

SYLLABUS
for
Choice Based Credit System
(CBCS)

On the basis of
Outcome Based Education
(OBE)

M.A. ENGLISH



PATNA WOMEN'S COLLEGE

Autonomous

PATNA UNIVERSITY

3rd Cycle NAAC Accredited at 'A' Grade with CGPA 3.58/4
"College with Potential for Excellence" (CPE) Status Accorded by UGC

Vision

Rooted in the life, vision and teachings of Jesus Christ and inspired by Mother Veronica, the foundress of the Apostolic Carmel, Patna Women's College strives to become a centre of academic excellence in higher education, social responsibility, and empowerment of women.

Mission Statement

Patna Women's College, the first college for women in Bihar, is committed to the holistic development of women so as to make an effective contribution to the creation of a better society.

To this end, we strive

- To become a centre of excellence in higher education for women in an atmosphere of autonomy.
- To excel in teaching-learning, research, and consultancy.
- To provide education that promotes capacity building and holistic development of a person.
- To offer subjects for competency building and motivate/animate a workforce imbued with human values.
- To promote patriotism, communal harmony and cultural integration to maintain a free and peaceful atmosphere on the campus.
- To train the students in creative arts, social service, critical thinking, and leadership in order to make an effective contribution to the creation of a new and value-based society.
- To create women leaders and to make them agents of social change.
- To develop skill oriented and value-based courses, for the all-round development of individuals.
- To promote academic exchange and academia-industry interface.
- To shape young women who are 'always wise' and who dare to 'go ahead and conquer knowledge'.

Proposed Syllabus for M.A in English

SEMESTER I – IV

Semester	Core Course (CC)	Elective Course (EC)	Discipline Specific Elective Course (DSE)	Generic Elective Course (GE)	Skill Enhancement Course (SEC)	Ability Enhancement Compulsory Course (AECC)
1	MENG-CC101 : English Poetry from Chaucer to Milton					MAECC10: Environmental Sustainability & Swachcha Bharat Abhiyan Activities
	MENG-CC102 : Shakespearean Drama					
	MENG-CC103 : 15 th to 17 th Century Drama					
	MENG-CC104 : Late 17 th and 18 th Century Literature					
2	MENG-CC205 : 19 th Century Literature				MENG-SEC201 : Research Methodology	
	MENG-CC206 : Indian Criticism					
	MENG-CC207 : Indian Literature in English					

1	MENG-CC208 : Indian Literature in English Translation	Elective Course (EC)	Discipline Specific Elective Course (DSE)	Generic Elective Course (GE)	Skill Enhancement Course (SEC)	MAECC10: Environmental Sustainability & Swachha Bharat Abhiyan Activities
	MENG-CC209 : Literary Criticism					
3	MENG-CC310 : Modern Literature: Poetry and Fiction					MAECC302 : Human Values and Professional Ethics & Gender Sensitization
	MENG-CC311: Modern Literature : Drama and Art Movements					
	MENG-CC312: Literary Theory – I					
	MENG-CC313: Literary Theory - II					
	MENG-CC314: Linguistics					
4			MENG-DSE401: (i) American Literature (ii) Popular Literature (iii) Postcolonial Literature	MENG-GE401: Dalit discourse in India		

			MENG-DSE402: i.Cultural Studies ii.Literatures from Indian Diaspora iii.Women's Writing			
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The M.A. English syllabus comprises 14 Core Course (CC), one Generic Elective (GE), two Discipline Specific Elective Courses (DSE), one Skill Enhancement Course (SEC) and two Ability Enhancement Compulsory Courses (AECC) in two years. The students will be evaluated through Continuous Internal Assessment and End-Semester examination/project evaluation and the teaching will be structured accordingly.

Structure of the 2 years (Four Semesters) Post Graduate Degree Course under CBCS:

Semester	No. of Course / Papers	Credit Per Course / Paper	Total	Minimum No. of Learning Hours	No. of Core Course / Paper	No. of Elective Course / Paper	Code & Nature of Elective Course / Paper
I	05	05	25	250	4	1	AECC-1

SEMESTER BREAK

II	06	05	30	300	5	1	SEC-1
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SEMESTER BREAK

III	06	05	30	300	5	1	AECC-2
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SEMESTER BREAK

IV	03	05	15	150	0	3	DSE-1 DSE-2 and GE-1
Total	20	20	100	1000	14	6	

Core Course (CC): A course which should compulsorily be studied by a candidate as a core requirement on the basis of subject of MA studies and is termed as a Core course.

Discipline Specific Elective Course (DSE): Elective courses offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).

Generic Elective (GE) Course: An elective course chosen generally from an unrelated discipline/subject, with an intention to provide interdisciplinary exposure is called a Generic Elective.

P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.

Skill Enhancement Course (SEC): SEC courses are the courses based upon the content that leads to life skill enhancement.

Ability Enhancement Compulsory Courses (AECC): Ability Enhancement Compulsory Courses (AECC) are qualifying in nature and students from all faculties have to qualify in these courses.

The distribution of the six elective papers shall be – two DSE, one GE, two AECC, one SEC. Students may opt for any elective course out of a list of elective papers (Basket) offered by the parent department or any other department/s as per his/her choice with the prior permission of the parent department.

The final CGPA / class will be decided on the performance of the student in the 16 courses including the 14 Core Courses (CC) and two DSE courses.

The one GE, two AECC, one SEC courses will be qualifying in nature and a student, has to score at least 45% marks in these courses. Grades will be awarded separately for these courses, however, performance in these elective/compulsory courses will not be considered for awarding the final CGPA / class.

M.A.

Semester 1 : MENG-CC101 to MENG-CC104 plus MAECC101

Semester 2 : MENG-CC205 to MENG-CC209 plus MENG-SEC201

Semester 3 : MENG-CC310 to MENG-CC314 plus MAECC302

Semester 4 : MAENG-DSE401 and MAENG-DSE402 plus MAENG-GE401

Evaluation of Performance Under Semester System

1. The performance of a student in each paper will be assessed on the basis of a Continuous Internal Assessment (CIA) of 30 marks and the End of Semester Examination (ESE) consisting of 70 marks.
2. The performance of a student in the elective papers SEC / AEC and AECC in each semester addressing the issues of i. Skill Development, ii. Value Education and Ethics, iii. Environment Sustainability and Gender Sensitization shall be assessed on the basis of a Continuous Internal Assessment (CIA) of 50 marks and the End Semester Examination (ESE) consisting of 50 marks.
3. The components of C.I.A. in these papers shall be as follows:
 - (i) One mid-semester written test = 15 Marks
 - (ii) Seminar/Quiz = 10 Marks
 - (iii) Assignment = 10 Marks
 - (iv) Discharge of Institutional
Social Responsibility/
Community Services = 15 Marks
 - Total = 50 Marks**

Question paper pattern for the End Semester Examination (ESE) of Elective Papers

Part	Nature of questions	Number of questions to be asked	Number of questions to be answered	Marks of each question	Total marks
Part-A	Objective type questions with multiple choice	10	10	01	10
Part-B	Short answer type questions	04	02	05	10
Part-C	Long answer type questions	06	03	10	30
Total Marks					50

4. The concerned teacher of the course/paper shall be responsible for conducting the mid-semester tests and other components of the CIA.
5. The ESE will be written examination of 3-hours duration for Core Courses (CC), Discipline Specific Elective (DSE) and Generic Elective (GE) and 2-hours duration for Ability Enhancement Compulsory Courses (AECC) and Skill Enhancement Courses (SEC) all papers conducted by the College.
6. Only those students who secured minimum qualifying marks in of 45% in the CIA shall be allowed to fill up the End Semester Examination form.

M.A. English

Semester 1

- MENG-CC101** : English Poetry from Chaucer to Milton
- MENG-CC102** : Shakespearean Drama
- MENG-CC103** : 15th to 17th Century Drama
- MENG-CC104** : Late 17th and 18th Century Literature
- MAECC101** : Environmental Sustainability & Swachcha Bharat Abhiyan Activities

Semester 2

- MENG-CC205** : 19th Century Literature
- MENG-CC206** : Indian Criticism
- MENG-CC207** : Indian Literature in English
- MENG-CC208** : Indian Literature in English Translation
- MENG-CC209** : Literary Criticism
- MENG-SEC201** : Research Methodology

Semester 3

- MENG-CC310** : Modern Literature: Poetry and Fiction
- MENG-CC311** : Modern Literature: Drama and Art Movements
- MENG-CC312** : Literary Theory - I

MENG-CC313 : Literary Theory - II

MENG-CC314 : Linguistics

MAECC302 : Human Values & Professional Ethics (3 Credits) &
Gender Sensitization (2 Credits)

Semester 4

Discipline Specific Elective Course (DSE)

MENG-DSE401 : (a) American Literature
(b) Popular Literature
(c) Postcolonial Literature

MENG-DSE402 : (a) Cultural Studies
(b) Literatures from Indian Diaspora
(c) Women's Writing

Generic Elective Course (GE)

MENG-GE401 : Dalit Discourse in India

PROGRAMM OUTCOMES

Upon completion of the Post Graduate programme, the students will be able to achieve the following outcomes:

PO1: Profound Professional Knowledge: Obtain proficiency to maneuver in diverse context of the advance subject knowledge.

PO2: Critical Thinking and Analysis: Attain the analytical expertise to create, analyse, formulate, and solve challenging problems.

PO3: Environment and sustainability: Understand the impact of the scientific solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.

PO4: Research and Innovation: Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.

- PO5: Effective Communication:** Demonstrate skills such as effective communication, decision making, problem and adapt ability to create technical writing.
- PO6: Problem Solving:** Understand, interpret, explain, analyse and assess the tools, techniques, models and methodologies to solve problems.
- PO7: Employability:** Demonstrate skills for doctoral, post-doctoral education, professional development and employability.
- PO8: Advance tools and techniques:** Attain ability to work with advanced IT tools and techniques in their domain.
- PO9: Social Consciousness:** Acquire awareness towards gender, environment, sustainability, human values and professional ethics and understand the difference between acting, responding and reacting to various social issues
- PO10: Nation Building:** Introspect and evolve into dynamic and creative individuals capable of socially productive, constructive actions that positively impact our Nation and the World at large.

PROGRAMME SPECIFIC OUTCOMES

Upon completion of the M.A. Degree Programme, the students will be able to:

- PSO1:** Comprehend not only British literature but the huge corpus of literature in English of America, Latin America and Postcolonial nations.
- PSO2:** Understand literary criticism and critical theories.
- PSO3:** Sensitise themselves towards the marginalised sections of the society through their study of gender, class, caste, race, ethnicity culture, etc.
- PSO4:** Develop the right approach to relate literature to real life extending learning from campus to the community at large.
- PSO5:** Articulate their ideas effectively and therefore develop capability for different careers like teaching, content writing, media, advertising, etc.
- PSO6:** Take up research activities and contribute to the knowledge pool.

M.A English Details of CBCS Syllabus

Core Courses (5 credits each)

SEMESTER- I

COURSE OUTCOME

After completion of the course, the students will be able to:

- CO1.** Acquaint themselves with the role of Middle and Early English leading to the origin of modern English Poetry
- CO2.** Appreciate the style, structure and content of the assigned literary texts from Chaucer to Milton
- CO3.** Learn the importance and impact of the various major events and transitions which lead to the development of the Literature
- CO4.** Acquaint themselves with the development of the English poetry till the modern age. Appreciate and analyse the selected texts in the larger socio- political contexts of the time.

MENG-CC101 : English Poetry from Chaucer to Milton (CREDITS 05) (70 marks)		
Unit	Topics to be covered	No. of hours
1	Chaucer: The Canterbury Tales: The General Prologue, The Wife of Bath	15
2	Spenser: The Faerie Queene Book 1	15
3	Shakespearean Sonnets: From fairest creatures we desire increase; Not marble, nor the gilded monuments; In the old age black was not counted fair; My mistress' eyes are nothing like the sun; Two loves I have, of comfort and despair;	15
4	Metaphysical Poetry: John Donne: The Good Morrow, The Flea, Hymn to God My Father, Valediction Forbidding Mourning Herbert: Redemption, The Collar Marvell: To his Coy Mistress, Definition of Love	15

5	Milton: Paradise Lost Books 1 & 2	15
	TOTAL	75

Suggested Readings:

1. Loyn, H.R., ed. *The Middle Ages: A Concise Encyclopedia*. London: Thames and Hudson Ltd., 1989.
2. *Songs of the Canterbury Tales*. CD. Opus Anglicanum. Oxford: Historical Collections Ltd., 1995. 3184.
3. Williams, George. *A New View of Chaucer*. Durham: Duke University Press, 1965.
4. Spenser, Edmund, Thomas P. Roche, and C P. O'Donnell. *Edmund Spenser, The Faerie Queene*. New Haven: Yale University Press, 1981. Print.
5. Jones, Katherine Duncan, editor. *Shakespeare's Sonnets*. 2013 ed., Bloomsbury, 2013.
6. Teskey Gordon, *Norton Critical Edition*: W.W Norton Company

SEMESTER- I

COURSE OUTCOME:

After completion of the course, the students will be able to:

- CO1.** Understand Shakespearean tragedies with reference to Hamlet
- CO2.** Understand Shakespearean tragedies with reference to King Lear
- CO3.** Comprehend Shakespearean comedies with reference to The Tempest
- CO4.** Appreciate the history of Shakespearean criticism

MENG-CC102 : Shakespearean Drama (70 marks) PWC : 05 Credits		
Unit	Topics to be covered	No. of hours
I	Hamlet	15
II	King Lear	15
III	The Tempest	15
IV	Outline of the History of Shakespearean Criticism	15
V	Revisiting Shakespeare: Atwood : Gertrude Talks back Terence Hawks: Love In King Lear OR C.J. Sasson: Justice In King Lear Ann Thompson: 'Miranda, Where's Your Sister?' in Reading Shakespeare's The Tempest by R.S. White	15
	TOTAL	75

Suggested Readings:

1. Shaughnessy, Robert. *The Routledge Guide to William Shakespeare*. Routledge, 2013.
2. Harrison, G. B. *Introducing Shakespeare*. Penguin Books, 1991.
3. Hossain, Akram. *An Approach to Shakespeare Scholarship and Criticism*. Ababil Books, 2018.
4. Shakespeare, William, and Miranda Fay Thomas. *The Tempest*. The Arden Shakespeare, 2022.
5. Bloom, Harold. *William Shakespeare's King Lear*. Bloom's Literary Criticism, 2010.
6. Bloom, Harold, and Brett Foster. *Hamlet*. Bloom's Literary Criticism, 2008.

SEMESTER- I

COURSE OUTCOME:

After completion of the course, the students will be able to:

- CO1.** Understand the morality plays with reference to Everyman
- CO2.** Understand the History Plays with reference to Edward II
- CO3.** Acquaint themselves with Comedy of Humours with reference to Ben Jonson's 'Volpone'
- CO4.** Understand revenge tragedy with reference to Webster's 'The Duchess of Malfi'
- CO5:** Acquaint themselves with the plays of Aphra Behn with reference to 'The Rover'.

MENG-CC103 : 15th to 17th Century Drama (70 marks)		
PWC : 05 Credits		
Unit	Topics to be covered	No. of hours
I	Origin and Evolution of Drama In England	15
II	Marlowe : Edward II	15
III	Ben Jonson : Volpone	15
IV	Webster : The Duchess of Malfi	15
V	Aphra Behn : The Rover	15
	TOTAL	75

Suggested Readings:

1. Dietrich, Richard F. *British Drama, 1890 to 1950: A Critical History*. Macmillan Reference USA, 1989.
2. Jarman, Derek. Stephen McBride, Ken Butler, and Christopher Marlowe. *Edward II*. England: National Film Trustee Company, 1991.
3. Marlowe, Christopher. *Edward the Second*. Broadview P, 2010.
4. Webster, John. *The Duchess of Malfi*. Northbrook, Ill: AHM Pub. Corp, 1953. Print.
5. Behn, Aphra. *The Rover*. Lincoln: University of Nebraska Press, 1967. Print.

SEMESTER- I

COURSE OUTCOME:

After completion of the course, the students will be able to:

- CO1.** Analyse mock-heroic poem with reference to ‘An Epistle to Dr Arbuthnot’
- CO2.** Appreciate literary satire with reference to ‘A Modest Proposal’
- CO3.** Understand the Pre-Romantic strain in literature with reference to ‘An Elegy Written in a Country Churchyard’
- CO4.** Analyse the genre of bildungsroman with reference to the text ‘Tom Jones’
- CO5.** Acquaint themselves with the trends of Romantic poetry with reference to Blake’s poems.

MENG-C104 : Late 17th and 18th Century Literature (70 marks)		
PWC : 05 Credits		
Unit	Topics to be covered	No. of hours
I	Pope : An Epistle to Dr. Arbuthnot	15
II	Swift : A Modest Proposal	15
III	Horace Walpole : The Castle of Otranto	15
IV	Fielding : Tom Jones	15
V	a. Gray : An Elegy Written In A Country Churchyard b. Blake : Songs of Innocence and Experience The Lamb, The Little Black Boy, The Chimney Sweeper, The Tyger, London, The School Boy.	15
	TOTAL	75

Suggested Reading:

1. Abrams, M.H., and Geoffrey Harpham. *A Glossary of Literary Terms*. Cengage Learning, 2015.
2. Albert, Edward. *History of English Literature*. 5th ed., Oxford University Press, 1979.

3. Carter, Ronald, and John McRae. *The Routledge History of Literature in English*. 3rd ed., Routledge, 2017.
4. Chowdhury, Aditi, and Rita Goswami. *A History of English Literature: Traversing the Centuries*. Orient BlackSwan, 2014.
5. Cuddon, John A., and Claire Preston. *The Penguin Dictionary of Literary Terms and Literary Theory*. Penguin Books, 1998.
6. Daiches, David. *A Critical History of English Literature*. 4th ed., Ronald Press Company, 1969.
7. Goring, Paul. *Eighteenth-Century Literature and Culture*. A&C Black, 2008.
8. Palgrave, Francis T. "Elegy Written in a Country Church-yard." *The Golden Treasury of the Best Songs and Lyrical Poems in the English Language*, Oxford University Press, 1886, pp. 145-148.
9. Swift, Jonathan. "Verses on the Death of Dr. Swift, D.S.P.D. By....." Poetry Foundation,
www.poetryfoundation.org/poems/45272/verses-on-the-death-of-dr-swift-dspd

SEMESTER – II

COURSE OUTCOME

After completion of the course, the students will be able to:

- CO1.** Acquaint themselves with the socio -political, economic and cultural milieu of 19th century England.
- CO2.** Appreciate select 19th century British poetry.
- CO3.** Analyse Charlotte Bronte's novel with reference to Jane Eyre.
- CO4.** Analyse Charles Dickens' novel with reference to Hard Times.
- CO5.** Appreciate the select essays of 19th century British Literature.

MENG-CC205 : 19th Century British Literature PWC		
Unit	Topics to be covered	No. of hours
1	Historical / Social Background of 19th century: Topics:	20

	<p>The Great Stink: Sanitation – Joseph Bazalgette, Housing and Accommodation, The Railway Age, Industrial Revolution, The Great Exhibition, Hungry Forties, Irish Potato Famine</p> <p>British Parliamentary System of 19th century</p> <p>Victorian Compromise, Chartist Movement, Corn Laws, The Great Depression, Postal Revolution, Rise of Middle Class, Land-Aristocracy and voting rights, Tolpuddle Martyrs, Condition of Women, Working Class Population- (i) Working Hours, (ii) Unemployment, (iii) Effect of Recession, (iv) Women as workforce, (v) Child Labour, Prostitution, Jack The Ripper Murders – development of scientific investigation, Colonial Conquests – Government of India Act 1858</p> <p>Thinkers:</p> <p>Charles Darwin, Karl Marx, Nietzsche</p> <p>Wars:</p> <p>Boer War, Crimean War, Anglo French Wars</p> <p>Literary Background of 19th century:</p> <p>Victorian Poetry</p> <p>Victorian Novel</p>	
2	<p>Poetry:</p> <p>Wordsworth: Tintern Abbey</p> <p>Coleridge: Kubla Khan</p> <p>Shelley: Ode to Liberty</p> <p>Keats: Ode to Autumn</p> <p>Tennyson: Ulysses</p> <p>Matthew Arnold: Dover Beach</p> <p>Thomas Hardy: The Darkling Thrush</p> <p>Dante Gabriel Rossetti: The Blessed Damozel</p> <p>Gerard Manley Hopkins: The Windhover, The Caged Skylark</p>	20

	Elizabeth Barret Browning: The Cry of the children	
3	Novel I: Charlotte Bronte : Jane Eyre	8
4	Novel II: Charles Dickens: Hard Times	12
5	Essays: John Ruskin's: Sesame and Lilies :Lilies of Queen's Garden John Stuart Mill: The Subjection of Women	15
	TOTAL	75

Topics for Presentations:

1. Women and Patriarchy in 19th century England
2. Women and Ideas of Liberty in 19th century
3. Middle class and Morality of Victorian England
4. Industrial Revolution and England's Economy
5. Prostitution and Victorian Morality
6. Working Class and the Great Depression, Hungry Forties
7. Sub-genres of novels
8. Text, Themes and Context
9. Ideals of Romanticism
10. Cultural Representation in Fairy Tales

Suggested Reading:

1. Abrams, M.H., and Geoffrey Harpham. *A Glossary of Literary Terms*. Cengage Learning, 2014.
2. Alexander, Michael. *A History of English Literature*. Palgrave MacMillan, 2000.
3. Bloom, Harold. *The Victorian Novel*. Infobase Publishing, 2004.
4. Bradbury, Malcolm. *The Modern British Novel*. Penguin Group, 2001.
5. Bronte, Charlotte. *Jane Eyre*. Race Point Publishing, 2014.
6. Bronte, Charlotte. *JANE EYRE*. 2011.

7. Carter, Ronald, and John McRae. *The Routledge History of Literature in English: Britain and Ireland*. Routledge, 2016.
8. Dickens, Charles. *Works of Charles Dickens ...: Barnaby Rudge. Hard times*. 1926.
9. ---. *Hard Times Illustrated*. 2020.
10. Dietrich, Richard F. *British Drama, 1890 to 1950: A Critical History*. Macmillan Reference USA, 1989.
11. Eagleton, Terry. *The English Novel: An Introduction*. John Wiley & Sons, 2013.
12. Gregor, Ian. *Reading the Victorian Novel: Detail Into Form*. Vision, 1980.
13. Mill, John Stuart. (1997). *The Subjection of Women*. Dover Publications.
14. O'Gorman, Francis. *A Concise Companion to the Victorian Novel*. John Wiley & Sons, 2008.
15. Pope, Alexander. *Epistle to Dr. Arbuthnot*. Createspace Independent Publishing Platform, 2018.
16. Ruskin, John. (2011). *Sesame and Lilies*. Digireads.com.
17. ---. *Sesame and Lilies: Two Lectures Delivered at Manchester in 1864. 1. Of King's Treasures. 2. Of Queens' Gardens*. 1865.
18. Ruskin, John. *Sesame and Lilies: Three Lectures*. 1889.
19. Trevelyan, George M. *English Social History: A Survey of Six Centuries, Chaucer to Queen Victoria*. 2000.
20. Tucker, Herbert F. *A New Companion to Victorian Literature and Culture*. John Wiley & Sons, 2014.

SEMESTER – II

COURSE OUTCOME

After completion of the course, the students will be able to:

- CO1.** Evaluate the major genres in Indian Writing in English
- CO2.** Identify the major literary features, especially in the writings of Dandin and Anandvardhan.

- CO3.** Appreciate the use of myth in Indian Writing in English and it's contemporary relevance
- CO4.** Acquaint themselves with the various features of Indian Criticism.
- CO5.** Appreciate the growth and development of Indian literary thought and its applications.

MENG-CC206 : Indian Criticism PWC (Theory : 5 credits)		
Unit	Topics to be covered	No. of hours
1	Introduction and Key Concepts: Rasa, Dhvani, Alankar, Vakrokti	20
2	On Natya and Rasa: Aesthetic of Dramatic experience	20
3	Anandvardhan: The structure of Poetic meaning	15
4	Dandin: Sarg - bandh: Epic Poetry	15
5	Amir Khushrou : Multi-lingual Literary Culture	05
	TOTAL	75

Suggested Reading:

1. T.N. Sreekantaiyya,
1. Dandin, and Moresvar R. Kale. Dasakumaracarita of Dandin. Motilal Banarsidass Publishe, 1966.
2. Devy, G. N. Indian Literary Criticism: Theory and Interpretation. Orient Blackswan, 2002.
3. Dihlavi, Amir K., and Habibuddin Ahmed. The Writings of Amir Khusrau: 700 Years After the Prophet : a 13th-14th Century Legend of Indian-sub-continent. 2007.
4. Pollock, Sheldon. A Rasa Reader: Classical Indian Aesthetics. Columbia UP, 2016.
5. Sreekantaiya, T. N., and Ti. N. Srikanthayya. Indian Poetics. Sahitya Akademi, 2001.
6. Anandavardhana. The Dhvanyaloka of Anandavardhana with the Locana of Abhinavagupta. Harvard UP, 1990.

SEMESTER – II

COURSE OUTCOME

After completion of the course, the students will be able to:

- CO1.** Acquaint themselves with the history and development of Indian English Literature.
- CO2.** Appreciate select Indian English poetry
- CO3.** Analyse Indian English fiction with reference to Amitav Ghosh's The Shadow Lines
- CO4.** Appreciate the select prose in Indian English Literature
- CO5.** Analyse Indian English plays with reference to Final Solutions

MENG-CC207 : Indian Literature in English(70 marks) PWC (Theory: 5 credits)		
Unit	Topics to be covered	No. of hours
1	Introduction to Indian English Literature: 1. Historical and Social Background Establishment Of East India Company, Advent of Christian Missionaries, The Beginning of English Education, Gandhian movements for freedom, Horrors of Partition, Framing of Constitution 2. Development of Indian English Literature Beginning of Indian English Novel, Bengal Renaissance, Development of Indian English Poetry from Derozio and Ezekiel to Agha Shahid Ali, Importance of Indian Women poets, Rabindranath Tagore and his presentation of socio-religious culture of Bengal, Rise of Modern Indian Novel and Development of Indian English Drama	15
2	Poetry: Nissin Ezekiel – Poet, Lover, Birdwatcher Kamala Das- An Introduction	15

	A.K. Ramanujan – Ecology Jayanta Mahapatra - Hunger Meena Alexander – For my Father, Karachi 1947 Agha Shahid Ali - Farewell Meena Kandaswamy – Traitor Robin S Ngangom – My Invented Land	
3	Fiction: Amitav Ghosh – The Shadow Lines Aruni Kashyap: Skylark Girl from the collection 'His Father's Disease'	15
4	Non-Fiction: Pandita Ramabai - Widowhood Rabindranath Tagore - On Nationalism: Nationalism in India Arundhati Roy – The End of Imagination	15
5	Play: Mahesh Dattani – Final Solutions	15
	TOTAL	75

Topics for Presentation:

1. Beginning of Indian English Novel
2. Bengal Renaissance
3. Importance of Indian Women poets
4. Rabindranath Tagore and his presentation of socio-religious culture of Bengal
5. Rise of Modern Indian Novel
6. Development of Indian English Drama

Suggested Readings

1. Anjaria, Ulka. *A History of the Indian Novel in English*. Cambridge UP, 2015.
2. Deshpande, Govind P. *Modern Indian Drama: An Anthology*. 2000.
3. Iyengar, K. R. *Indian Writing in English*. South Asia Books, 1987.

4. King, Bruce. *Modern Indian Poetry in English*. OUP India, 2005.
5. Mahanta, Banibrata, and Rajesh B. Sharma. *English Studies in India: Contemporary and Evolving Paradigms*. Springer, 2018.
6. Mehrotra, A. *A Concise History of Indian Literature in English*. Palgrave Macmillan, 2009.
7. Mehrotra, Arvind K. *A History of Indian Literature in English*. C. HURST & CO. PUBLISHERS, 2003.
8. Mukherjee, Meenakshi. *The Twice Born Fiction: Themes and Techniques of the Indian Novel in English*. 1974.
9. Naik, M. K. *A History Of Indian English Literature*. 2006.
10. Paranjape, Makarand R. *Indian Poetry in English*. 1993.
11. Prasad, G. J. *Writing India, Writing English: Literature, Language, Location*. Routledge, 2014.
12. Tasildar, Ravindra B. *English Studies in Indian Universities: The Present Scenario*. Cambridge Scholars Publishing, 2019.

SEMESTER – II

COURSE OUTCOME

After completion of the course, the students will be able to:

- CO1.** Understand the key terms of translation
- CO2.** Evaluate dalit issues through dalit autobiography, 'Joothan'
- CO3.** Appreciate select dramas from Indian regional languages
- CO4.** Appreciate select translated short stories from Indian regional languages
- CO5.** Analyse select translated poems from Indian regional languages

MENG-CC208 : Indian Literature in English Translation (70 marks)		
PWC (Theory :5 credits)		
Unit	Topics to be covered	No. of hours
1	Key Terms: a) Translation b) Transliteration	15

	c) Transcreation d) Advantages and Limitations of Translation e) Indo-Anglian f) Indo-English g) Indian English Literature h) Bhasa Literature	15
2	Autobiography: Omprakash Valmiki -Joothan	5
3	Drama: a) Girish Karnad – ‘The Fire and the Rain’ translated by the author (OUP 204) b) Tendulkar, Vijay – Ghasiram Kotwal (trans. Eleanor Zelliot and Jayant Karve)	20
4	Short Stories: a) Premchand – The Shroud b) Sadat Hasan Manto – ‘Toba Tek Singh’ c) Ismat Chuktai – ‘The Homemaker’ d) Volga – Confluence e) Folk Tale – The Flowering Tree (trans.) A.K. Ramanujam	20
5	Poems: a) Lal Ded – (i) ‘I will weep and weep for you, my soul’. (ii) ‘By the highway I came’ in ‘Lal Ded’ translated and ed. by Jaylal Kaul (New Delhi: Sahitya Academy 1973) b) Kabir – Go Naked If You Want from Songs of the Saints of India c) Faiz – Dawn of Freedom (Trans. V.G Kiernan) d) Amrita Pritam – ‘I say Unto Waris Shah’(tr.N.S.Tasneem) in Modern Indian Literature: An Anthology, Plays and Prose,	15

	<p>surveys and Poems, ed. K.M. George Vol.3 (Delhi Sahitya Academy, 1992)</p> <p>e) Rabindra Nath Tagore – ‘Where the mind is without fear’ trans. William Radice</p> <p>f) Allama Iqbal – Naya Shivala</p> <p>g) Thangjam Ibopishak – ‘The land of half humans’, ‘I want to be killed by an Indian bullet’ translated by Robin S. Ngangom</p>	
	TOTAL	75

Topics for Presentation:

1. Modernity in Indian Literature
2. Caste, Gender and Resistance in Indian Literature
3. Dalit Literature
4. Literature from the North East
5. Bhakti Movement
6. Comparative Literature vs Translation Studies

Suggested Readings:

1. Chaudhuri, Amit. *The Picador Book of Modern Indian Literature*. Pan Macmillan Adult, 2002.
2. Dharwadker, Aparna B. *A Poetics of Modernity: Indian Theatre Theory, 1850 to the Present*. Oxford UP, 2018.
3. Dharwadker, Vinay, and A. K. Ramanujan. *The Oxford Anthology of Modern Indian Poetry*. 1996.
4. Rao, D. V. *Cultures of Memory in South Asia: Orality, Literacy and the Problem of Inheritance*. Springer, 2016.
5. Rushdie, Salman, and Elizabeth West. *The Vintage Book of Indian Writing, 1947-1997*. Arrow, 1997.

SEMESTER – II

COURSE OUTCOME

After completion of the course, the students will be able to:

- CO1.** Understand the history of Literary Criticism with reference to Aristotle and Horace
- CO2.** Comprehend classical and neo classical criticism with reference to Alexander Pope and Samuel Johnson
- CO3.** Understand Romantic criticism with reference to William Wordsworth and S.T. Coleridge
- CO4.** Analyse the seminal texts belonging to Victorian criticism

MENG-CC209 : Literary Criticism (70 marks) PWC (Theory :5 credits)		
Unit	Topics to be covered	No. of hours
1	Classical Criticism: Aristotle – Poetics I to XVIII (S.H. Butcher's Aristotle's Theory of Poetry and Fine Arts) Horace – Ars Poetica	15
2	Neo-Classical Criticism: Alexander Pope – An Essay on Criticism Samuel Johnson – Life of Cowley	15
3	Romantic Criticism: William Wordsworth – Preface to The Lyrical Ballads (Enright and Chickera) S.T. Coleridge – Biographia Literaria (Chapters 13 and 14)	15
4	Victorian Criticism: Matthew Arnold: The Study of Poetry Walter Pater: a) Style From Appreciations	15
5	Modern Criticism: T.S. Eliot : a) Tradition and Individual Talent b) Metaphysical Poetry	15
	TOTAL	75

Topics for Presentation:

1. Mimesis, Aristotelian Concept of Drama
2. Horace's Art of Poetry
3. Tenets of Neo-classical Criticism
4. Wordsworth's Concepts of Poetry
5. Coleridge's Concept of Imagination
6. Arnold's Touchstone Method
7. T.S. Eliot's Impersonality Theory, Concept of Tradition

Suggested Readings:

1. Butcher, Samuel H., et al. *Aristotle's Theory of Poetry and Fine Art: With a Critical Text and Translation of the Poetics. With a Prefatory Essay, Aristotelian Literary Criticism*. Courier Corporation, 1951.
2. Enright, D. J., and Ernst D. Chickera. *English Critical Texts: 16th Century to 20th Century*. 1975.
3. Leitch, Vincent B, and William E Cain. *The Norton Anthology of Theory and Criticism*. 2nd ed., W. W. Norton & Company, 2010.
4. Pater, Walter. *Appreciations: With an Essay on Style*. 1895.
5. *The Literary Criticism of T.S. Eliot: New Essays*. A&C Black, 2014.
6. Wimsatt, William K., and Cleanth Brooks. *William K. Wimsatt & Cleanth Brooks... Literary Criticism. A Short History*. 1967.

SEMESTER – II

COURSE OUTCOME

After completion of the course, the students will be able to:

- CO1.** Incorporate the systems of research strategies, work schedules and writing techniques taught in the course within their research.
- CO2.** Create abstracts for research undertakings
- CO3.** Produce a research paper within the course of their study
- CO4.** Produce effective research papers, articles and books keeping in mind the values and methods of research in years to come.
- CO5.** Practice ethics in research undertakings.

MENG-SEC201 : Research Methodology PWC (Theory :4 credits+ Practical: 1 credit)		
Unit	Topics to be covered	No. of hours
1	Introduction <ul style="list-style-type: none"> Importance of Research in academia Introduction to Academic Writing 	15
2	General principles of Research: Meaning and Importance of Research, Selecting a topic, Research question, Abstract, Formulating hypothesis/Thesis statement, Development of Research Plan, Synopsis Writing, Review of Literature, Interpretation of results and discussions, Compiling a Bibliography	15
3	Research Design: Features of a good research design, Exploratory Research Design, Descriptive Research design, Experimental Design	15
4	Layout of Research paper, Format, Language & Style in Research Publication, Ethical issues related to publishing, Plagiarism, Documenting and Citing Sources	15
5	Writing a Research Paper – Practical (30 Marks)	15
	TOTAL	75

Topics for Presentation:

- General Principles of Research
- Exploratory, descriptive and Experimental Research design
- Ethics in Research

Suggested Readings:

- MLA Handbook for writers of Research Papers (2016); Modern Language Association of America. (8th edition)
- Sinha, M.P. (2019): Research Methods in English; Paperback.
- Kumar, R. (2014): Research Methodology; Sage Publishing.
- Sharma, K.R.(2019): Research Methods; Atlantic Publishers and distributors Pvt. Ltd.
- Ackoff, Russell L.(1962): Scientific Method; John Wiley and Sons,.
- Griffin, G. (2005): Research Methods for English Studies; Edinburgh University Press.

SEMESTER – III

COURSE OUTCOME

After completion of the course, the students will be able to:

- CO1.** Acquaint themselves with the historical and literary background to modern poetry and fiction
- CO2.** Appreciate the modernist poetic trends with reference to W.B. Yeats, Ezra Pound and T.S. Eliot
- CO3.** Analyze the different modern poetic trends
- CO4.** Acquaint themselves with short stories of the age
- CO5.** Understand the trends in novels of the age

MENG-CC310 : Modern Literature: Poetry and Fiction PWC (Theory :5 credits)		
Unit	Topics to be covered	No. of hours
1	Historical Background : Short Introduction: World Wars, Growth of Marxism, Fascism and Holocaust, Women's Movement Short Introduction to Major Literary Trends of the Age - Imagist Movement, Oxford Poets, Movement Poetry, Confessional Poetry, Dystopian Novels, Stream of Consciousness, The Bloomsbury Group, Campus Novels	15
2	Poetry I: W.B Yeats – Leda and the Swan, The Second Coming Ezra Pound – In A Station of the Metro T. S Eliot – The Wasteland	15
3	Poetry II: W.H Auden – Musee Des Beaux Arts Wilfred Owen – Anthem for Doomed Youth Siegfried Sassoon – The Last Meeting Sylvia Plath – Daddy	15

	Ted Hughes – The Thought Fox Seamus Heaney – Digging Philip Larkin – The Whitsun weddings Dylan Thomas – Fern Hill Bertolt Brecht – General Your Tank is a Powerful Vehicle	
4	Short Stories: D.H Lawrence – The Fox Doris Lessing – No Witchcraft For Sale from The Black Madonna Maugham – Rain Katherine Mansfield – The Doll's House	10
5	Novels: Joseph Conrad – Heart of Darkness Albert Camus – The Plague	20
	TOTAL	75

Topics for Presentation:

- | | |
|----------------------|-------------------------------|
| a) World War I | b) Russian Revolution |
| c) World War II | d) Rise of Popular Literature |
| e) Growth of Marxism | f) Fascism and Holocaust |

Suggested Readings:

1. *Conrad, Joseph. *Heart of darkness: complete, authoritative text with biographical and historical contexts, critical history, and essays from five contemporary*. 1996.
2. Bradbury, Malcolm. *The Penguin Book of Modern British Short Stories*. Penguin UK, 1988.
3. Camus, Albert. *The Plague*. Penguin UK, 2013.
4. Carter, Ronald, and John McRae. *The Routledge History of Literature in English: Britain and Ireland*. Routledge, 2016.
5. Cox, Charles B., and Anthony E. Dyson. *Modern poetry: Studies in practical criticism*. 1967.
6. Eliot, T. S. *The Waste Land (Liveright Classics)*. W. W. Norton & Company, 2013.
7. Eliot, Thomas S., and Michael North. *The Waste Land: Authoritative Text, Contexts, Criticism*. W W Norton & Company, 2001.

8. Larkin, Philip. *Collected Poems*. Farrar, Straus and Giroux, 2004.
9. Lawrence, D. H. *Selected Short Stories*. Courier Corporation, 2012.
10. Perkins, David. *A History of Modern Poetry: Modernism and After*. Harvard UP, 1987.
11. Plath, Sylvia. *The Collected Poems*. HarperCollins, 2008.
12. Ramazani, Jahan. *The Norton anthology of modern and contemporary poetry. 2. Contemporary poetry*. 2003.
13. Thorne, Sara. *Mastering Poetry*. Red Globe P, 2006.

SEMESTER – III

COURSE OUTCOME

After completion of the course, the students will be able to:

- CO1.** Acquaint themselves with major art movements of the 20th century and the development of modern drama.
- CO2.** Analyse problem plays with reference to Henrik Ibsen's 'A Doll's House'
- CO3.** Appreciate kitchen sink drama with reference to 'Look Back in Anger'
- CO4.** Understand the tenets of existentialism and theatre of Absurd with reference to 'Waiting for Godot'.
- CO5.** Analyse post war political play with reference to Eugene Ionesco play 'Rhinoceros'

MENG-CC311 : Modern Literature: Drama and Art Movements(70 marks) PWC (Theory :5 credits)		
Unit	Topics to be covered	No. of hours
1	a. Major Art Movements of the 20th Century: <ul style="list-style-type: none"> i. Modernism ii. Avant Garde iii. Imagism iv. Fauvism v. Cubism 	15

	vi. Futurism vii. Dadaism viii. Surrealism ix. Impressionism x. Expressionism xi. Propaganda b. Development of Modern Drama: Aestheticism, Realism/Naturalism, Problem Plays, Irish Movement, Poetic Drama c. Theatre of the Absurd: a) Origin b) Major Playwrights c) Types of theatre/ Techniques in theatre – Epic theatre, Meta theatre, Theatre of Cruelty, Comedy of Menace	
2	Henrik Ibsen – A Doll's House	15
3	John Osborne – Look Back in Anger	15
4	Samuel Beckett – Waiting for Godot	15
5	Eugene Ionesco : Rhinoceros	15
	TOTAL	75

Suggested Readings:

1. Balmforth, Ramsden. *The Problem-play and Its Influence on Modern Thought and Life*. 1977.
2. Beckett, Samuel. *Waiting for Godot: A Tragicomedy in Two Acts*. Grove/Atlantic, 2011.
3. Breton, André. *Manifestoes of Surrealism*. U of Michigan P, 1969.
4. Denison, Patricia D. *John Osborne: A Casebook*. Taylor & Francis, 1997.
5. Esslin, Martin. *The Theatre of the Absurd*. Vintage, 2004.
6. Grene, Nicholas. *Synge: A Critical Study of His Plays*. Springer, 1985.

7. Ibsen, Henrik. *A Doll's House*. Courier Corporation, 1992.
8. Ionesco, Eugène. *Rhinoceros and Other Plays*. Evergreen Original, E-259, 1960.
9. Moi, Toril. *Henrik Ibsen and the Birth of Modernism: Art, Theater, Philosophy*. OUP Oxford, 2008.
10. Osborne, John. *Look Back in Anger*. Faber & Faber, 2013.
11. Roebuck, Janet. *The Making of Modern English Society from 1850*. Taylor & Francis, 1982.
12. Weiss, Katherine. *The Plays of Samuel Beckett*. A&C Black, 2013.

SEMESTER – III

COURSE OUTCOME

After completion of the course, the students will be able to:

- CO1.** Acquaint themselves with the historical background of 20th century.
- CO2.** Understand the beginning of literary theory with reference to New criticism, Russian formalism and Structuralism
- CO3.** Acquaint themselves with Post structuralism with reference to Roland Barthes and Derrida
- CO4.** Understand Postmodernism with reference to Baudrillard, Lyotard and Eagleton
- CO5.** Appreciate Marxism with reference to Marx, Benjamin and Althusser

MENG-CC312 : Literary Theory – I		
PWC (Theory :5 credits)		
Unit	Topics to be covered	No. of hours
1	Introduction to Literary Theory: <ul style="list-style-type: none"> • Historical background: <ol style="list-style-type: none"> a) Students' Protest 1968 and Vietnam War 	10

	b) New Technologies of Sexuality c) Kuhn's Concept of 'Paradigm' d) Frankfurt School and Critical Theory	
2	New Criticism, Russian Formalism Structuralism <ul style="list-style-type: none"> • New Criticism: <ul style="list-style-type: none"> (i) Introduction to Important Practitioners– I.A. Richards, William Empson, F.R. Leavis, Q.D. Leavis, M.C. Beardsley, Cleanth Brooks, W.K. Wimsatt, John Crowe Ransom, Gerard Genette (ii) Outcome of New Criticism • Russian Formalism: Introduction to Important Practitioners and Important Terms – Viktor Shlovsky, Yuri Tynianov, Vladimir Propp, Boris Eichenbaum, Roman Jakobson, Boris Tomashavsky • Structuralism: Introduction to Important Practitioners – Levi Strauss, Vladimir Propp, Gremias, Barthes 	15
3	Poststructuralism: <ul style="list-style-type: none"> • Introduction • Texts: (a) Barthes – Death of the Author (b) Derrida – Structure, Sign and Play 	15
4	Postmodernism: <ul style="list-style-type: none"> • Introduction • Texts: <ul style="list-style-type: none"> (a) Baudrillard : Simulacra and Simulation (b) Linda Hutcheon: Theorizing The Postmodern: Towards A Poetics 	15
5	Marxism: <ul style="list-style-type: none"> • Introduction • Texts: 	15

	(a) Marx - The Communist Manifesto (b) Benjamin - The Work of art in the Age of Technological Reproducibility (c) Althusser – Ideological State Apparatus	
	TOTAL	75

Suggested Topics for Presentation

1. Base and Superstructure
2. Hegemony
3. Ideological State Apparatus
4. Deconstruction
5. Knowledge and Power
6. Student's Protests
7. Impact of Television on Education

Reading list :

1. Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. 2nd ed. New Delhi: Viva books, 2008.
2. Eagleton, Terry. *Literary Theory: An Introduction*. 2nd ed. Delhi: Maya Blackwell.
3. Eagleton, Terry. *Marxism and Literary Criticism*. London: Methuen, 1976.
4. Leitch, Vincent B. *The Norton Anthology of Theory and Criticism*. New York: Norton, 2001.
5. Bertons, Hans. *Literary Theory: The Basics*. London: Routledge, 2001. Print.

SEMESTER – III

COURSE OUTCOME

After completion of the course, the students will be able to:

- CO1.** Understand Psychoanalysis with reference to Freud, Lacan and Irigaray
- CO2.** Acquaint themselves with Feminism and Queer theory with reference to Cixous, Butler and Mohanty
- CO3.** Understand Postcolonialism with reference to Ashcroft, Said and Bhabha
- CO4.** Appreciate Ecocriticism with reference to Glottfelty, Greg Gerrard and Lyotard
- CO5.** Appreciate any text critically

MENG-CC313 : Literary Theory – II PWC (Theory :5 credits)		
Unit	Topics to be covered	No. of hours
1	Psychoanalysis: <ul style="list-style-type: none">• Texts:<ul style="list-style-type: none">a) Freud- Beyond the Pleasure Principle (Excerpt) Rivkin and Ryanb) Luce Irigaray - The bodily encounter with the Mother:	15
2	Feminism and Queer Theory: <ul style="list-style-type: none">• Texts:<ul style="list-style-type: none">a) V. Geetha: Production, Reproduction and Patriarchy: Global Debatesb) Parmesh Shahani: The Queer Alphabet Soup and Why It Matters from Queeristan	15
3	Postcolonialism: <ul style="list-style-type: none">a. Introducing Postcolonialism• Texts:	20

	b. Edward Said – Knowing The Oriental from The Scope of Orientalism in Said's 'Orientalism' c. Leela Gandhi : Postcolonial Literatures OR Imagining Community: The Question of Nationalism from Postcolonial Theory; A Critical Introduction	
4	Theory of Ecology: <ul style="list-style-type: none"> • Introduction • Texts <ul style="list-style-type: none"> a) Positions – Greg Garrard from Ecocriticism by Greg Garrard b) 'Stories' from The Great Derangement by Amitav Ghosh 	15
5	Critical Appreciation of a Text	5
	TOTAL	75

Suggested Topic for Presentation

1. Base and Superstructure
2. Hegemony
3. Ideological State Apparatus
4. Phases of Feminism
5. Ecriture Feminine
6. Deconstruction
7. Knowledge and Power

Reading list

1. Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. 2nd ed. New Delhi: Viva books, 2008.
2. Eagleton, Terry. *Literary Theory: An Introduction*. 2nd ed. Delhi: Maya Blackwell.
3. Eagleton, Terry. *Marxism and Literary Criticism*. London: Methuen, 1976.

4. Leitch, Vincent B. *The Norton Anthology of Theory and Criticism*. New York: Norton, 2001.
5. Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*. New York: Routledge, 2006.
6. Beauvoir, Simon De. *The Second Sex*. London: Vintage, 1997. Print.
7. Bertons, Hans. *Literary Theory: The Basics*. London: Routledge, 2001. Print.
8. Frantz, Fanon. *Black Skin White Mask*

SEMESTER – III

COURSE OUTCOME

After completion of the course, the students will be able to:

- CO1.** Develop an understanding of the structural and generative aspects of language.
- CO2.** Develop an understanding of language families
- CO3.** Interpret knowledge in the areas of historical and sociolinguistics.
- CO4.** Adopt the methods and techniques of language teaching in future.
- CO5.** Develop an understanding of language acquisition theory with chief emphasis on child language acquisition.

MENG-CC314 : Linguistics		
PWC (Theory :5 credits)		
Unit	Topics to be covered	No. of hours
1	Descriptive Linguistics: Phonetics and Phonology with reference to English Language- Description of English vowels and consonants; Phoneme and Allophone; Syllabic structure of English words; Stress, Intonation and Tone.	15

	Morphology of English – Morpheme and Allomorph; Word formation; Morphophonemics Syntax – Transformational Generative Grammar Semantics – Lexical and Grammatical meaning; Phrase and Sentence meaning; Utterance meaning	
2	Historical Linguistics: History of English Language , Major Language Families: Comparative method and Internal reconstruction Language and Thought: Sapir-Whorf hypothesis, Synchrony vs Diachrony, Syntagmatic vs Paradigmatic, Signifier vs Signified, Langue vs Parole	15
3	Sociolinguistics: Varieties of Language; Dialect; Register; Standard Language Bilingualism, Multilingualism, Code-switching, Code-mixing; Diglossia	15
4	Linguistics and ELT: Teaching English as Second Language; Methods and Techniques of Language teaching; Teaching Aids; Teaching Pronunciation, Vocabulary and Syntax of English; Contrastive Analysis; Error Analysis Testing	15
5	Applied Linguistics: Second Language Acquisition, Interlanguage, Error Analysis, Introduction to Forensic Linguistics	15
	TOTAL	75

Topics for Presentation:

1. English Vowels and Consonants
2. Stress and Intonation in English
3. Word Formation processes in English

4. Major Language Families
5. Bilingualism and Multilingualism
6. Code switching and Code-mixing in Languages
7. Methods and Techniques of Language Teaching
8. Contrastive Analysis
9. Stylistics in Linguistics

Suggested Readings:

1. Amajian, Adrian, Demers, Richard A; Farmer, Ann K. and Harnish, Robert (M) 2010: *Linguistics: An Introduction to Language and Communication*. Cambridge, Massachusetts: MIT Press.
2. Lyons, J (2003): *Language and Linguistics: An Introduction*; Cambridge University Press
3. Fromkin, Rodman, Hyams N. (2017); *An Introduction to Language*; Cenange Learning Custom Publishing
4. Pinker, Steven (1994): *The Language Instinct*; Victoria: Penguin Books.
5. Syal, P. (2007): *An Introduction to Linguistics Language, Grammar and Semantics*; Prentice Hall Indian Learning Pvt. Ltd.

SEMESTER – IV

COURSE OUTCOME

After completion of the course, the students will be able to:

- CO1.** Acquaint themselves with the introduction to American and Black American literature
- CO2.** Appreciate American poetry and drama
- CO3.** Understand the trends of American fiction and non-fiction
- CO4.** Appreciate the African American poetry and drama
- CO5.** Acquaint themselves African/ Black American fiction and non-fiction

MENG-DSE401 : American Literature PWC (Theory :5 credits)		
Unit	Topics to be covered	No. of hours
1	Introduction to American Literature: a) Early History of America – (i) The Civil War (ii) The Era of Reconstruction b) The Myths that shape American Culture and Literature c) The Puritan Literature d) The American Renaissance e) From Emerson to Twain f) Realism in American Literature (Howell to Miller) g) From Beat generation to American Postmodernism (World War II to the Present) Introduction to Black American Literature: i. The Middle Passage ii. The Underground Railroad iii. The Great Migration iv. The Harlem Renaissance v. The Civil Rights Movements vi. The Black Power Movement vii. The Black arts Movement	15
2	American Poetry & Drama: Poetry: a) Walt Whitman: (i) When Lilacs last... (ii) Out of the Cradle... b) Emily Dickinson: (i) After great pain a formal feeling Comes (ii) A Route of Evanescence (iii) Because I could not Stop for Death	15

	<p>c) Robert Frost:</p> <ul style="list-style-type: none"> (i) The West Running Brook (ii) Mending Walls (iii) The Road Not Taken <p>Drama:</p> <p>a) Eugene O'Neill: Mourning Becomes Electra Or Tennessee Williams: Cat on a Hot Tin Roof</p>	
3	<p>American Fiction and Non-fiction:</p> <p>Fiction:</p> <p>Herman Melville - Moby Dick</p> <p>Non-fiction:</p> <ul style="list-style-type: none"> a. Emerson: 'The American Scholar' Address a) Walter Allen: Introduction to 'Tradition & Dream' 	15
4	<p>African American Poetry & Drama:</p> <p>Poetry:</p> <ul style="list-style-type: none"> a) Langston Hughes - (i) Harlem (ii) I, too b) Maya Angelou - (i) Caged Bird (ii) Still I rise <p>Drama:</p> <ul style="list-style-type: none"> a) Amiri Baraka - Dutchman 	15
5	<p>African/ Black American Fiction and Non-fiction:</p> <p>Fiction:</p> <ul style="list-style-type: none"> a) Alice Walker – The Color Purple <p>Non-fiction:</p> <ul style="list-style-type: none"> c) Toni Morrison – Playing in the Dark-Whiteness and the Literary Imagination 	15
	TOTAL	75

Topics for Presentation:

1. Early History of America,
 - i) The Civil War
 - ii) The Era of Reconstruction
2. The Myths that shape American Culture and Literature
3. The Puritan Literature
4. The American Renaissance
5. The Middle Passage
6. The Underground Railroad
7. The Great Migration
8. The Harlem Renaissance
9. The CIVIL Rights Movements
10. The Black Power Movement
11. The Black Arts Movement

Suggested Readings:

1. Hector St John Crevecoeur, 'What is an American', (Letter III) in *Letters from an American Farmer* (Harmondsworth: Penguin, 1982) pp. 66–105.
2. Frederick Douglass, *A Narrative of the life of Frederick Douglass* (Harmondsworth: Penguin, 1982) chaps. 1–7, pp. 47–87.
3. Henry David Thoreau, 'Battle of the Ants' excerpt from 'Brute Neighbours', in *Walden* (Oxford: OUP, 1997) chap. 12.
4. 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).
5. Toni Morrison, 'Romancing the Shadow', in *Playing in the Dark: Whiteness and Literary Imagination* (London: Picador, 1993) pp. 29–39.
6. *Viva Continuum-Renaissance Literature And Culture*: Liza Hopkins

SEMESTER – IV

COURSE OUTCOME

By the end of the course, the students should be able to

CO1. Acquaint themselves with the introduction to Popular literature

CO2. Appreciate Carol's 'Through the Looking Glass'

CO3. Understand the trends of Graphic novels with reference to 'Bhimayana' and 'Kari'

CO4. Appreciate the detective fiction with reference to Agatha Christie's novel

CO5. Acquaint themselves with Shyam Selvadurai's 'Funny Boy'

MENG-DSE401 : Popular Literature PWC (Theory :5 credits)		
Unit	Topics to be covered	No. of hours
1	Introduction to Popular literature	10
2	Lewis Carrol –Through the looking glass	15
3	DurgabaiVyam and Subhas Vyam- Bhimayana Amrita Patel- Kari	20
4	Ray Bradbury: Farenhite 451	15
5	VIVA	15
	TOTAL	75

Suggested topic for Presentation

1. The Graphic novel
2. Caste, Gender and Identity
3. Individualism
4. Multiculturalism
5. Pop music and Poetry

Reading List:

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

2. 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.
3. Bradbury, Ray. *Fahrenheit 451: A Novel*. Simon & Schuster, 1951.
4. Douglas-Fairhurst, Robert. *The Story of Alice: Lewis Carroll and the Secret History of Wonderland*. Harvard UP, 2016.
5. Neuburg, Victor E. *Popular Literature: A History and Guide*. Routledge, 2014.
6. Patil, Amruta. *Kari*. HarperCollins, 2016.
7. Reid, Robin A. *Ray Bradbury: A Critical Companion*. Greenwood Publishing Group, 2000.
8. Vyam, Durgabai, et al. *Bhimayana: Incidents in the Life of Bhimrao Ramji Ambedkar*. 2011.

SEMESTER – IV

COURSE OUTCOME

After completion of the course, the students will be able to:

- CO1.** Understand the important terms related to postcolonialism
- CO2.** Analyse the power relations between the colonies and the colonisers
- CO3.** Understand postcolonialism with reference to Badal Sirkar's play 'Indian History Made Easy'
- CO4.** Comprehend the role of language in the colonial power equation
- CO5.** Understand seminal texts of Postcolonial Literature across genres i.e Essay, Drama, Novel, Short story and Poetry

MENG-DSE401 : Postcolonial Literatures PWC (Theory: 5 credits)		
Unit	Topics to be covered	No. of hours
1	Postcolonialism: Important Terms Essays	15

	<p>a. Mahatma Gandhi, 'Passive Resistance' and 'Education', in <i>Hind Swaraj and Other Writings</i>, ed. Anthony J Parel (Delhi: CUP, 1997) pp. 88–106.</p> <p>b. Edward Said, 'The Scope of Orientalism' in <i>Orientalism</i> (Harmondsworth: Penguin, 1978) pp.29–110</p> <p>c. Aijaz Ahmad, "'Indian Literature": Notes towards the Definition of a Category', in <i>In Theory: Classes, Nations, Literatures</i> (London: Verso, 1992) pp. 243–285.</p>	
2	<p>Play</p> <p>Badal Sarkar: <i>Indian History Made Easy</i></p>	15
3	<p>Novel</p> <p>Salman Rushdie: <i>Midnight's Children</i></p>	20
4	<p>Novel</p> <p>Chinua Achebe: <i>Things Fall Apart</i></p>	10
5	<p>Poetry</p> <p>a. Pablo Neruda: <i>'The Way Spain Was'</i></p> <p>b. Derek Walcott : <i>'A Far Cry from Africa'</i> <i>Names</i></p> <p>c. David Malouf: <i>'Revolving Days'</i> <i>'Wild Lemons'</i></p> <p>d. Mamang Dai: <i>'Small Towns and the River'</i> <i>'The Voice of the Mountain'</i> Tutor</p>	15
	TOTAL	75

Suggested Topics and Background Readings

Topics:

1. De-colonization, Globalization and Literature
2. Literature and Identity Politics
3. Writing for the New World Audience
4. Region, Race, and Gender
5. Postcolonial Literatures and Questions of Form

Reading List:

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

2. NgugiwaThiong'o, 'The Language of African Literature', in *Decolonising the Mind* (London: James Curry, 1986) chap. 1, sections 4–6.
3. John McLeod: *Beginning Postcolonialism* England: Manchester University Press, 2000
4. Gayatri Spivak: 'Can the Subaltern Speak?' in *The Post Colonial Studies Reader*, Ed by Ashcroft, Griffiths, Tiffin (London & New York: Routledge, 2006)

SEMESTER – IV

COURSE OUTCOME

After completion of the course, the students will be able to:

- CO1.** Study the emergence, evolution and development of Cultural studies.
- CO2.** Understand cultural studies with reference to the diverse cultural groups.
- CO3.** Define different terms related to cultural studies.
- CO4.** Understand different theories and theorists associated with Cultural Studies.
- CO5.** Understand Cultural Studies with reference to Indian texts

MENG-DSE402 : Cultural Studies PWC (Theory :5 credits)		
Unit	Topics to be covered	No. of hours
1	Introduction to Cultural Studies: Nilanjana Gupta: Introduction to Cultural Studies	10
2	New Marxist Approach: <ul style="list-style-type: none"> • Influences - Gramsci (Hegemony, Civil Society, Political society) • Theodor Adorno and Max Horkheimer - 'The Culture Industry' 	15

3	Development of Cultural studies: <ul style="list-style-type: none"> • Raymond Williams – Forms (from Nilanjana Gupta's Cultural Studies) • Jameson – Postmodernism or the Cultural logic of late Capitalism 	15
4	Subalternity: <ol style="list-style-type: none"> a. Subaltern Studies: An Introduction b. Gayatri Spivak – Can the subaltern speak? 	15
5	Cultural Studies and/in India: <ul style="list-style-type: none"> • Ashis Nandy – The Discreet Charm of Indian Terrorism • Ruth Vanita – 'Male Allies' from Dancing with the Nation 	15
	Assignments/Projects	5
	TOTAL	75

Topics for Presentation:

1. Social Media's influence on teaching
2. Portrayal of violence in Hindi Cinema
3. Representation of woman in television
4. Rape cases and public outrage
5. Sexism in Jokes
6. Increasing number of news channels
7. Chhath Puja in Bihar
8. Bhojpuri songs
9. War culture
10. Rape culture
11. Me too Movement
12. Women in Politics
13. Motherhood
14. Disability: Its representation in the folk tales and fairy tales
15. Patriarchal reproduction in women's Institute
16. Representation of mistress in Cinema

17. Reading the 'end' of canonical texts
18. Honour Killing

Suggested Readings:

1. Gupta, Nilanjana: *Cultural Studies*. Delhi: Worldview, 2014
2. Hall, Stuart. *Cultural Studies 1983: A Theoretical History*. Duke UP, 2016.
3. Hoggart, Richard. *The Uses of Literacy: Aspects of Working-Class Life*. Penguin UK, 2009.
4. Spivak, Gayatri C. *In Other Worlds: Essays In Cultural Politics*. Routledge, 2012.
5. Williams, Raymond. *Culture and Society, 1780-1950*. 1977.
6. David Lodge and Nigel Wood, *Modern Criticism and Theory: A Reader*, Routledge, London & New York 2008

SEMESTER – IV

COURSE OUTCOME

After completion of the course, the students will be able to:

- CO1.** Understand the issues and dilemma of Indian diaspora
- CO2.** Understand the issues of Indian diaspora with reference to Amitav Ghosh's essay
- CO3.** Analyse 'The Book of Secrets' by Vasseanjji
- CO4.** Appreciate select diaspora short stories
- CO5.** Analyse diaspora issues with reference to select poems

ENG DSE402 : Literature of the Indian Diaspora PWC (Theory :5 credits)		
Unit	Topics to be covered	No. of hours
1	Introduction to Indian Diaspora Amitav Ghosh : Indian Diaspora : Essay from Imam and the Indian	15

2	Novel a. M.G. Vassanji: The Book of Secrets (Penguin India)	15
3	Short Story a. Rooplall Monar: Bahadur b. Salman Rushdie: The Courterin Story-Wallah: Short Fiction from South Asian Writers edited by Shyam Selvadurai, Houghton Mifflin Harcourt, 2004 c. Jhumpa Lahiri: Interpreter of Maladies Houghton Mifflin, 1999 d. Rohinton Mistry: The Collectors / Swimming Lessons from Swimming Lessons And Other Stories From Firozsha Baag Boston: Houghton Mifflin company	15
4	Poetry Agha Shahid Ali: Farewell, Postcard from Kashmir Meena Alexander: Death of a Young Dalit Tabish Khair : Amma	15
	Tutorials	15
	TOTAL	75

Suggested Topics and Background Readings:

Topics:

1. Imaginary Homelands
2. Diaspora and hybridity
3. Nostalgia
4. New Medium
5. Alienation

Reading List :

1. Kalra, Virinder, et al. *Diaspora and Hybridity*. SAGE, 2005.
2. Mishra, Vijay. *The Literature of the Indian Diaspora: Theorizing the Diasporic Imaginary*. Routledge, 2007.
3. Rushdie, Salman. *Imaginary Homelands: Essays and Criticism 1981-1991*. Random House, 2012.
4. Ali, Agha S. *The Country without a Post Office*. Penguin UK, 2013.

SEMESTER – IV

COURSE OUTCOME

After completion of the course, the students will be able to:

- CO1.** Understand the introduction of Women's writing
- CO2.** Appreciate the select poems by women writers
- CO3.** Analyse select novel and prose written women writers
- CO4.** Analyse select essays by Indian women essayist
- CO5.** Appreciate select play by Nabaneeta Dev Sen

MENG-DSE402 : Women's Writing PWC (Theory :5 credits)		
Unit	Topics to be covered	No. of hours
1	Introduction to women's writing A Room of One's Own –Introduction-Virginia Woolf	15
2	POETRY Emily Dickinson <i>I cannot live with you</i> Sylvia Plath: <i>Daddy, Lady Lazarus</i> Imtiaz Dharkar: <i>Purdah</i> Amrita Pritam : <i>A Story</i> Sumangalamata : A woman well set free!	15
3	NOVEL AND PROSE Toni Morrison: <i>Beloved</i> Mahasweta Devi <i>Draupadi</i> tr. Gayatri Chakravorty Spivak (Calcutta: Seagull,2002)	15
4	ESSAYS Ramabai Ranade <i>A Testimony Of Our Inexhaustible Treasures In Pandita Ramabi Thorugh Her Own Words: Selected Works</i> , tr. Meera Kosambi (New Delhi: OUP, 2000) pp 295-324 Rassundari Debi <i>Excerpts From Amar Jiban In Susie Tharu And K. Lalita</i> , eds. Women's Writing In India, vol.1 (New Delhi: OUP, 1989) pp 191-2	15

5	PLAY Nabaneeta Dev Sen: Medea	15
	TOTAL	75

Suggested topics and background prose readings for class presentation:

1. The confessional mode in women's writing
2. Sexual politics
3. Race, caste and gender
4. Social reform and women's rights

Reading List :

1. Virginia Woolf *A Room Of One's Own* (New York: Harcourt, 1957) chap1 and 6
2. Simone De Beauvoir *Introduction In The Second Sex* tr. Constance Borde and ShielaMalovsky Chevalier (London: vintage 2010) pp-3-18
3. Kumkumsangari and Sudeshvaid, eds, *Introduction In Recasting Women: Essays In Colonial History* (New Delhi: Kali For Women, 1989) pp 1-25
4. Chandra Talapade Mohanty, *Under Western Eyes: Feminist Scholarship And Colonial Discourse In Contemporary Post Colonial Theory: A Reader*, ed. Padmini mangia (New York: Arnold 1996)
5. Jasbir Jain : Growing up as a Woman Writer.
6. Susie Tharu & K. Lalita : Women Writing in India.

SEMESTER – IV

MENG GE 401: Dalit Discourse in India

COURSE OUTCOME

After completion of the course, the students will be able to:

CO1. Understand the Dalit discourse

CO2. Analyse Dalit movements

CO3. Appreciate Dalit autobiographies

CO4. Evaluate Dalit literature

CO5. Acquaint themselves with contemporary events and movements of the Dalits

MENG GE401 : Dalit Discourse In India		
PWC		
Unit	Topics to be covered	No. of hours
1	Introduction to Dalit Discourse: (i) Caste and its origin (ii) Difference between caste and class (iii) Difference between caste and race	10
2	Dalit Discourse and the role of a. Jyotirao Phule b. B.R.Ambedkar c. Gandhi	10
3	Dalit Discourse in Literature I: a. Kumud Pawade: Story of my Sanskrit b. Sharan kumarLimale: The Bastard	20
4	Dalit Discourse in Literature II: i. Bandhumadhav: The Poisoned Bread ii. Nagaraj: The Two Imaginary Soliloquies: Ambedkar and Gandhi iii. Aswasthy A: Atrocities against Dalits: An Analysis of Discrimination Faced by Dalit	20

	Students in Academic Circles (from Caste In History)	
5	Contemporary Events and Movements: <ul style="list-style-type: none"> • History of Dalit Movements In India • Important Contemporary Events: <ul style="list-style-type: none"> a. Rohit Vemula's suicide b. Koregaon incident c. Una Revolt d. Hathras Case 	15
	TOTAL	75

Suggested Readings:

1. Ambedkar, B.R. *Annihilation of Caste: The Annotated Critical Edition*; Navayana Publishing House Pvt Ltd.New Delhi. (Pages 207-332)
2. Roy, Arundhati, *The Doctor and the Saint* Navayana Publishing House Pvt Ltd.New Delhi. (Pages 17-141)
3. Dangle, Arjun. *Poisoned Bread: Translations from Modern Marathi Dalit Literature*. Bombay: Orient Longman, 1992.
4. Limbale Sharankumar. *The Outcaste (Akkarmashi) translated from Marathi* by Santosh Bhoomkar; Oxford University Press, New Delhi 2003.
5. Nagaraj D.R. *The Flaming Feet and other Essays*, PERMANENT BLACK, New Delhi;2010
6. Kumar, Raj. *Dalit Personal Narratives*, Orient Blackswan, Hyderabad,2011
7. Rege, Sharmila. *Writing Caste Writing Gender, Narrating Dalit Women's Testimony*. Zubaan-Kali for Women. New Delhi 2013.

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