

SEMESTER I
ENGCC-101: English Society, Literature and Thought
(Chaucer to 16th Century) (04 Credits)

Course Outcomes:

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

- Develop an understanding of the concept, spread and impact of Renaissance
- Assess how Renaissance ideas revolutionized the entire Europe
- Recognize the impact of discovery of new lands and circulation of new ideas across Europe
- Identify the shift of the worldview towards humanism post Renaissance and Reformation
- Compare the similarities between the Renaissance and contemporary ideas

Unit I : (a) Social and Intellectual Background

Renaissance
Reformation
Beginning of colonialism

(b) Prose:

Thomas More : “Of their Slaves and of their Marriages” from *Utopia*

Francis Bacon : “Of Ambition”
“Of Revenge”
“Of Travel”

Unit II : Poetry

Geoffrey Chaucer : The General Prologue to *The Canterbury Tales**
Edmund Spenser : *The Faerie Queene* (Book I)
Philip Sidney : *Astrophel and Stella* (Sonnet 1 and 2)

Unit III : Drama: Elizabethan (I)

Thomas Kyd : *The Spanish Tragedy*
Christopher Marlowe : *Doctor Faustus**

Unit IV : Drama: Elizabethan (II)

Ben Jonson : *The Alchemist**
Thomas Dekker : *The Shoemaker's Holiday*

Unit V : Drama: Elizabethan (III)

William Shakespeare : *Hamlet**
*The Tempest**

Recommended Readings:

- The Pelican Guide to English Literature by Boris Ford
- A Critical History of English Literature by David Daiches
- A History of English Literature by Arthur Compton- Rickett
- English Literature in Context by Paul Poplawski
- A History of English Literature by Michael Alexander
- A Short History of English Literature by Pramod K Nayar
- A Compendious History of English Literature by R.D. Trivedi

- A History of English Literature by Edward Albert
- Critical Companion to William Shakespeare (Facts on File Inc.)
- Bloom's Modern Critical Views- William Shakespeare

ENGCC-102: English Society, Literature and Thought (17th and 18th Centuries) (04 Credits)

Course Outcomes:

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

- Estimate the social and cultural impact of the political events of the Restoration
- Develop an understanding of the beginnings of the modern political system which started in England after Restoration
- Appraise the different aspects of the Age of Reason
- Assess the impact of the spread of education and its reflection in the consequent emergent cultural and political issues of the day
- Identify the reasons of the emergence of prose and novels and the decline of drama in England

Unit I : (a) Social and Intellectual Background

Restoration

Women's writing in the seventeenth century

Scientific rationalism and the Enlightenment

Enlightenment

(b) Prose:

Mary Wollstonecraft : A Vindication of the Rights of Woman: Chapter 2,3,4 and 12

Joseph Addison : "Sir Roger at Church" from *The De Coverley Papers*

Richard Steele : *The Character of an Upright Man*

Unit II: Poetry (I)

John Donne : "A Valediction Forbidding Mourning"*

"The Good Morrow"*

"Batter my Heart"*

John Milton : *Paradise Lost*, Book I*

Unit III : Poetry (II)

Andrew Marvell : "To his Coy Mistress"*

John Dryden : *Mac Flecknoe*

Alexander Pope : *The Rape of the Lock**

Unit IV : Drama

John Webster : *The White Devil*

William Congreve : *The Way of the World**

Unit V : Fiction

Daniel Defoe : *Moll Flanders*

Jonathan Swift : *Gulliver's Travels*

Samuel Richardson : *Pamela*

Recommended Readings:

- The Pelican Guide to English Literature by Boris Ford
 - A Critical History of English Literature by David Daiches
 - A History of English Literature by Arthur Compton- Rickett
 - English Literature in Context by Paul Poplawski
 - A History of English Literature by Michael Alexander
 - A Short History of English Literature by Pramod K Nayar
 - A Compendious History of English Literature by R.D. Trivedi
 - A History of English Literature by Edward Albert
 - The Cambridge Companion to Eighteenth Century Poetry (CUP)
 - A Companion to Eighteenth Century Poetry- Blackwell Publishing
 - Eighteenth Century English Novel and Culture- Blackwell Publishing
-

**ENGCC-103: English Society, Literature and Thought
(19th Century) (04 Credits)**

Course Outcomes:

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

- Develop an understanding of the philosophy of Romanticism and how it was impacted by the revolutions in Europe
- Appraise the emergence of female narratives in art and literature.
- Interpret the meaning of 'Victorian Compromise' and the 'Victorian paradox'
- Recognize the impact of Industrial Revolution, Darwinism and Colonization etc.
- Identify the cause of the emergent societal problems like pollution, population explosion, urbanization, etc

Unit I: (a) Social and Intellectual Background

The context of Romanticism
The context of the Industrial revolution
Empire and Ideology
Victorianism and Contemporary society

(b) Prose

Matthew Arnold : *Culture and Anarchy*
Thomas Carlyle : "Signs of the Times"

Unit II: Prose

John Stuart Mill : The Subjection of Women
John Ruskin : "Unto This Last"
"An Idealist's Arraignment of the Age"
Walter Pater : "Preface" and "Conclusion" to *The Renaissance Studies in Art of Poetry*

Unit III : Poetry (I)

William Wordsworth : "Tintern Abbey"*
Samuel Taylor Coleridge: "The Rime of the Ancient Mariner"*

John Keats : “Ode to Autumn”*
George Gordon Byron: “She Walks in Beauty”*
“Youth and Age”*
Percy Bysshe Shelley: “To a Skylark”*

Unit IV : Poetry (II)

Elizabeth Barrett Browning : “The Cry of the Children”
Alfred Lord Tennyson : “In Memoriam”
Robert Browning : “Prospice”*
Matthew Arnold : “The Scholar Gypsy”*

Unit V : Fiction

Jane Austen : *Mansfield Park*
Emily Brontë : *Wuthering Heights*
Thomas Hardy: *Tess of the D'Urbervilles*

Recommended Readings:

- The Pelican Guide to English Literature by Boris Ford
 - A Critical History of English Literature by David Daiches
 - A History of English Literature by Arthur Compton- Rickett
 - English Literature in Context by Paul Poplawski
 - A History of English Literature by Michael Alexander
 - A Short History of English Literature by Pramod K Nayar
 - A Compendious History of English Literature by R.D. Trivedi
 - A History of English Literature by Edward Albert
 - Bloom's Modern Critical Views- Victorian Poets
 - The Cambridge Companion to Victorian Poetry
 - The Cambridge Companion to Victorian Novel
 - A Companion to Victorian Poetry
-
-

ENGCC-104: Introduction to Linguistics and Phonetics (04 Credits)

Course Outcomes:

- After the completion of the course, students will be able to:
- Extend their knowledge of the origin, development and use of languages
- Discover the relationship between language and culture
- Develop the art of deducing the spellings from the pronunciation/ sound of the word
- Use the correct pronunciations of the words
- Identify the differences in language, dialects and other varieties of languages

Unit I : General Linguistics (I)

What is Language/ Origin and Development of Human Language
Properties/ Characteristics of Human Language
Linguistics as a Science
Models of Linguistic Analysis

Unit II : English Phonetics and Phonology

The Speech Mechanism

Phonemes and Allophones
Description and Classification of Vowels and Consonants

Unit III : Types of Transcription

Strong and Weak Forms
Syllable
Word-Accent, Stress and Rhythm in Connected Speech
Intonation in English

Unit IV : English Morphology

Introduction to Morphology
Morphemes and Allomorphs
Processes of Word Formation

Unit V : Syntax

Structure of the Noun Phrase and Verb Phrase
Meaning of Auxiliary
Types of Clauses and Sentences

Recommended Readings:

- Pushpinder Syal and D V Jindal. An Introduction to Linguistics: Language, Grammar and Semantics. Prentice Hall of India, 2002
 - Damodar Thakur. Linguistics Simplified. Bharti Bhavan
 - Sidney Greenbaum, Randolph Quirk. A Student's Grammar of English Language. Longman
 - Geoffery Leech. Meaning and the English Verb.
-
-

**ENGCC-105: Indian Literature in Translation
(04 Credits)**

Course Outcomes:

- Develop a knowledge of the seminal writers and texts of India
- Recognize the importance and benefits of translation
- Recognize the loss of ethos that inevitably occurs due to translation
- Review the past through the reconstruction of the culture through their translated texts
- Develop a knowledge of the different languages and literatures of India

Unit I : Drama

Kalidasa : *Shakuntala*
Mohan Rakesh: *Adhe Adhure*

Unit II: Fiction/ Short-Fiction

Ban Bhatta : *Kadambari*
Yashpal : *Divya*
Ismat Chughtai : “Chauthi Ka Joda”
Shivani : “Sati”
U.R. Ananthamurthy : *Samskara*

Unit III: Poetry

General acquaintance with great Indian Epics-*The Ramayan* and *Mahabharata*
(Translated by C. Rajagopalachari)
Rabindra Nath Tagore : *Gitanjali*
Jaishankar Prasad : *Kamayani*

Unit IV : Poetry (Hindi)

Mahadevi Varma : “Why an Introduction, Since You are Within Me”*
Kunwar Narayan : “Falcon”*
“Chakravyuh”*
“On Both Sides of the Line”*
From: *No Other World*
(Translated by Apurva Narayan)

Unit V : Autobiography/ Biography

Amrita Pritam : *Revenue Stamp*
Amrit Rai : *Premchand: His Life and Times*
(Translated by Harish Trivedi)
Ismat Chughtai : *A Life in Words: Memoirs*
(Translated by M. Asaduddin)

Recommended Readings:

- Postcolonial Translation: Theory and Practice- Susan Bassnett and Harish Trivedi
 - The Translation Studies- Ed. Lawrence Venuti
-

**ENGVC-101: Communicative English
(04 Credits)**

Course Outcomes:

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

- Identify various text types, and comprehend them
- Write correct and plain English
- Apply reading techniques like skimming and scanning
- Use and comprehend a reasonable vocabulary and reinforce their language proficiency
- Express an ability to communicate effectively
- Use the knowledge to work on multidisciplinary teams
- Use the knowledge to mediate between technology/business and a common audience
- Extend their knowledge of contemporary issues.

Unit I: Reading/ Listening

How to Read Practical Reading with comprehension of a Play, Story, Essay, Poem and reading on Internet, How to listen Practical Listening (Unit 1- 5)

Unit II: Writing

How to write. Remedial Grammar- Parts of Speech with emphasis on Article, Preposition, and Verb, Phrase, Clause and Sentence, Punctuation, Writing- Paragraph, Letter Writing, Short Essay, Précis Writing, Report Writing, Short Proposal Writing

Unit III: Speaking

How to speak (pronunciation, accent, and vocabulary building etc., With a person-
Language in situation, in a group, in public, in a meeting.

Unit IV: Understanding Communication Process

Critical thinking, speaking and writing.

Workplace communication needs- politically correct/ gender sensitive use of language

Creative research strategies.

Document production and related presentation.

Unit V: Technical Writing

Technical writing and technical presentation (use of internet, power point
presentations etc.)

Project report writing/ Academic writing/ Academic and Research writing

Recommended Readings:

- Brian Paltridge. Handbook of English for Specific Purposes. Wiley Blackwell 2013.
 - Higgins, Jessica .10 Skills for Effective Business Communication: Practical Strategies from the World's Greatest Leaders.
 - Eric Glendennings. Professional English in Use (Medicine). Cambridge University Press.
 - Singh R.P. Professional Communication. New Delhi: Oxford University Press. 2002.
-

SEMESTER II

ENGCC-201: English Society, Literature and Thought- (20th Century) (04 Credits)

Course Outcomes:

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

- Develop a working knowledge of cultural and historical contexts of 20th century English (British).
- Identify and describe distinct literary characteristics of the 20th century novel.
- Write critical essays/ article using MLA guidelines.
- Appraise the ideas related to 20th century English novels and communicate them during discussion in the class room and other group activities/ seminars.
- Identify research topics.

Unit I : (a) Social and Intellectual Background

First World War and the Second World War
Modernism

(b) Prose

Jean-Paul Sartre : *Existentialism and Human Emotions*
Albert Camus : *The Myth of Sisyphus* “Chapter I” and “Chapter IV”

Unit II: Poetry (I)

Gerard M. Hopkins : “The Windhover”*
W.B. Yeats : “Sailing to Byzantium”*
“Easter 1916”*

T.S. Eliot : *The Waste Land**
Wilfred Owen : “Futility”*
W. H. Auden : “In Memory of W. B. Yeats”*

Unit III : Poetry (II)

Stephen Spender : “Auden’s Funeral”*
Dylan Thomas : “Do Not Go Gentle into That Good Night”*
Philip Larkin : “The Whitsun Weddings”*
Ted Hughes : “Snowdrop”*
Seamus Heaney : “Digging”*

Unit IV : Fiction

Virginia Woolf : *To the Lighthouse*
D.H. Lawrence : *Women in Love*

Unit V : Drama

Samuel Beckett : *Waiting for Godot*
Harold Pinter : *The Homecoming*
Tom Stoppard : *Rosencrantz and Guildenstern are Dead*

Recommended Readings:

- The Pelican Guide to English Literature by Boris Ford
 - A Critical History of English Literature by David Daiches
 - A History of English Literature by Arthur Compton- Rickett
 - English Literature in Context by Paul Poplawski
 - A History of English Literature by Michael Alexander
 - A Short History of English Literature by Pramod K Nayar
 - A Compendious History of English Literature by R.D. Trivedi
 - A History of English Literature by Edward Albert
 - The Blackwell Companion to Modernist Literature and Culture
-

**ENGCC-202: Literary Theory and Criticism
(04 Credits)**

Course Outcomes:

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

- Develop an overview of the critical theories since classical times
- Apply the critical theories to literary texts
- Recognize the relevance of the theories in the social context
- Develop the art of critical thinking

Unit I : Classical Theory

Aristotle : *Poetics**
Longinus : *On the Sublime*

Unit II : Indian Aesthetics

Indian Literary theories with special reference to the theories of “*Rasa*”, “*Dhvani*”,
“*Vakrokti*” and “*Aucitya*”
Indian Intellectual Tradition

Unit III : Renaissance, Neoclassical and Victorian

Sir Philip Sidney : *An Apology for Poetry*
John Dryden : *An Essay of Dramatic Poesie*
Matthew Arnold : *The Study of Poetry*

Unit IV : Introduction to Critical Theory and New Criticism

M. H. Abrams : “Orientation to Critical Theories”
Thomas Stearns Eliot : “Tradition and the Individual Talent”*

Unit V : Feminism and Deconstruction

Elaine Showalter : “Towards a Feminist Poetics”*
Jacques Derrida : “Structure, Sign and Play in the Discourse of Human Sciences”

Recommended Readings:

- David Lodge, Ed. Twentieth Century Literary Criticism: Longman.
- Phillip Rice and Patricia Waugh, Ed. Modern Literary Theory, A Reader, 4th Ed.
- Julie Rivkin and Michael Ryan, Eds. Modern Literary Theory, A Reader, 4th edition.
- Peter Berry. Beginning Theory. Manchester University Press

- Rajesh Sharma. Canon after Deconstruction. Adhyan Publishers
-

ENGCC-203: English Language Teaching (04 Credits)

Course Outcomes:

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

- Identify the barriers in the teaching English as the second language
- Illustrate the various methods of teaching English and recognize the advantages and disadvantages of each
- Apply appropriate tools and techniques for teaching English in India
- Use English in other fields
- Evaluate the development of English/ English studies in India

Unit I : ELT in India and Theories of Learning

English in India- Past, Present and Future
English as a Foreign/ Second Language
Problems of Teaching English in India
Theories of Language Acquisition
Learner Factors

Unit II : Methods of Teaching

Grammar – Translation Method
Direct Method
Structural Approach and Audio-lingual method

Unit III: Communicative Language Teaching

Communicative Language Teaching
Eclectic Method
Notional-functional syllabus
The Silent Way

Unit IV: Techniques in ELT

Use of Teaching Aids
Study Skills and Reference Skills
Contrastive and Error Analysis

Unit V: English for Specific Purposes

English for Specific Purposes
Concept of “register” and
Features of some register -types in English
English for Academic Purposes

Recommended Readings:

- The Practice of English Language Teaching: Teachers at Work- Jeremy Harmer
 - Grammar for English Language: Teachers- Martin Parrott
 - Practical English Usage- Michael Swan
 - Development of Education System in India- J C Agarwal
-

ENGCC-204: Literature and Gender (04 Credits)

Course Outcomes

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

- Identify the difference in sex and gender
- Recognize the basic ideas of gender studies and types of feminism
- Appraise the foundational ideas of the feminist philosophy
- Develop an understanding of the various challenges faced by women in different settings
- Develop more sensitivity to the gender discrimination around them

Unit I : Key Concepts

Patriarchy
Sex and Gender
Androgyny
Types of Feminism
Womanism
Écriture feminine
Gynocriticism
Ecofeminism

Unit II : Feminist Literary Criticism

Virginia Woolf : “A Room of One’s Own”
Simone de Beauvoir : “Introduction” to *The Second Sex*
Sandra Gilbert and Susan Gubar:
“The Queen’s Looking Glass: Female Creativity, Male Images
of Women, and the Metaphor of Literary Paternity” from
The Madwoman in the Attic

Unit III : Short Story/ Essay/ Memoir/ Autobiography/ Drama

Rashid Jahan : *Behind the Veil* (One Act Play)
Mahadevi Varma : Essay 1 and 2 from *Links in the Chain* (*Srinkhala Ki Kariyan*)
Mahasweta Devi : “Draupadi”
Maxine Hong Kingston : *The Woman Warrior*

Unit IV : Poetry

Maya Angelou : “Phenomenal Woman”*
“Still I Rise”*
Carol Ann Duffy : “Little Red Cap”*
“Standing Female Nude”*
Suniti Namjoshi : “The Unicorn”*
Sujata Bhatt : “A Story for Pearse”*
“Ajwali Ba”

Unit V : Fiction

Begum Rokeya : *Sultana’s Dream*
Anita Desai : *Fire on the Mountain*
Anita Rau Badami : *Tamarind Men*

Recommended Readings:

- Frederick Engels. The Origin of the Family, Private Property and the State. Penguin, 1985.
 - Gabriele Griffin. A Dictionary of Gender Studies. Oxford University Press, 2017.
 - Kate Millet. Sexual Politics. University of Illinois Press, 2000.
 - Mahasweta Devi. Breast Stories. Seagull Books, 1997
 - Margaret Walters. Feminism: A Very Short Introduction. Oxford University Press, 2006.
 - Ranu Uniyal. The Fiction of Margaret Drabble and Anita Desai: Women and Landscape. o Creative Books, 2000.
 - Sandra Gilbert and Susan Gubar. The Madwoman in the Attic–The Woman Writer and the Nineteenth–Century Literary Imagination. Yale University Press, 2000.
 - Tanika Sarkar. Hindu Wife, Hindu Nation: Community, Religion and Cultural Nationalism. Orient Blackswan Private Limited, 2003.
 - Toril Moi. Textual/ Sexual Politics: Feminist Literary Theory. Methuen, 1985.
 - Vandana Shiva. Staying Alive: Women, Ecology and Survival in India. Kali for Women, o 1988.
 - Nandi Bhatia. Performing Women/ Performing Womenhood: Theatre, Politics and Dissent in North India. OUP, 2010.
 - Antoinette Burton. Dwelling in the Archive: Women Writing House, Home and History in the Late Colonial India, OUP, 2003.
 - Eunice de Souza. Purdah An Anthology, 2004, OUP.
 - Tharu S and K Lalita. Women Writing in India: 600 B.C. to the Present Vol.1, OUP.
-
-

**ENGCC-205: American Literature
(04 Credits)**

Course Outcomes:

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

- Appraise the idea of multiculturalism in America
- Compare and contrast the various sociological theories of American cultural milieu
- Develop an understanding of the acclimatization issues of Asian diaspora, slavery, Native American dissent, Chicano migration and Jewish problem in America
- Recognize and reflect the social problems in America
- Interpret the inter- generational issues that exist in diasporic communities

Unit-I : Social and Intellectual Background

Multi- Ethnic Literatures-
Native American Literature
Asian- American Literature
Jewish Literature
Chicano Literature

Unit II: Poetry

Wallace Stevens : “Thirteen Ways of Looking at a Black Bird”*
J.M. Langston Hughes: “Harlem”*
Allen Ginsberg : “A Supermarket in California”*
Adrienne Rich : “Diving Into the Wreck”*
Sylvia Plath : “Daddy”*

“Lady Lazarus”*

Unit-III : Drama

Edward Albee : *Who’s Afraid of Virginia Woolf?*
Sam Shepard : *Buried Child*
David Henry Hwang : *Golden Child*

Unit IV : Fiction/Short Story (Early Writers)

Edgar Allen Poe : *From Tales of Mystery and Imagination*
“The Fall of the House of Usher”
“The Pit and the Pendulum”
Henry James : *The American*
William Faulkner : *The Sound and the Fury*

Unit V : Fiction/Memoir (Contemporary Writers)

Toni Morrison : *Beloved*
Linda Hogan : *The Woman Who Watches over the World*
Amy Tan : *The Bonesetter’s Daughter*

Recommended Readings:

- A History of American Literature- Richard Gray (Blackwell History of Literature)
- History of American Literature- Reuben Post Hellock
- The Cambridge History of American Literature, Vol. 8, 1940- 1995- Sacvan Bercovitch (CUP)
- A Companion to Twentieth Century American Drama- Ed. David Krasner (Blackwell Companions)
- The Cambridge History of the Native Peoples of America- CUP

**ENGCC-206: Indian Literature in English
(04 Credits)**

Course Outcomes:

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

- Develop an acquaintance with writers and works of Indian Writings in English
- Recognize the cultural milieu of the post and the pre- independence era
- Appraise the evolution of Indian culture from traditional to modern
- Identify new research areas in the purview of Indian writings

Unit I : Non-Fictional Prose

Mahatma Gandhi : *Hind Swaraj**
Sri Aurobindo : “The Renaissance in India” from *The Renaissance in India and Other Essays*.
Meenakshi Mukherjee: “Nation, Novel, Language” from *The Perishable Empire: Essays on Indian Writings in English*

Unit II: Poetry (I)

Henry Derozio : “The Harp of India”*
Nissim Ezekiel : “Goodbye Party for Miss. Pushpa T.S.”*
“Background Casually”*

Jayanta Mahapatra	: “Hunger”*
	“Grandfather”*
A. K. Ramanujan	: “Small Scale Reflections on a Great House”*

Unit III : Poetry (II)

Kamala Das	: “The Dance of the Eunuchs”*
	“The Stone Age”
Dom Moraes	: “Bells for William Wordsworth”*
	“Letter to My Mother”*
Mamatā Kālīā	: “Tribute to Papa”*
	“Made for Each Other”*

Unit IV : Drama

Girish Karnad	: <i>The Fire and the Rain</i>
Manjula Padmanabhan	: <i>Lights Out</i>
Mahesh Dattani	: <i>Bravely Fought the Queen</i>

Unit V : Fiction

R. K. Narayan	: <i>The Guide</i>
Raja Rao	: <i>Kanthapura</i>
Salman Rushdie	: <i>Midnight's Children</i>

Recommended Readings:

- Modern Indian Poetry in English- Bruce King (OUP)
- Indian Writings in English- K R S Iyengar
- A History of Indian English- M.K. Naik
- Perspectives on Indian Fiction in English- M.K. Naik
- In Other Worlds: Essays in Cultural Politics- Gayatri C. Spivak (Routledge)
- Continuities in Indian English Poetry: Nation Language Form- G.J.V. Prasad (Pencraft International)
- Raja Rao's *Kanthapura*: A Critical Study- Ed. by Suman Bala and Ranu Uniyal
- Raja Rao: The Man and his Works (1988)- Shyamala A Narayan (Sterling Publishers)

Semester III

ENGCC-301: Contemporary Literary Theories (04 Credits)

Course Outcomes:

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

- Develop an overview of the contemporary critical theories
- Apply the critical theories on literary texts
- Assess the relevance of the theories in the social context
- Develop critical thinking

Unit I: Russian Formalism and Myth Criticism

Victor Shklovsky	: From Art as Technique
M. M. Bakhtin	: “Discourse in the Novel” from <i>The Dialogic Imagination</i>
Northrop Frye	: “Myth, Fiction and Displacement”

Unit II: Neo Marxism and Feminism

Louis Althusser	: From Ideology and the State Apparatuses
Hélène Cixous	: “Castration or Decapitation?”

Unit III: Reader- Response Theory

Stanley Fish : “Is There a Text in this Class?”
Wolfgang Iser : From “The Reading Process”

Unit IV: Psychoanalysis and Gender Studies

Jacques Lacan : “The Mirror Stage as Formative of the I as Revealed in
the Psychoanalytic Experience”
Judith Butler : “Performative Acts and Gender Constitution.”

Unit V: Postmodernism and Deconstruction

Roland Barthes : “The Death of the Author”
Paul de Mann : “Resistance to Theory”

Recommended Readings:

- David Lodge, Ed. Twentieth Century Literary Criticism: Longman.
- Phillip Rice and Patricia Waugh, Ed. Modern Literary Theory: A Reader, 4th Ed.
- Julie Rivkin and Michael Ryan, Eds. Modern Literary Theory: A Reader, 4th edition.
- Peter Berry. Beginning Theory. Manchester University Press

**ENGCC-302: Colonial and Post-Colonial Literature
(04 Credits)**

Course Outcomes:

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

- Recognize the difference in colonial and post- colonial sensibilities
- Develop an understanding of the post- colonial theory
- Evaluate texts on the basis of post- colonial tenets

- Appraise the importance and efforts to decolonize
- Develop an understanding of Indian Colonial History and struggle against it

Unit I : Prose (I)

Edward Said : Chapter 17- “Reflections on Exile” (From *Reflections on Exile and Other Literary and Cultural Essays*)

Ngũgĩ wa Thiong’o : Chapters 1 and 2 from *Decolonizing the Mind*

B. Ashcroft, G. Griffiths and H. Tiffin : “Cutting the Ground: Critical Models of Post Colonial Literatures” from *The Empire Writes Back* (London and New York, Routledge 1989)

Unit II: Prose (II)

Namvar Singh : “Decolonising the Indian Mind”

Harish Trivedi : Chapter IX and X from *Colonial Transactions* (Calcutta, Papyrus)

Gayatri Chakravorty Spivak : “Can the Subaltern Speak?”

Unit III: Fiction

Premchand : *Karmabhumi*

Shashi Tharoor : *The Great Indian Novel*

Unit IV: Poetry

Arun Kolatkar : “The Bus Stop”, “The Priest” and “An Old Woman” from *Jejuri**

Dilip Chitre : “The View from Chinchpokli” *
“At Midnight in the Bakery at the Corner”*

Eunice de Souza : “Transcend Self, You Say”*
“de Souza Prabhu”*

Meena Alexander : “Migrant Memory”*
“Birthplace with Buried Stones”*

Unit V : Drama

Girish Karnad : *Hayavadana*

Uma Parameswaran : *Sons Must Die*

Datta Bhagat : *Whirlpool*

Recommended Readings:

- Post- colonial Studies Reader- Routledge
- Questions of Cultural Identity- Homi Bhabha (Sage)
- Projection of Paradise: Ideals Elsewhere in Post- colonial Migrant Literature- Geeta G. Dore
- Postcolonial Literature: An Introduction- Pramod K. Nayar

ENGEL- 301 A: Literature and Films (04 Credits)

Course Outcomes:

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

- Develop an understanding of the technical terminology associated with film studies
- Interpret films as text and evaluate them critically

- Appraise the process of adaption of texts into films
- Recognize the nuances of cinematography
- Assess various film genres and their characteristics

Unit I : Basic Concepts (I)

Film Language, Structure and Meaning

Physical Time- Time variation within a shot, Accelerated motion, slow motion, stopped motion, Montage and Physical time, the flash back.

Psychological Time - Suspense, Rhythm and Tempo,
Dramatic Time

Space in the Cinema: Scale, Shooting angle, Depth, Cutting,
Camera movement and framing.

Mise en scène, Characteristics: Performance and Movement, Décor,
Costume, Makeup, Props etc.

Cinematography: Lighting, Dramatic Use of Colour and
Special Effects

The Fifth Dimension: Sound
(Analytical Categories of Film Sound)

Unit II : Basic Concepts (II)

Film Editing and Styles

Theories of Montage: French Style

American Style

Soviet Style (reference to Sergei Eisenstein, Vsevolod
Pudovkin, Dziga Vertov and Lev Kuleshov)

Genre Studies: Chick flick, war, Gangster/Crime, Comedy, Biopics,
Drama/Suspense/Thriller, Romance, Sci-Fi, Disaster, Epic/Historical, Guy films,
Musicals, Horror, Action, Adventure etc.

History of Films and Uses of Films

Unit III : Film Theory

The Auteur Theory, Adaptation Theory, Film Semiotics, Psychoanalytic Film
Theory, Feminist Film Theory

Film Theorists (Basic introduction to the following):

Hugo Munsterberg, Béla Balázs, Sergei Mikhailovich Eisenstein, Rudolf Arnheim,
André Bazin, Christian Metz, Laura Mulvey, Linda Hutcheon

Unit IV : Adaptation of Literature to Film:

Framework of Adaptation Theory

Analysis of Novel, Short Fiction and Drama/ Theatre in Adaptation with
reference to the following cinematic versions:

Macbeth (Directed by Jack Gold for BBC Series)

Maqbool (adaptation of Macbeth in Hindi directed by Vishal Bharadwaj)

Throne of Blood (adaptation of Macbeth in Japanese and directed by Akira
Kurosawa)

Romeo and Juliet (Directed by Baz Luhrmann)
(Directed by Franco Zeffereilli)

(Directed by Renato Castellani)
Hamlet (Directed and performed by Laurence Olivier, 1948)
 (Directed by Franco Zeffirelli with Mel Gibson, 1990)
 (Directed and performed by Kenneth Branagh, 1996) Haider (adaptation of Shakespeare's *Hamlet* directed by Vishal Bharadwaj)
Utsav (adaptation of the play *Mricchakatika* (The Little Clay Cart) by Sudraka directed by Girish Karnad)
Pather Panchali (based on the novel by Bibhutibhushan Bandopadhyay directed by Satyajit Ray)
Betrayal (based on the play by Harold Pinter and directed by David Jones)
Angels in America (based on the play by Tony Kushner and directed by Mike Nichols)
Midnight's Children (based on the novel by Salman Rushdie and directed by Deepa Mehta)
Oscar and Lucinda (based on the novel by Pater Carey and directed by Gillian Armstrong)
Phantom of the Opera (based on the work of French Writer Gaston Leroux and stage musical by Andrew Lloyd Weber)

Note : Films will be selected from this list in consultation with the students.

Unit V : Art, Literature and Films

Film/ Cinema as Art (Reality and Artistic Creation)

Film as Literature

Understanding Film Texts (Meaning and Experience)

Approaches to Film Criticism: (Journalistic, Humanistic, Auteuristic, Genre, Social Science, Historical, Ideological/ Theoretical Approach)

Practical Criticism: Analysis of select films from the following (in consultation with the students):

The Hours (Adapted from the novel by Michael Cunningham, directed by Stephen Daldry, based on the life of Virginia Woolf)

Khaamosh Paani (Directed by Sabiha Sumar)

Tom and Viv (Based on the life of T.S. Eliot)

Gandhi (Directed by Richard Attenborough, based on the life of Mahatma Gandhi)

What Dreams May Come (Based on the novel by Richard Matheson, directed by Vincent Ward)

Jodha Akbar (Directed by Ashutosh Gowariker)

Dahan (Directed by Rituparno Ghosh)

Tamas (based on the novel by Bhisham Sahani directed by Govind Nihalani)

Meghe Dhaka Tara (based on the novel by Shaktipada Rajguru and directed by Ritwik Ghatak)

Ek Din Pratidin (based on the novel Beej by Ramapada Chowdhury and directed by Mrinal Sen)

Rang De Basanti (Directed by Om Prakash Mehra)

Iris (Based on the life of Iris Murdoch, directed by Richard Eyre and adapted from the novel by John Bayley)

Recommended Readings:

- Filming Fiction : Tagore, Premchand, and Ray-Ed.M.Asaduddin and Anuradha Ghosh
 - Novels in Film -George Bluestone
 - Double Exposure : Fiction into Film-Joy Gould Boyum
 - Adaptations: From Text to Screen, Screen to Text-Ed. Deborah Cartmell and Imelda Whelehan.
 - Film and Literature : A Comprehensive Approach to Adaptation-Ed. Wendell Aycock and Michael Schoenecke
 - The Oxford Book of Adaptation Studies-Thomas Leitch
 - A Theory of Adaptation-Linda Hutcheon
 - Adaptation and Appropriation-Julie Saunders
 - Adaptation Studies: New Approaches-Ed. Christina Albrecht-Crane, Dennis Ray Cutchins
 - Translation, Adaptation and Transformation. Ed. Lawrence Raw
 - Redefining Adaptation Studies-Ed. Dennis Ray Cutchins, Lawrence Raw, James M. Welsh. Intermediality in Theatre and Performance. Ed. Freda Chapple and Chiel Kattenbelt
 - Theatrical Translation and Film Adaptation : A Practitioner's Approach- Phyllis Zatlin
 - Portraying 9/11: Essays on Representation in Comics, Literatures, Film and Theatre. Ed. Veronique Brogard, Christophe Dony and Warren Rosenberg
 - Spielberg's Holocaust : Critical Perspectives on Schindler's List-Nosefa Loshitzky
 - A Concise Companion to Shakespeare on Screen-Ed. Diana E. Henderson
 - The Cambridge Companion to Shakespeare on Film- Russell Jackson
 - Film as Art - Rudolf Arnheim
 - How to Read a Film: The Art, Technology, Language, History, and Theory of Films and Media-James Monaco
 - Theatre and Film : A Comparative Review-Michelle Mills Smith
 - Film Art: An Introduction - David Bordwell, Kristine Thomson
 - Visual Shakespeare and the Moving Image : The Plays on Films and Television – Graham Holderness
-

ENGEL-301B: Translation: Theory and Practice (04 Credits)

Course Outcomes:

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

- Recognize the nature and scope of translation
- Develop familiarity with the concept equivalent and loss and gain in translation
- Develop understanding of different theories of translation
- Use this knowledge to translate any text with greater conviction

Unit I : The Nature and Scope of Translation:

Discipline, Inter- discipline or Multidiscipline?

Concept of Translation in the West and in the Indian Tradition.

The Early History of the Discipline

Ganesh N. Devy: "Literary History and Translation- An Indian View"

Unit II: Issues in Translation:

Theoretical Background- Types of Translation, Process, Importance of

Translation, Fields of Translation, Technical terms, Problems of translation-
Decoding and Recoding, Principle of Equivalence, Problem of Loss and Gain,
Problem of Untranslatability
Limits of Translation
Vetting and Evaluation

Unit III : Translation Theories (I)

Vinay Dharwadker : “A.K. Ramanujan”’s Theory and Practice of Translation”
Walter Benjamin : “The Task of the Translator”
Roman Jakobson : “On Linguistic Aspects of Translation”

Unit IV : Translation Theories (II)

Eugene Nida: “Principles of Correspondence”
J.C. Catford: “Translation Shifts”
André Lefevere: Ch. 5: “Translation: Ideology. “On the Construction of
Different Anne Franks” from *Translation Rewriting and the
Manipulation of Literary Fame*

Unit V : Translation Practice

Recommended Readings:

- Postcolonial Translation: Theory and Practice- Susan Bassnett and Harish Trivedi
 - The Translation Studies- Ed. Lawrence Venuti
-

**ENGEL-302A: Forms of Popular Literature
(04 Credits)**

Course Outcomes:

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

- Develop an understanding of the term ‘Popular Literature’
- Recognize the plausible dystopic vision of the science fiction writers if science is not handled with care
- Discover the art of enhancing their travel experiences
- Assess the manoeuvrings of child’s psyche
- Develop inquisitive thinking and become more observant as detective fiction readers

Unit I: Social and Intellectual Background

Science fiction
Detective/Suspense Fiction
Travel Narratives
Children’s Fiction

Unit II: Science Fiction

Mary Shelley : *Frankenstein*
H.G. Wells : *The Time Machine*
Cormac McCarthy : *The Road*

Unit III : Detective/ Suspense Fiction

Arthur Conan Doyle : *The Hound of the Baskervilles*
Agatha Christie : *The Murder of Roger Ackroyd*
Ian Fleming : *From Russia with Love*

Unit IV : Travel Narrative

Bill Aitkin : *Footloose in the Himalaya*
Vikram Seth : *From Heaven Lake*
William Dalrymple : *City of Djinns*

Unit V : Children's Fiction

Roald Dahl : *Charlie and the Chocolate Factory*
Ruskin Bond : *A Room on the Roof*
Salman Rushdie : *Haroun and The Sea of Stories*

Recommended Readings:

- Aries, Philippe. *Centuries of Childhood: A Social History of Family Life*. Trans. by Robert o Baldick: New York: Alfred A. Knopf. 1962.
- Ashley, Mike. *The Time Machines: The Story of the Science-Fiction Pulp Magazines from the Beginning to 1950*. Liverpool University Press, 2000.
- Booker, M. Keith. *Dystopian Literature: A Theory and Research Guide*. Greenwood Press, o 1994.
- Bradford, Clare, Kerry Mallan, John Stephens and Robyn. *New World Orders in Contemporary Children's Literature: Utopian Transformations*. Palgrave Macmillan,o 2008.
- Charles Rzepka and Lee Horsley (eds). *A Companion to Crime Fiction*. Willy Blackwell o Publication, 2010.
- Dechêne, Antoine. *Detective Fiction and the Problem of Knowledge*. Belgium: Palgrave o MacMillan, 2018.
- Hunt, Peter, ed. *Understanding Children's Literature*. (1999). 2nd ed. Routledge, 2009.
- ---. *Criticism, Theory, and Children's Literature*. Blackwell, 1991.
- ---. *Children's Literature: The Development of Criticism*. Routledge, 1990.
- ---. *Children's Literature: Blackwell Guides to Literature*. Blackwell Publishers Ltd, 2001.
- ---. *An Introduction to Children's Literature*. Oxford University Press, 2009.
- James, Allison, and Alan Prout (eds). *Constructing and Reconstructing Childhood: Contemporary Issues in the Sociological Study of Childhood*. Routledge, 2010.
- James, Edward, and Farah Mendlesohn. *The Cambridge Companion to Science Fiction*. o Cambridge University Press, 2003.
- Lem, Stanisław, and Franz Rottensteiner. *Microworlds: Writings on Science Fiction and Fantasy*. Edited by. Mariner Books, 1986.
- Lindsay, Claire. "Travel Writing and Postcolonial Studies." *The Routledge Companion too Travel Writing*. Routledge, 19 Nov 2015.
- Moylan, Tom. *Scraps of the Untainted Sky: Science Fiction, Utopia, Dystopia*. Westview o Press, 2000.
- Nodelman, Perry. *The Hidden Adult: Defining Children's Literature*. Hopkins University o Press, 2008.
- Pandurang, Mala. *Vikram Seth: Multiple Locations, Multiple Affiliations*. Rawat o Publications, 2001.

- Rollyson, Carl E. (ed). Critical Survey of Mystery and Detective Fiction. Volume 1. o California: Salem Press INC, 2008.
 - Singh, V.P. Mountain Travelogues on the Himalaya and Tibet. Pilgrims Publishing, 2012.
 - Tara , Maya.Conmergence: An Anthology of Speculative Fiction. Smashwords: Misque o Press, 2010.
-

ENGEL-302 B: Comparative Literature (04 Credits)

Course Outcomes:

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

- Develop the knowledge of the various fields of study which come under the ambit of comparative literature
- Assess the interconnections between the texts to compare and contrast them
- Recognize the tenets of conducting comparative analysis
- Apply the comparative methodology to texts

Unit I : Comparative Literature:

Definition and Scope

Development of the Discipline

Problems and Methods in Comparative Literature

Unit II: Theory on Comparative Literature

Susan Bassnett: Comparative Literature: A Critical Introduction
(Introduction, Chapter I)

“Reflections on Comparative Literature in the Twenty-First Century”

Sisir Kumar Das: “Comparative Literature in India: A Historical Approach”

Amiya Dev: “Towards Comparative Indian Literature”

Unit III :

Prose

- | | |
|----------------------------|---------------------------------------|
| Sigmund Freud | : “Daydreaming and Literature” |
| E. Balibar and P. Macherey | : “Literature as an Ideological Form” |
| Paul de Man | : “The Epistemology of Metaphor” |

Unit IV :

Autobiography

- | | |
|-----------------|--|
| Rassundari Devi | : <i>Amar Jiban (My Life)</i> |
| Maya Angelou | : <i>I Know Why the Caged Bird Sings</i> |
| Anne Frank | : <i>The Diary of Anne Frank</i> |

Unit V :

Drama

- | | |
|------------------|--|
| Aristophanes | : <i>The Frogs</i> |
| Sudrak | : <i>Mricchakatika (The Little Clay Cart)</i> |
| Luigi Pirandello | : <i>Six Characters in Search of an Author</i> |

Recommended Readings

- Introducing Comparative Literature- New Trends and Applications- Cesar Dominguez et.al.

- Companion to Comparative Literature, World Literature and Comparative Cultural Studies- Steven Totossy de Zepetnek
- Comparative Literature: A Critical Introduction- Susan Bassnett
- Comparative Literature- Bijay Kumar Das

**ENGIER-301A: Communicative English
(04 Credits)**

Interdisciplinary (For students of other departments)

ENGVC-301A: Communicative English
(04 Credits)

Course Outcomes:

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

- Identify various text types, and comprehend them
- Write correct and plain English
- Apply reading techniques like skimming and scanning
- Use and comprehend a reasonable vocabulary and reinforce their language proficiency
- Express an ability to communicate effectively
- Use the knowledge to work on multidisciplinary teams
- Use the knowledge to mediate between technology/business and a common audience
- Extend their knowledge of contemporary issues.

Unit I: Reading/ Listening

How to Read Practical Reading with comprehension of a Play, Story, Essay, Poem and reading on Internet, How to listen Practical Listening (Unit 1- 5)

Unit II: Writing

How to write. Remedial Grammar- Parts of Speech with emphasis on Article, Preposition, and Verb, Phrase, Clause and Sentence, Punctuation, Writing- Paragraph, Letter Writing, Short Essay, Précis Writing, Report Writing, Short Proposal Writing

Unit III: Speaking

How to speak (pronunciation, accent, and vocabulary building etc., With a person- Language in situation, in a group, in public, in a meeting.

Unit IV: Understanding Communication Process

Critical thinking, speaking and writing.
Workplace communication needs- politically correct/ gender sensitive use of language
Creative research strategies.
Document production and related presentation.

Unit V: Technical Writing

Technical writing and technical presentation (use of internet, power point presentations etc.)
Project report writing/ Academic writing/ Academic and Research writing

Recommended Readings:

- Brian Paltridge. Handbook of English for Specific Purposes. Wiley Blackwell 2013.
 - Higgins, Jessica .10 Skills for Effective Business Communication: Practical Strategies from the World's Greatest Leaders.
 - Eric Glendennings. Professional English in Use (Medicine). Cambridge University Press.
 - Singh R.P. Professional Communication. New Delhi: Oxford University Press. 2002.
-

**ENGIER-301B: French Language
(04 Credits)
(For students of English and other departments)**

Course Outcomes:

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

- Recognize the foreign language.
- Develop knowledge of basic grammar and syntactic rules.
- Develop familiarity with the foreign culture.
- Develop basic spoken efficiency of the foreign language.
- Develop writing proficiency with respect to the scope of the curriculum.

Course Description: The Proficiency Course in the languages are designed to provide the non-native speakers with a basic understanding of the spoken and the written aspects of the languages at large. The course includes a basic level syllabus that provides a general introduction to the cultural aspects of social manners, dressing, cuisine, places and people associated with the foreign language under study. The course is particularly designed for students with no prior encounter with the language and is thus ideal for those interested in learning a new language. It provides an equal emphasis on the spoken and the written dimensions of the language and is accordingly supplemented with a suitable curriculum and teaching faculty.

Unit I : Reception (Listening and reading)

Unit- II: Production and Interaction (Spoken and Written)

Unit-III: Comprehension and composition (I)

Remedial Grammar
Vocabulary building

Unit-IV: Comprehension and composition (II)

Reading comprehension

Unit-V: Composition

Paragraph writing
Letter writing
Short essay

Recommended Readings:

1. Le Nouveau Sans Frontises Part-I
2. MathurinDondo (O.U.P.)- Modern French Course

3. Le Nouveau Bescherelle- L, Art de conjuguer (Hatier)
 4. Dictionary-Larousse de Poche (Larousse)
 5. S.P. Singh-Le Cours de la Language francaise en hindi.
-

ENGIER-301C: German Language
(04 Credits)
(For students of English and other departments)

Course Outcomes:

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

- Recognize the foreign language.
- Develop the knowledge of basic grammar and syntactic rules.
- Develop a familiarity with the foreign culture.
- Develop basic spoken efficiency of the foreign language.
- Develop writing proficiency with respect to the scope of the curriculum.

Course Description: The Proficiency Course in the languages are designed to provide thenon-native speakers with a basic understanding of the spoken and the written aspects of the languages at large. The course includes a basic level syllabus that provides a general introduction to the cultural aspects of social manners, dressing, cuisine, places and people associated with the foreign language under study. The course is particularly designed for students with no prior encounter with the language and is thus ideal for those interested in learning a new language. It provides an equal emphasis on the spoken and the written dimensions of the language and is accordingly supplemented with a suitable curriculum and teaching faculty.

Unit I : Reception (Listening and reading)

Unit- II: Production and Interaction (Spoken and Written)

Unit-III: Comprehension and composition (I)

Remedial Grammar
Vocabulary building

Unit-IV: Comprehension and composition (II)

Reading comprehension

Unit-V: Composition

Paragraph writing
Letter writing
Short essay

Recommended Reading

- Deutschals Fremdsprache 1A (Brauh/Nieder/Schome) Oxford or IBH Publishing Co., New Delhi.
- ArbeitsbuchZu 1A.
- DeutschsSprachlehre fur Auslander (Schullz-Griesbach).
- Deutsch alsFremdsprache 1A. Dictionary recommended
- Langenscheidt (English, German, German - English).

- Sprachkurs Deutsch - Teil 1

ENGIER-301D: Russian Language
(04 Credits)
(For students of English and other departments)

Course Outcomes:

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

- Recognize the foreign language.
- Develop the knowledge of basic grammar and syntactic rules.
- Develop familiarity with the foreign culture.
- Develop basic spoken efficiency of the foreign language.
- Write in the language gaining the proficiency with respect to the scope of the curriculum.

Course Description: The Proficiency Course in the languages are designed to provide the non-native speakers with a basic understanding of the spoken and the written aspects of the languages at large. The course includes a basic level syllabus that provides a general introduction to the cultural aspects of social manners, dressing, cuisine, places and people associated with the foreign language under study. The course is particularly designed for students with no prior encounter with the language and is thus ideal for those interested in learning a new language. It provides an equal emphasis on the spoken and the written dimensions of the language and is accordingly supplemented with a suitable curriculum and teaching faculty.

Unit I : Reception (Listening and reading)

Unit- II: Production and Interaction (Spoken and Written)

Unit-III: Comprehension and composition (I)

Remedial Grammar
Vocabulary building

Unit-IV: Comprehension and composition (II)

Reading comprehension

Unit-V: Composition

Paragraph writing
Letter writing
Short essay

Recommended Readings:

- Russian Language by Sabra Habib (lessons 1 to 20)
- Russian for everybody ed. By V.G. Kostomarov.
- Russian by V.N. Wagner and Y.G. Ovsienko.
- Lessons in Russian for beginners by H.C. Pandey.

SEMESTER IV

ENGCC-401: Stylistics and Discourse Analysis (04 Credits)

Course Outcomes:

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

- Examine the language of literature i.e. the style and contexts of any text
- Develop the ability to attempt the practical criticism of any text
- Recognize and associate the stylistic patterns of the texts

Unit I : Language of Literature (I)

Style, Stylistics- Nature and Scope

Linguistics, Literary Criticism and Stylistics

Language of Literature

Foregrounding and Interpretation: Various types of Deviations, Parallelism, Repetitions etc.

Unit II: Language of Literature (II)

Figurative Language: A Detailed Study of

Figures of Speech

Rhythm and Metre

Stanza Forms

Unit III: Discourse Analysis

Introduction to Discourse Analysis

Text and Discourse

Notions of Textuality- Coherence and Cohesion

Unit IV: Pragmatics and Meaning in Interaction

Concept of Pragmatics

The Co-operative Principles

Conversational Principles

Politeness Principles

Speech Acts

Unit V : Practical Analysis of Unseen Poem or/ and Prose Passages

Recommended Readings:

- Language, Text and Context: Essays in Stylistics
- Critical Stylistics: The Power of English- Lesley Jeffries
- Style in Fiction- Geoffrey Leech
- Stylistics and the Teaching of Literature- Henry Widdowson

ENGEL-401A: SAARC Literature in English (04 Credits)

Course Outcomes :

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

- Develop the understanding of the concept of SAARC
- Interpret the inter- national ties between SAARC nations
- Develop an appreciation of the different countries without prejudices
- Develop an understanding of the intrinsic struggles of each nation
- Use this knowledge to extend scope for research ideas

Unit I : Social and Intellectual Background

Formation and need of SAARC organization

Political and economic significance of SAARC in Asia and the world

The cultural milieu of India, Sri Lanka, Nepal and other SAARC nations

Unit II: India

Nayantara Sehgal : *Rich Like Us*

Agha Shahid Ali : “Postcard from Kashmir”*
“The Dacca Gauzes”*

Manjula Padmanabhan: *Harvest*

Unit III : Pakistan and Bangladesh

Ahmed Ali : *Twilight in Delhi*

Zulfikar Ghose : “The Loss of India”*

Kishwar Naheed : “I Am Not That Woman”*

Monica Ali : *Brick Lane*

Unit IV : Bhutan, Nepal and Afghanistan

Kunzang Choden : *The Circle of Karma*

Khaled Hosseini : *The Kite Runner*

Manjushree Thapa : *Forget Kathmandu: An Elegy for Democracy*

Nadia Anjuman : Poems “Smoke Bloom,” “Divine Beauty,”
“My Garden,”* by the poet in the book
Load Poems Like Guns: Women’s Poetry from Herat, Afghanistan, Ed. Farzana Marie

Unit V : Sri Lanka

Anne Ranasinghe : “July 1983”, and “Plead Mercy”

Michael Ondaatje : “Bearhug”*
“Speaking to You” * (From Rock Bottom)

Shyam Selvadurai : *Funny Boy*

Recommended Readings:

- Literary India : Comparative Studies in Aesthetics, Colonialism, and Culture-Ed. Patrick Colm Hogan, Lalita Pandit
- Post-Colonial Drama :Theory, Practice, Politics. Helen Gilbert, Joanne Tompkins
Postcolonial Plays : An Anthology-Helen Gilbert
- Decolonizing the Stage :Theatrical Syncretism and Post-Colonial Drama-Christopher B. Balme An Introduction to Post-Colonial Theatre -Brian Crow, Chris Banfield, David Bradby

- Literary Polyrhythms : New Voices in New Writings in English-S.Robert Gnanamony
 - Disequilibrium : Disability, Gender, and Belonging in Mahesh Dattani's Tara and Manjula Padmanbhan's Harvest" by KantaKochar-Lindgren in Transnational Performance, Identity and Mobility in Asia. Irish. Tuan and Ivy I-Chu Chang pp-123-142
 - Postmodern Indian English Literature -Bijay Kumar Dass pp-116-130
 - British Empire and the Literature of Rebellion :Revolting Bodies, Laboring Subjects - Sheshalatha Reddy
 - Theatre Theory and Performance: A Critical Interrogation -Siddharta Biswas
 - Twilight in Delhi: The Progressive Episode- Carlo Capola (OUP)
 - The Post Colonial Studies Reader-Routledge
 - Questions of Cultural Identity-Homi Bhabha (Sage)
 - Projection of Paradise: Ideals Elsewhere in Post- colonial Migrant Literature (2011)
 - In a Different Voice: Psychological Theory and Women's Development- Carol Gillian
 - Treatment of a Wife's Body in the Fiction of Indian Sub- Continental Muslim Women Writers- Nilofar H. Khan
 - Agha Shahid Ali- Nishat Zaidi (Sahitya Akademi- 2014)
-

ENGEL-401B: New Literatures in English (04 Credits)

Course Outcomes:

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

- Develop an understanding of the various connotations of the term "New Literatures" and difference from other terms like Commonwealth Literature etc.
- Evaluate the social and cultural milieu of the nation's writing "New Literatures"
- Identify the similarities and differences between the New Literatures from different parts of the world.
- Analyse the impact of the colonial activity and the coping mechanisms of different countries
- Interpret the different ways of assertion of national identity post colonization

Unit I : African and Caribbean Literature

V.S. Naipaul	: <i>A House for Mr. Biswas</i>
Chinua Achebe	: <i>Arrow of God</i>
Wole Soyinka	: <i>Kongi's Harvest</i>

Unit II: Australian Literature

A.D. Hope	: "Australia"* "Death of the Bird"*
Patrick White	: <i>Voss</i>
Judith Wright	: "The Company of Lovers"* "Woman to Man"*

Unit III : Indian English Literature Poetry

Jayanta Mahapatra : "The Lost Children of America"*

A.K. Ramanujan : “The Striders”*
Eunice de Souza : “Bequest”*
“Advice to Women”*

Unit IV : Indian English Literature Fiction

Shashi Deshpande : *That Long Silence*
Amitav Ghosh : *Sea of Poppies*

Unit V : Canadian Literature

George Ryga : *The Ecstasy of Rita Joe*
Margaret Atwood : *Surfacing*
Earle Birney : “The Bear on the Delhi Road”*
“Bushed”*
Dennis Lee : “Cadence, Country, Silence: Writing in Colonial Space”

Recommended Readings:

- Caribbean Transactions: West Indies Culture in Literature- Renu Juneja (Macmillian)
 - Indian Writing's in English- K.R.S. Iyengar
 - A History of Indian English Literature- M.K. Naik
 - A History of Australian Literature- Ken Goodwin
 - A History of Canadian Literature- W. H. New (UBC)
-

ENGEL-402A: African and Caribbean Literature (04 Credits)

Course Outcomes

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

- Develop an understanding of a range of postcolonial discourses emerging from African and Caribbean regions
- Appraise issues arising from colonialism, independence and diasporic migration in these areas.
- Analyze how race, class, gender, history and identity are presented and problematized in the literary texts of African and Caribbean writers
- Develop the knowledge of how to contextualize postcolonial writing in terms of its historical and geographical specificities.

Unit-I : Social and Intellectual Background

The history and culture of Africa and Caribbean regions
Negritude
Apartheid
Gender issues
Diaspora
Orature

Unit II: Poetry

Gabriel Okara : “You Laughed and Laughed and Laughed”*
“The Mystic Drum”*
Dennis Brutus : “A Common Hate Enriched Our Love and Us”*

Edward Braithwaite	: “Tizzic”*
Derek Walcott	: “A Far Cry from Africa”*
Wole Soyinka	: “Dedication”*
Mervyn Morris	: “Literary Evening, Jamaica”*

Unit III : Prose

George Lamming	: <i>In the Castle of My Skin</i>
Jamaica Kincaid	: <i>A Small Place</i>
Caryl Phillips	: <i>Crossing the River</i>

Unit IV: Fiction

Jean Rhys	: <i>Voyage in the Dark</i>
Chinua Achebe	: <i>Things Fall Apart</i>
Ngũgĩ wa Thiong’o	: <i>A Grain of Wheat</i>

Unit V : Drama

Athol Frugard	: <i>Sizwe Banzi is Dead</i>
Wole Soyinka	: <i>Dance of the Forest</i>
Femi Osofisan	: <i>Once Upon Four Robbers</i>

Recommended Readings:

- An Anthology of Commonwealth Poetry- C.D. Narsimmaiah (Macmillian)
- Caribbean Transactions: West Indian Culture and Literature – Renu Juneja (Macmillian)
- The Wretched of the Earth- Frantz Fanon (Penguin Modern Classics)
- Postcolonial Theory: A Critical Introduction-Leela Gandhi
- Decolonizing the Mind: The Politics of Language in African Literature- Ngugiwa Thiongo

ENGEL-402B: Canadian Literature (04 Credits)

Course Outcomes

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

- Develop an understanding of the Canadian ethos
- Analyze the question of identity in Canadian context
- Develop knowledge of the historical and political struggle in Canada
- Appraise the diasporic experience in Canada

Unit I : Social and Intellectual Background

Brief History of Canada

Development of various literary forms in Canadian literature

Contemporary Canadian culture

Unit-II : Prose

Catharine Parr Traill	: “Letter IX”, From <i>The Backwoods of Canada</i>
Susanna Moodie	: “Brian, The Still Hunter” From <i>Roughing It in the Bush</i>
Marshall McLuhan	: “The Mechanical Bride” from <i>The Mechanical Bride: Folklore of Industrial Man</i>

M.G. Vassanji : “Am I a Canadian Writer”

Unit III : Poetry

Susanna Moodie : “Indian Summer”*
Dorothy Livesay : “Waking in the Dark”*
A.L. Purdy : “The Country North to Belleville”*
D.G. Jones : “The River: North of Guelph”*
Uma Parameswaran : “Trishanku”*
Margaret Atwood : “Progressive Insanities of a Pioneer”*

Unit IV : Fiction

Michael Ondaatje : *The English Patient*
Rohinton Mistry : *Such a Long Journey*
David Williams : *Eye of the Father*

Unit V : Drama

James Reaney : *Sticks and Stones*
Allison McWood : *Shakespeare’s Brain*
Marie Clements : *The Unnatural and Accidental Women*

Recommended Readings:

- A History of Canadian Literature- W. H. New (UBC)
 - Mosaic to Salad Bowl: Essays on Canadian Literature- R.P. Singh (Bookshelf: New Delhi))
 - Canadian Literature- R. P. Singh (Sublime: Jaipur)
-
-

ENGEL-402 : Australian Literature (04 Credits)

Course Outcomes

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

- Recognize the tensions between the Aborigines and the European settlers
- Develop an appreciation for the natural landscape and mysticism of Australia
- Appraise the writers and texts representing Australian culture
- Develop an understanding of the current political and cultural issues in Australia
- Review the ravaging of the Australian landscape during the early years of European settlement

Unit I : Social and Intellectual Background

The blending of native and modern cultures
The Aborigines question
The Australian landscape
Australia as a country and a continent

Unit II : Short Story/ Memoir/Autobiography

Patrick White : *Flaws in the Glass: A Self Portrait*
David Malouf : “The Only Speaker of His Tongue”
Germaine Greer : *Daddy, We Hardly Knew You*

Unit III : Poetry

James McAuley	: “Invocation”*
	“To Any Poet”*
Vincent Buckley	: “Burning the Effects”*
	“Fellow Traveller”*
Peter Porter	: “Your Attention, Please”*
	“Competition is “healthy”*
Dorothy Porter	: “Crete”*

Unit IV : Drama

Jack Davis	: <i>The Dreamers</i>
Peter Kenna	: <i>A Hard God</i>
David Williamson	: <i>Emerald City</i>

Unit V : Fiction

Thomas Keneally	: <i>Schindler’s Ark</i>
Sally Morgan	: <i>My Place</i>
Christopher Koch	: <i>Across the Sea Wall</i>

Recommended Readings:

Plays of the 70s - Ed. Katharine Brisbane

Australian Women’s Drama : Texts and Feminisms-Ed. Peta Tait and Elizabeth Schafer A

Study of the Plays of Peter Kenna-Francis F.B.Bladwell

David Williamson -Ed. Ortrun Zuber -Skerritt David Williamson-Dagmar Strauss

ENGMT-401: Dissertation and Viva- Voce
(08 Credits)

Topics for the Dissertations of both the University and all the colleges who run Post Graduate in English will have to be approved by the Board of Studies in the beginning of the IV Semester. Allotment of Supervisors will also be done by Board of Studies.

- Research Methodology
- Academic Writing
- Use of Computers in Research and Data Collection
- MLA Style sheet
- Preparing for Oral Examination

Library Work and Self Study by Students

ENGIRA-401: Disability Studies (Value based – Generic Elective)
(04 Credits)

Course Outcomes:

The paper introduces core concepts and themes in the field of Disability Studies. The course will not only explore disability as a form of difference, but will encourage policy of inclusion in a global context.

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

- develop an awareness of disability as a socio-cultural construct.
- develop an analytic framework for evaluating representations of disability in literature and culture.
- examine and critique ableism and disablism as the ideological concepts which shape social institutions, professions, government policies and other narratives.
- develop an understanding of social role valorisation.
- develop insight into the key concepts of disability.
- develop an in depth understanding of Indian perception of disability.
- illustrate improved skills in working with people with disabilities.

Unit I : Understanding Disability

Definition- An Evolving Phenomenon, History of Disability with special reference to India

Unit II: Models of Disability

Medical Model of Disability and Social Model of Disability.

Unit III : Key Concepts:

Ableism, Disablism, Disability Activism, Dependency, Interdependency, Ostracization, Eugenics, Disability Pride,

Unit IV : Social Role Valorisation

Definition
Devaluation
Role Perceptions
Stigmatization

Unit V : Literature and Disability:

Mahesh Dattani's *Tara*
Pramila Balasundaram's *Sunny's Story*
Rabindranath Tagore's "Subha"

Recommended Readings:

- Davis, Lennard J. The Disability Studies Reader. Routledge, 2013.
 - Ghai, Anita. Rethinking disability in India. SAGE, 2018
 - Mahanta, Banibrata. Disability Studies: An Introduction. Yking Books, 2016.
 - Thomson, Rosemarie Garland. Extraordinary Bodies: Figuring Physical Disability in American Culture and Literature. Columbia University Press, 1997.
 - Siebers, Tobin. Disability Theory. University of Michigan Press, 2011.
 - Berger, James. The Disarticulate: Language, Disability and the Narratives of Modernity. New York University Press, 2014.
 - Mahesh Dattani's *Tara*
 - Balasundaram, Pramila. *Sunny's Story*. ISPCK, 2016.
 - "Subha" by Rabindranath Tagore.
 - Wolfensberger, Wolf. A Brief Introduction to Social Role Valorization. Presses Valor Press, 2013.
 - Wendell, Susan. Chapter 2 : "The Social Construction of Disability" in *The Rejected Body: Feminist Philosophical Reflectionson Disability*, Routledge, 2013.
-