

UNIT II

Levels of Linguistic Analysis: Phonetics, Phonology, Morphology, Syntax and Semantics. What is Sociolinguistics? Linguistic and communicative competence; Speech community; Verbal repertoire Patterns of language variations – Regional, Social, Stylistic, Register, Diglossia; Standard and Non-standard varieties; Bilingualism and Multilingualism; Pidgin and Creole

UNIT III

What is Applied Linguistics? Scope of Applied Linguistics. Language Learning and Teaching: First and Second language learning; language learning in multilingual settings; methods, materials and teaching aids in language learning. Stylistics: What is Stylistics? Stylistics and Interpretation of Literary and non-literary texts; Basic assumptions of stylistics; Stylistic features.

Suggested Readings:

- Bell, R.T.(1981). *An Introduction to applied linguistics*. London: Batsford Academic & Educational Ltd.
- Bright, J.A. and McGregor, G.P. (1978). *Teaching English as a Second Language*. Singapore: ELBS & Longman Group Limited .
- Kudchedkar, S. (ed.) (2002). *English Language Teaching in India*. Chennai: Orient Longman
- Nagaraj, Geetha (1996). *English Language Teaching: Approaches, Methods and Techniques*. Calcutta: Orient Longman.
- Corder, S.P. (1973). *Introducing Applied Linguistics*. Harmondsworth: Penguin
- Hudson, R.A. (1980). *Sociolinguistics*. Cambridge: Cambridge University Press. .
- Misra, P.S. (2009). *An Introduction to Stylistics: Theory and Practice*; New Delhi: Orient Blackswan
- O'Grady, W. et al. (1994). *Contemporary Linguistics: An Introduction*. New York: St. Martin's Press.
- Richards, J.C. (ed.) (1974). *Error Analysis: Perspectives in Second Language Acquisition*. London: Longman
- Sharma, R.K. (2014) *Fundamentals of Linguistics*, New Delhi: Atlantic Press

Syal, Pushpinder and Jindal, D. V. (1998). *An Introduction to Linguistics: Language, Grammar and Semantics*. New Delhi: Prentice Hall India Pvt. Ltd.

Verdonk, Peter (2002). *Stylistics*. Oxford University Press.

Verma, S.K. and Krishnaswamy, N. (1989). *Modern Linguistics: An Introduction*. Madras: Oxford University Press

RajKumar Sharma and Haider Introducing Phonetics

Examination and distribution of marks

Full Marks-100

Internal Assessment: 25 Marks (attendance, assignment & presentation)

End Semester: 75 Marks

End term Semester Examination and distribution of marks

1. Two questions to be attempted out of two alternatives from Unit 1
2x10=20
2. Two questions to be attempted out of two alternatives from Unit 2
2x10=20
3. Two questions to be attempted out of two alternatives from Unit 3
2x10=20
4. Fifteen objective type questions from prescribed texts.
15x1=15

MJ 704T LITERATURE AND THE CINEMA 4 Credits

Course Level Learning Outcomes

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

- ☐ demonstrate a systematic and historically-grounded knowledge of literature and cinema as expressive arts
- ☐ identify and illustrate the distinction between literary and cinematic arts of storytelling
- ☐ examine different theories of adaptation and link them to contexts of expression and reception
- ☐ organize different sets of activities to identify and make use of skills that distinguish the medium of cinema from that of literature

- ☐ present a coherent view of the relationship between written and cinematic texts
- ☐ communicate the role of location in adaptation

Course Content

James Monaco, 'The language of film: signs and syntax', in *How To Read a Film: The World of Movies, Media & Multimedia* (New York: OUP, 2009) chap. 3, pp. 170–249.

William Shakespeare, *Romeo and Juliet*, and its adaptations: *Romeo & Juliet* (1968; dir. Franco Zeffirelli, Paramount); and *Romeo + Juliet* (1996; dir. Baz Luhrmann, 20th Century Fox).

Bapsi Sidhwa, *Ice Candy Man* and its adaptation *Earth* (1998; dir. Deepa Mehta, Cracking the Earth Films Incorp.); and Amrita Pritam, *Pinjar: The Skeleton and Other Stories*, tr. Khushwant Singh (New Delhi: Tara Press, 2009) and its adaptation: *Pinjar* (2003; dir. C.P. Dwivedi, Lucky Star Entertainment).

Ian Fleming, *From Russia with Love*, and its adaptation: *From Russia with Love* (1963; dir. Terence Young, Eon Productions).

Suggested Readings

Linda Hutcheon, 'On the Art of Adaptation', *Daedalus*, vol. 133, (2004).

Thomas Leitch, 'Adaptation Studies at Crossroads', *Adaptation*, 2008, vol. 1, no. 1, pp. 63–77.

Poonam Trivedi, 'Filmi Shakespeare', *Litfilm Quarterly*, vol. 35, issue 2, 2007.

Tony Bennett and Janet Woollacott, 'Figures of Bond', in *Popular Fiction: Technology,*

Ideology, Production, Reading, ed. Tony Bennet (London and New York: Routledge, 1990).

Examination and distribution of marks

Full Marks-100

Internal Assessment: 25 Marks (attendance, assignment & presentation)

End Semester: 75 Marks

End term Semester Examination and distribution of marks

Five long questions to be attempted out of eight alternatives from the prescribed texts.
5x15=75

SEMESTER VIII

MJ 801T

AMERICAN LITERATURE

4 Credits

Course Level Learning Outcomes

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

- understand the depth and diversity of American literature, keeping in mind the history and culture of the United States of America from the colonial period to the present (17th century to 21st century)
- understand the historical, religious and philosophical contexts of the American spirit in literature; social-cultural-ecological-political contexts may, for example, include the idea of democracy, Millennial Narratives, the Myth of Success, the American Adam, the Myth of the Old South, the Wild West, Melting pot, Multiculturalism, etc.
- appreciate the complexity of the origin and reception of American literature, given its European and non-European historical trajectories, particularly in relation to writers of European (Anglo-Saxon, French, Dutch and Hispanic) descent, as well as writers from black and non-European (African, American Indian, Hispanic-American and Asian) writing traditions
- relate the African American experience in America (both ante-bellum and postbellum) to issues of exclusion in societies relevant to their learning experience
- analyze the American mind from global and Indian perspectives and situate the American in the contemporary world

Course Content

UNIT I

Tennessee Williams: *The Glass Menagerie*

UNIT II

Edgar Allan Poe 'The Purloined Letter'

F. Scott Fitzgerald 'The Crack-up'

William Faulkner 'Dry September'

UNIT III

Anne Bradstreet 'The Prologue'

Walt Whitman Selections from Leaves of Grass: 'O Captain, My Captain'

Robert Frost 'The Gift Outright'

Alexie Sherman Alexie 'Crow testament', 'Evolution'

Maya Angelou 'Still I Rise'

Suggested Readings

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

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

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

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

Examination and distribution of marks

Full Marks-100

Internal Assessment: 25 Marks (attendance, assignment & presentation)

End Semester: 75 Marks

End term Semester Examination and distribution of marks

1. One long question to be attempted out of two alternatives from Unit 1
1x14=14
2. One long question to be attempted out of two alternatives from Unit 2
1x14=14
3. One long question to be attempted out of two alternatives from Unit 3
1x14=14
4. Three explanations to be attempted out of five.
(Explanations from each unit to be set)
3x8=24

5. Nine objective type questions from prescribed texts. 9x1=9

AMJ 801T

WORLD LITERATURE

4 Credits

Course Level Learning Outcomes

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

- ☐ explain the concept of World Literature and its evolution in relation to other related concepts e.g. national literature, general literature, comparative literature and *Vishwa Sahitya*.
- ☐ appreciate the connectedness and diversity of human experiences and literary responses to them in different parts of the world.
- ☐ analyze and appreciate literary texts from different parts of the world and receive them in the light of one's own literary traditions.
- ☐ analyze and interpret literary texts in their contexts and locate them.

Course Content:

Unit I: Novels

Albert Camus, *The Stranger*
Leo Tolstoy, *Anna Karenina*

Unit II: Drama

Anton Chekov, *The Cherry Orchard*

Unit III : Poems

Rainer M Rilke, *Duino Elegies*,

Suggested Reading:

Rabindranath Tagore, *Vishwa Sahitya*, Sarkar & Sons, 1993.
David Damrosch, *How to Read World Literature*, Wiley Blackwell, 2002.
Lillian Herlands Hornhtin, *The Reader's Companion to World Literature*, Penguin, 2002.

Frank Magil, *Masterpieces of World Literature*, Collins Reference, 1991.

Examination and distribution of marks

Full Marks-100

Internal Assessment: 25 Marks (attendance, assignment & presentation)

End Semester: 75 Marks

End term Semester Examination and distribution of marks

1. One long question to be attempted out of two alternatives from Unit 1
1x14=14
2. One long question to be attempted out of two alternatives from Unit 2
1x14=14
3. One long question to be attempted out of two alternatives from Unit 3
1x14=14
4. Three explanations to be attempted out of five.
(Explanations from each unit to be set)
3x8=24
5. Nine objective type questions from prescribed texts. 9x1=9

AMJ 802T LITERATURE OF THE INDIAN DIASPORA

4 Credits

Course Level Learning Outcomes

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

run thus:

- ☐ understand the concept of 'diaspora' in its historical and cultural contexts
- ☐ identify different aspects of Indian diasporic consciousness and the literary features of diasporic texts
- ☐ develop a clear understanding of the formation of Indian diasporic movements within India and outside
- ☐ develop a critical understanding of the writings of the Indian diaspora within the discourse of postcoloniality, postmodernity, hybridity, globalization and transnationalism.

- develop the analytical ability to read diasporic texts and analyze key diasporic issues such as displacement, nostalgia, alienation, belonging, identity, gender, racism and assimilation
- understand the main currents of Indian diasporic narratives
- examine how texts function as diasporic markers, broadening the understanding of Indian diasporic lives, cultural practices, experiences, religion and the new medium.

Course Content

Unit I : Novels

Rohinton Mistry. *A Fine Balance* (Alfred A Knopf)

Jhumpa Lahiri. *The Namesake* (Houghton Mifflin Harcourt)

Unit II : Poems

Meena Alexander : *Muse, For My Father Karachi 1947*

Chitra Banerjee: *Indigo*

Unit III Essays

A.K. Ramanujan : *Is there an Indian way Of thinking*

Gayatri C. Spivak : *Nationalism and the Imagination*

Suggested Readings

“Introduction: The diasporic imaginary” in Mishra, V. (2008). *Literature of the Indian diaspora*. London: Routledge

“Cultural Configurations of Diaspora,” in Kalra, V. Kaur, R. and Hutynuk, J. (2005). *Diaspora & hybridity*. London: Sage Publications.

“The New Empire within Britain,” in Rushdie, S. (1991). *Imaginary Homelands*. London: Granta Books.

Examination and distribution of marks

Full Marks-100

Internal Assessment: 25 Marks (attendance, assignment & presentation)

End Semester: 75 Marks

End term Semester Examination and distribution of marks

1. One long question to be attempted out of two alternatives from Unit 1

- 1x14=14
2. OnelongquestiontobeattemptedoutoftwoalternativesfromUnit2
1x14=14
3. OnelongquestiontobeattemptedoutoftwoalternativesfromUnit3
1x14=14
4. Threeexplanationsto be attempted out of five.
(Explanationsfromeachunittobeset)
3x8=24
5. Nine objectivetypequestionsfromprescribedtexts. 9x1=9

AMJ 803T

AUTOBIOGRAPHY AND LIFE WRITING

4 Credits

Course Level Learning Outcomes

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

- ☐demonstrate a familiarity with kinds of writing which seek to represent and makesense of the experiences of the individual.
- ☐understand the relationship between self and history, truth, claims and fiction in private and public spheres.
- ☐explain the working of memory, politics of memory and its role in constructing identity.
- ☐explain and analyze how life writing provides alternatives to existing ways of writinghistory.
- ☐examine the status of life writing as a literary form and the history of its reception
- ☐appreciate the emergence of life writing non-western context.

Course Content

- 1 .Jean-Jacques Rousseau's *Confessions* , Part I and Book 1 Tr Angela Scholar (New York. OUP 2000)
- 2 .M K Gandhi's *Autobiography: The Story of my Experiments with Truth* (5 – 26) Ahmedabad, Navjivan Press)
3. Ramchandra Guha *Savaging the Civilized* New Delhi, Permanent Black 1999

(first three chapters)

4. Richard Wright *The Black Boy* (Chapter 1 pp 1-94) Picador 1984

5. Sharan Kumar Limbale *The Outcaste* New Delhi OUP (pp 1-39)

Suggested Readings

Roy Pascal, *Design and Truth in Autobiography*

James Olney, 'A Theory of Autobiography' in *Metaphors of Self* Princeton University Press 1972 (pp 3 – 50)

Laura Marcus *The Law of Genre in Autobiographical Discourse* Manchester University Press 1994 (pp 229 – 74)

Linda Anderson, 'Introduction' in *Autobiography* London, Routledge 2001 (pp 1 – 17)

Mary G Mason, 'The Other Voice' *Autobiographies of Women Writers in Life/Lines Theorizing Womens' Autobiography*. Ed Bella Brodzki and Celeste Shenck Cornell University Press 1988 (pp 19 – 44)

Rajkumar, Dalit *Personal Narratives*, Hyderabad, Orient Blackswan

Examination and distribution of marks

Full Marks-100

Internal Assessment: 25 Marks (attendance, assignment & presentation)

End Semester: 75 Marks

End term Semester Examination and distribution of marks

1. Three long question to be attempted out of Six alternatives from the prescribed texts.
3x15=45

2. Four explanations to be attempted out of Six. (Explanations from each text to be set)
4x5=20

3. Ten objective types questions from prescribed texts. 10x1=10

RC 801T

RESEARCH METHODOLOGY

4 Credits

Course Level Learning Outcomes

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

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

Course Content

1. Basic concept of research and the terminology involved
2. Basic types of research
3. Basic tools of research
4. Reference skills including skills to use dictionaries, encyclopedias and library
5. Catalogues, and net resources.
6. Stating and defending a research proposal
7. Conceptualizing and drafting a research proposal
8. Parts of research proposal
9. Writing a research paper
10. Style manuals
11. Notes, references and bibliography
12. Research and ethics: documentation and plagiarism

Suggested Readings

Kumar, Ranjit. (2012) *Research Methodology: A Step-by-Step Guide for Beginners*. New Delhi, Vikas.

Manuals of style (MLA Style Sheet, APA Style Sheet, Chicago Style Manual etc)

Wallace, Michael. (2004). *Study Skills*. Cambridge: CUP.

Examination and distribution of marks

Full Marks-100

Internal Assessment: 25 Marks (attendance, assignment & presentation)

End Semester: 75 Marks

RC 802T RESEARCH PROPOSAL 4 Credits

Research Proposal presents a comprehensive plan for research design to answer the researcher's question/(s). It is a written description of a research plan that has to be undertaken. It determines the specific areas of research, states the purpose, scope, methodology and limitations of the study. A review of the relevant literature is a critical part of the Research Proposal. It helps to establish the need for the proposed research and locates it within the existing literature.

RC 803T RESEARCH REPORT 4 Credits

Research Report is a written document containing key aspects of the Research. It is most often considered to be a true testimony of all the work done to garner the specificities of Research. It is a reliable source to recount details about a conducted research. All the multiple components of the research are explained in brief under the Report summary. It is a good source of preservation of research work for the future reference.

MINOR COURSE

SEMESTER I

MN 101T ACADEMIC WRITING AND COMPOSITION

4Credits

Course Level Learning Outcomes

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

Demonstrate understanding of the purpose- driven nature of academic writing.

Identify and use rhetorical concepts (such as audience, purpose, context, or genre) to analyze and write about a variety of texts.

Course Content

Structuring an argument: Essay writing—Introduction, Interjection and Conclusion

Writing in one's own words: Precise writing,

Summarizing and Paraphrasing (unseen poem)

Paragraph writing.

Social and business language of communication: Letter writing, Application writing.

Suggested Readings

Rajesh Kumar. '*English Language Communication Skills: Lab Manual cum Workbook*'. Cengage Publication.

Liz Hamp-Lyons and Ben Heasley, *Studywriting: A Course in Writing Skills for Academic Purposes* (Cambridge: CUP, 2006). Renu Gupta, *A Course in Academic Writing* (New Delhi: Orient Black Swan, 2010).

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

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

Examination and distribution of marks**Full Marks-100**

Internal Assessment: 25 Marks (attendance, assignment & presentation)

End Semester: 75 Marks

End Semester Examination and distribution of marks:- Full Marks 75

- | | |
|---|---------|
| 1. Essay in about 500 words (one out of a choice of three) | 1x20=20 |
| 2. Precis writing | 1x10=10 |
| 3. Summarizing and Paraphrasing unseen poem (one out choice of two) | 1x15=15 |
| 4. Paragraph writing | 1x10=10 |
| 5. Letter Writing (one from choice of two) | 1x10=10 |
| 6. Application writing | 1x10=10 |

SEMESTER III

MN 301T LANGUAGE AND LITERATURE 4 Credits**Course Level Learning Outcomes**

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

- ☐ recognize/understand the structure and various parts of the language
- ☐ understand the existence of language in the form of different dialects based on a set of established factors
- ☐ identify the various functions a language performs and the roles assigned to it
- ☐ understand that all languages behave alike and develop a tolerance for other languages
- ☐ understand that making errors is a process of learning and not hesitate to use language for the fear of making errors

Course Content

UNIT 1 LANGUAGE

Articles, Prepositions, Verbs.

UNIT II LITERATURE

Kamla Das: *'The Dance of the Eunuchs'*

Keats: *'Ode on a Grecian Urn'*

Rabindranath Tagore: *'Heaven of Freedom'*

Anita Desai: *Village by the Sea*

Suggested Reading

Fluency in English - Part II, Oxford University Press, 2006.

Business English, Pearson, 2008.

Language, Literature and Creativity, Orient Blackswan, 2013.

Language through Literature (forthcoming) ed. Dr. Gauri Mishra, Dr. Ranjana Kaul, Dr. Brati Biswas

S.M.P.N. Singh & A.B. Sharan, *A String of Poems*, Cambridge University Press 2012

Examination and distribution of marks

Full Marks-100

Internal Assessment: 25 Marks (attendance, assignment & presentation)

End Semester: 75 Marks

End Semester Examination and distribution of marks: - Full Marks-75

1. Fill in the blanks with appropriate articles, preposition and verbs.
10x1=10
2. Two critical questions of equal value from prescribed poems to be attempted out of a choice of four.
2x12.5=25
3. Two critical questions of equal value from prescribed novel to be attempted out of a choice of four.
2x15=30
4. Ten Objective questions from the prescribed texts.
5x2=10

SEMESTER V

MN 501T

BRITISH LITERATURE

4 credits

Course Level Learning Outcomes

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

- show their appreciation of texts in terms of plot-construction, socio-cultural contexts and genre of poetry and drama
- analyze literary devices forms and techniques in order to appreciate and interpret the texts
- demonstrate in-depth knowledge and understanding of the religious, socio-intellectual and cultural thoughts of the 17th and 18th centuries

Course Content

UNIT I Poetry

1. William Shakespeare: *Dark Lady*
2. William Wordsworth, “*The Solitary Reaper*”
3. Robert Browning : *The last Ride Together*
3. W B Yeats: ‘*Second Coming*’.

UNIT II Drama

William Shakespeare : *The Merchant of Venice*

UNIT III Novel

Thomas Hardy : *Tess of d’Urbervilles*

Examination and distribution of marks

Full Marks-100

Internal Assessment: 25 Marks (attendance, assignment & presentation)

End Semester: 75 Marks

End term Semester Examination and distribution of marks full Marks 75

1. One long question to be attempted out of two alternatives from Unit 1
1x15=15
2. One long question to be attempted out of two alternatives from Unit 2
1x15=15
3. One long question to be attempted out of two alternatives from Unit 3
1x15=15
4. Four short questions to be attempted out of six, two questions from each unit.
4x5=20

5. Ten objective type questions from prescribed texts.

10x1=10

SEMESTER VII

MN 701T

INDIAN ENGLISH LITERATURE

4 Credits

Course Level Learning Outcomes

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

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

Course Content

Unit I

Poetry:

Kamala Das:	<i>An Introduction</i>
Nissim Ezekiel:	<i>Night of the Scorpion</i>
Sarojini Naidu:	<i>Nightfall In The City Of Hyderabad</i>
Toru Dutt:	<i>Our Casuarina Tree</i>

Unit II

Novel:

Mulk Raj Anand : *Untouchables*

Unit III

Drama

Girish Karnad: *Nagamandala*

Examination and distribution of marks

Full Marks-100

Internal Assessment: 25 Marks (attendance, assignment & presentation)

End Semester: 75 Marks

End term Semester Examination and distribution of marks

full Marks 75

1. One long question to be attempted out of two alternatives from Unit 1
1x15=15
2. One long question to be attempted out of two alternatives from Unit 2
1x15=15
3. One long question to be attempted out of two alternatives from Unit 3
1x15=15
4. Four short questions to be attempted out of six, two questions from each unit.
4x5=20
5. Ten objective type questions from prescribed texts.
10x1=10

Ability Enhancement Course Compulsory

SEMESTER II

AECC 101T COMMUNICATION

2 Credits

Course Level Learning Outcomes

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

- To understand and apply the communication theory.
- To critically think about communication processes and messages.
- To interact skillfully and ethically.

- To develop and deliver professional presentations.
- To write effectively for a variety of contexts and audiences.

Course Content

UNIT I

Introduction:

Theory of Communication, Types and modes of Communication, Importance of Communication, Function and process of Communication

7Cs of Communication, Monologue, Dialogue, Group Discussion,

Effective Communication, Miscommunication

UNIT II

Language of Communication:

Verbal and Non-verbal (Spoken and Written) Personal, Social and Business Barriers and Strategies Intra-personal, Inter-personal and Group communication

Suggested Reading

Uma Narula. 'Hand book of communication', Atlantic Publishers.

Steven Gerson, 'Workplace Communication: Process and Product', Pearson Publication.

Raman M. & Sharma S. 'Technical Communication: Principles and Practice: Concepts and Applications', Oxford University Press.

Sanjay Kumar & Pushp Lata. 'Communication Skills' Oxford University Press.

End Semester Examination and distribution of marks:- Full Marks=50

1. Two Questions to be attempted from Unit 1 from a choice of four. 2x10=20
2. Three Questions to be attempted from Unit 2 from a choice of six. 3x10=30

SKILL ENHANCEMENT COURSE

SEMESTER I

SEC 101T SPEAKING AND WRITING SKILL 3 Credits

Course Level Learning Outcomes

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

Seeks to develop the students' abilities in grammar, oral skills, reading, writing and study skills.

Assists students' to improve their accuracy and fluency in producing and understanding speaking and writing skills.

Develop a more competent, efficient and perceptive academic reader who is able to communicate with others through writing and speaking the contents and main ideas of what is read.

Course Content

UNIT I

Interview: types of Interview, good ways in an interview, result of Interview, Job Interview

PublicSpeech: What is public speech, how to overcome fear of public speech, how to improve public speaking speech.

CloseReadingComprehension:Paraphrasing.

Writing Resume

UNIT II

EssayWriting

Letterwriting

ReportWriting

Precis Writing

SuggestedReading

Mike Gould. 'Cambridge Grammar and Writing Skills Learner's', Cambridge University Press.

SapreBharmal, D. Kumar, S. Dey & N. Roy. Communication Skills in English, Orient BlackSwan.

S. M. Gupta & A. Gupta. "Grammar and Composition for Communication", Orient BlackSwan.

Suresh Kumar, Shandhaya, Savitri &Sreehari. 'Enriching Speaking and Writing Skills', Orient BlackSwan.

End term Semester Examination and distribution of marks:-

Full Marks: 75

1.Four Questions to be attempted from Unit 1 from a choice of six. 4x10=40

2.Four Questions to be attempted from Unit 2 from a choice of six. 4x15=60

SEMESTER II

SEC-201T

CREATIVE WRITING

3 Credits

Course Level Learning Outcomes

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

Demonstrate the ability to comprehend complex texts and draw inferences from what they read.

Promote an imaginative understanding of a wide range of writing techniques.

To organize student's thoughts and make plans accordingly.

Course Content

Unit1

What is Creative Writing?, Types of creative writing, Skills of creative writing, how to improve creative writing.

Unit2

The Art and Craft of Writing: different Arts of creative writing, different Crafts of Creative writing.

Unit3

Modes of creative Writing: The making of a Writer, types of Writer, Different modes of writing.

Unit 4.

Writing for the Media: Media writing skills and characteristics, Basics of writing for the Print Media, Principles and Methods of print Media, News Writing fundamentals, Editorial Writing.

Suggested Readings

Creative writing: A Beginner's Manual by Anjana Neira Dev and Others, Published by Pearson, Delhi, 2009.

M. Frank. Writing as thinking: A guided process approach, Englewood Cliffs, Prentice Hall Regents

End term Semester Examination and distribution of marks:-

Full Marks: 75

1. Three questions from Unit I, II, III, IV and V out of five alternatives.
3x10=30
2. An Essay writing from a choice of two (about 500 words)
1x15=15
3. Story writing with the help of given guidelines / key words (about 300 words)
1x15=15
4. One critical analysis of an unseen poem from a choice of two. (about 300 words)
1x15=15

SEMESTER III

SEC-301T BUSINESS COMMUNICATION 3 Credits

Course Level Learning Outcomes

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

To identify the appropriate use of different channels of written communication in business.

Demonstrate the use of basic and advanced business writing skills.

Prepare future entrepreneurs to create effective business communication, present business briefings, documents, etc

Produce clear and concise written business documents.

Course Content

UNIT I

Introduction to the essentials of Business Communication: Skill Basics and Practices, Types of Business Communication.

Communication Management: Role of Communication Management, Techniques of better Communication Management, Importance of Communication in an

Organization, Components of business Process,

UNIT II

Writing a project report, Summarizing annual report of companies, Citing references, and using bibliographical and research tools.

UNIT III

Writing minutes of meetings

UNIT IV

How to make Effective Presentation, presentations for business Communication, E-correspondence.

Suggested Readings:

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

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

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

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

Board of Editors, *Business Communication in English*, (Orient Black Swan, 2014)

End term Semester Examination and distribution of marks

Full Marks: 75

1. One question to be answered from Unit I out of two. 1x20=20
2. One question to be answered from Unit II out of two. 1x20=20
3. Writing minutes of meeting. 1x15=15
4. One question to be answered from Unit IV out of two. 1x20

SEMESTER I

MDC 101T INTER MULTI DISCIPLINARY COURSE IN ENGLISH

3 Credits

Course Level Learning Outcomes

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

show their appreciation of texts in terms of plot-construction, socio-cultural contexts and genre of poetry, drama and novel.

Students would be able to familiarize themselves with different genres of literature.

Course Content

UNIT-I : NOVEL

Ernest Hemmingway- The Old Man and the Sea.

Jonathan Swift- Gulliver's Travels

UNIT-II : POETRY

William Wordsworth: Daffodils

John Keats: A Thing of Beauty

Kamala Das: My Mother at Sixty-Six

Robert Frost: The Road Not Taken

EndtermSemesterExaminationanddistributionofmarks

Full Marks: 75

1. Two questions to be answered from unit I out of four. $2 \times 15 = 30$
2. Two questions to be answered from Unit II out of four. $2 \times 15 = 30$
3. Ten objective questions from prescribed texts. $10 \times 1.5 = 15$

MINOR VOCATIONAL COURSE

Media Studies

SEMESTER- II

MVC 201T INTRODUCTION TO JOURNALISM 4 Credits

Course Level Learning Outcomes

- ☐ To introduce students to the basics of journalism
- ☐ To inculcate the knowledge of elements of journalism
- ☐ To acquaint them with important aspects of the process of Journalism
- ☐ To develop the knowledge of skills of journalism
- ☐ To enhance understanding of the technical terms and jargons of Journalism
- ☐ Students would be able to understand the basics of journalism
- ☐ Students would be able to inculcate the knowledge of student elements of journalism
- ☐ Students would be able to acquaint them with important aspects of the process of journalism

- ☐ Students would be able to develop the knowledge of skills of journalism
- ☐ Students would be able to enhance understanding of the technical terms and jargons of journalism.

Course Content

Unit -I- Journalism: Concept, nature, scope, function and types, Role of Journalism in Society, Journalism and Democracy, Concept of Fourth Estate, Concept of Mass Communication, Mass Communication in India

Unit – II Journalism: Contemporary Issues in Journalism, Debates in Journalism, Elements of Journalism, Types of Journalism, Alternative Journalism

Unit – III Process of Journalism, Citizen Journalism, Yellow Journalism, Investigative Journalism, Advocacy Journalism

Unit – IV Skills of journalism, Convergence, Changing technology, online journalism, new trends in journalism

Unit – V Technical terms of Journalism, Jargons of Journalism, and Introduction to regional Journalism, Journalism and globalization, Journalism and society

Suggested Readings:

Kumar, Keval J, Mass Communication in India. Jaico, Mumbai.

Thakur Prof. (Dr). Kiran, Handbook of Print Journalism, MLC University of Mass communication & Journalism Bhopal.

Bhargav G.S., The Press in India: An Overview, National Book Trust New Delhi.

Beer Arnold S.de and Merrill John C., Global Journalism: Topical Issues and Media Systems, PHI Learning Private Limited, New Delhi.

News Papers and Magazines based on current affairs.

SEMESTER- IV

MVC 401T

NEWS WRITING

4 Credits

Course Level Learning Outcomes

- ☐ To understand basics of news writing
- ☐ To understand the theory, methods, and practice of gathering information and writing news
- ☐ To understand different writing techniques
- ☐ To develop the knowledge of web writing
- ☐ To inculcate the knowledge of news and backgrounder
- ☐ Students know about the basics of news writing
- ☐ Students will be having the knowledge of the theory, methods, and practice of gathering information and writing news
- ☐ Students would be able to understand different writing techniques
- ☐ Students will have the knowledge of web writing
- ☐ Students will be having the knowledge of news and background

Course Content

Unit-I - Concept & Definitions of News, Elements of News, News values and dynamics of news values-Truth, Objectivity, Diversity, and Plurality. Social welfare and relevance of facts

Unit-II- News: structure and content, Differences between news writing and other forms of media writing, various types of writing style, Headlines: Types, Function and Importance, Various techniques of writing headlines

Unit-III- Source of News, cultivation and protection, Verification and validation of facts, Types of News stories, Introduction to writing news, Article & Features

Unit-IV- News analysis, Backgrounders, Writing News based on Interviews, Writing News for Newspapers, Writing News for Radio & Television

Unit-V - News writing for web, E-paper, writing for Blog, writing photo captions, writing for social media, Comparison of online writing and other forms of writing

Suggested Readings:

George, A. H. (1990). News Writing, Kanishka Publications

Stein, P. & Burnett (2000), News writer's Handbook: An Introduction to Journalism, Blackwell Publishing

Itule & Anderson (2002). News Writing and reporting for today's media, McGraw Hill Publication

Harold Evans, 'Newsman's English' William Hainemann Ltd, 1972

M.L. Stein. and Susan F Paterno, 'The News Writer's Hand book,' Surjeet Publications, New Delhi, 2003

George A Hough, 'News Writing', Kanishka Publishers, New Delhi, 2006

SEMESTER- VI

MVC 601T BASICS OF REPORTING 4 Credits

Course Level Learning Outcomes

- ☐ To understand the basics of reporting
- ☐ To familiarize the students with different types of reporting
- ☐ To create understanding of specialized reporting
- ☐ To develop the general understanding of art culture and sports reporting

- ☐ To inculcate the knowledge of crime reporting
- ☐ Students would be able to understand the basics of reporting
- ☐ Students would be able to familiarize themselves with different types of reporting
- ☐ Students would be able to create understanding of specialized reporting
- ☐ Students would be able to develop the general understanding of art culture and sports reporting
- ☐ Students would be able to know about crime reporting

Course Content

Unit-I - Concept, definitions and elements of Reporting, Sources of News, News gathering, Verification and Validation, reporting hierarchy in News Organizations General Interests, Cultivation of sources, Ethics and laws related to reporting

Unit-II- Reporting Techniques and skills, Types of Reporting, Beat Reporting, Press conference, Press briefing and Meet the press, Human interest stories v/s hard stories

Unit-III- Understanding of Political Trends and Political Parties, Conducting Political Interview, Legislative Reporting (Parliament, Assembly and Local Bodies), Rural Reporting, Reporting of Autonomous bodies

Unit-IV- Reporting for Cultural Events (Drama, Music, and Dance etc.), Difference between Cultural Reporting and Review Articles, Film Coverage, Introduction of reporting in Sports Journalism-Cricket, Football, Hockey, Athletics and Tennis Events

Unit-V - Basics of Investigative Reporting Cover a Crime Incident, Analytical Coverage of Crime; Complete Understanding of Rural-Urban Crime Pattern, Court Reporting

Suggested Readings:

M.V. Kamath: Professional Journalism; Vikas Publishing, New Delhi

K.M. Srivastava News Reporting and Editing

Tony Harcup: Journalism: Principles and Practice; Sage

Here is the News: Reporting for Media, Sterling Publishers

Frost, C. (2001). Reporting for Journalists, Routledge, London

Reference Books:-

Handbook of Journalism- Veer Bala Agrawal & V.S. Gupta

Social Media in Business and Governance- K.M. Srivastava

SEMESTER- VIII

MVC801T INDIAN CONSTITUTION & MEDIA RELATED LAWS

4 Credits

Course Level Learning Outcomes

- ☐ To provide understanding of knowledge of the Indian constitution
- ☐ To familiarize students with the fundamental rights and duties
- ☐ Students will know Press laws and understand the importance of media related laws
- ☐ Students will know the Codes of ethics of newspapers, television and Press Council of India
- ☐ To understand the correlation between Indian constitution, democracy and media
- ☐ Shall have understanding of our Indian Constitution
- ☐ Shall get aware to legal aspects of the media and its values

- ☐ Shall have an overview of recent changes and future challenges of media regulation
- ☐ Shall have understanding of media ethics
- ☐ Shall know how media laws and ethics empower media practitioners to perform their duties with commitment

Course Content

Unit-I - Introduction of the Constitution, Preamble of the constitution, Salient features of Constitution, Amendments in Constitution, Special provisions

Unit-II- Fundamental rights, Directive principles of state policies, Fundamental duties, Emergency powers, Media Response to Contemporary Challenges (Ref. Point: Newspaper, Magazines, Journals and TV Coverage)

Unit-III- Press in India, Media laws: Introduction, Significance of media laws, Freedom of expression in context of media, Role of media laws and their application

Unit-IV- Working Journalist Act, Copyright Act, Contempt of court, IT Act, Right to Information Act

Unit-V - Main Provisions of IPC and CRPC, Official secret Act, Press Council Act, Press and Registration of Book Act, Prasar Bharti Act, Code of Ethics

Suggested Readings

Law of the Press in India, Durgadas Basu, Prentice Hall, London, 1980

Law of Contempt of Court in India, B. S. Nayar, Atlantic New Delhi, 2004

Mass media Law and Regulation in India AMIC publication

Bharat mein Pravesavidhi by Surendra Kumar & Manas Prabhakar

Mass media law and regulation in India, Venkat Aiyer, AMIC publication

K.S. Venkateswaran, Mass Media law and Regulations in India, Published by AMIC.