

**CURRICULUM FRAMEWORK FOR POST GRADUATE
PROGRAMME IN ENGLISH
NEP 2020 BASED**



**RAJIV GANDHI UNIVERSITY - A CENTRAL UNIVERSITY
DEPARTMENT OF ENGLISH
RONO HILLS, DOIMUKH - 791112
ARUNACHAL PRADESH**

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Preamble:

The NEP 2020 comes with a vision to provide a new shape and dimension to the existing educational scenario in the country by amalgamating the local, the national and the international requirements. At the same time, one of the prime objectives of the NEP 2020 is also to see that the number of dropouts is minimized gradually with the aim to achieve zero percentage dropout in the coming years. The NEP 2020 also envisages that if any student exits the UG program by completing one, two or three years, the learning that one has acquired will enable him/her to find suitable employment. It is with these points in view that the BOS of English, Dept. of English has designed the present FYUP (in English) to meet the avowed objectives as mentioned in the NEP 2020.

In the present global scenario, the relevance of English Studies is increasing exponentially. The demands of the ever-changing national and global market have radically influenced the pedagogical space where acquisition of knowledge needs to be supplemented by (both hard and soft) skills. The FYUP syllabus in English, 2023 has been designed to focus on English Studies from multiple tangents. While Literary studies will continue to function as the core component of the syllabus, it also includes the mandate of the National Education Policy 2020 advocating increasing vocationalisation of curricula and, accordingly several skill based courses have been designed to lend the learners a competitive edge when it comes to selection for employment. With this end in view, generic elective courses have also been devised to cater to the needs of learners across disciplines.

Introduction:

The FYUP English syllabus offers a plethora of courses under Major, Minor, Generic Elective, Skill Enhancement, and Research components. Since the National Education Policy 2020 mandates the move towards interdisciplinarity, various courses have been designed that would enable learners from other disciplines to engage with English Studies in many interesting ways. The facility for multiple exit and entry options in the FYUP programme will provide the learners the requisite space to exit and resume their program in protracted steps, or exit with a diploma, a certificate, or a degree.

In terms of the content, the core elements of English Literary Studies have been prescribed across six semesters so that the learners will gather a comprehensive knowledge on the historical, political, social, and literary dimensions of British Literature, American Literature, European Literature, Indian Writing in English and Translation and New Literatures across genres. Besides the courses on literary studies, a number of courses have been pragmatically oriented to enable the learners to acquire necessary skill-sets so that the objective of 21st century pedagogy as a means to generate optimum employability is ensured. Therefore, the FYUP syllabus in English is framed to promote critical thinking and enhance skill. The final year of the four-year undergraduate programme will be research-centric. As per the NEP design, the meritorious learners will be able to pursue doctoral research after completing their undergraduate course in English.

Programme Educational Objectives (PEOs):

The objectives of the M.A. in English Programme are as follows:

- **PEO-1:** To develop a deeper and wider understanding of English literature, literary forms and literary genres written in other languages and translated into English for global readers.
- **PEO-2:** To appreciate the aesthetic value of literary compositions in terms of imaginative and contemporary reality.
- **PEO-3:** To provide a broad theoretical view to apply, experiment and hypothesize the different genres, trends, and scopes in their individual practice.
- **PEO-4:** To equip the students with the skills necessary for a career in academics and other related fields.

Programme Outcomes (POs):

In keeping with the objectives of the course, the following are the areas in which the learner will enlarge his/her scope of understanding English language and literature.

PO1: Foundational Knowledge

They will develop a deeper and wider understanding of English literature, literary forms and literary genres written in other languages and translated into English for global readers.

PO2: Developing Aesthetic Sensibility

They will be able to appreciate the aesthetic value of literary compositions in terms of imaginative and contemporary reality.

PO3: Development of Critical Thinking

They will have a broad theoretical view to apply, experiment and hypothesize the different genres, trends, and scopes in their individual practice.

PO4: Developing Employability Skills

After completion of the course, the students will be equipped with the skills necessary for a career in academics and other related fields.

PO5: Community Engagement and Good Citizenship

They will be ready to serve the society in various capacities and contribute towards nation building and world citizenship.

Programme Specific Outcomes (PSOs):

PSO 1: The learner will develop an understanding of the major concepts, theoretical perspectives and recent areas of study in English literature.

PSO 2: The student will be able to exercise critical thinking in understanding a text and relating them to real life situations.

PSO 3: The student will develop a critical approach towards the socio-political and cultural contexts through the study of literary texts.

PSO 4: The learner will develop effective communicative skills that will be of advantage in and outside the classroom.

PSO 5: It will help the student to demonstrate professional competencies in other areas of contemporary relevance and application such as digital learning, creative writing and translation.

PSO 6: The student will be able to demonstrate competencies required for employment in avenues related to the discipline.

STRUCTURE OF POSTGRADUATE COURSES OF STUDY IN ENGLISH

CORE(CC)

MINOR (RS)

The MA course carries 80 credits in total distributed evenly across all Semesters (20 each) while each Module carries one credit.

MODEL- 1

COURSE STRUCTURE FOR 2-YEARS PG (RESEARCH)

NCr F Cred it Leve l	SEMES TER	Semester-I						
		Course	Cours e Code	Course Title	Credi ts	LTP	EXAM PATTE RN INTERN AL(20 Marks) +END- SEM (80Mark s)= 100 Marks	REMA RKS
6.0	1st							
		Course 1 (Major 17 FYUP)	ENG-CC-5110	PARTITION LITERATURE	04	3-1-0		
		Course 2 (ENG-	MODERN	04	3-1-0		

		Major 18 FYUP)	CC- 5120	INDIAN WRITING IN English TRANSLA TION				
		Course 3 (Major 19 FYUP)	ENG- CC- 5130	LITERATU RE OF THE INDIAN DIASPORA	04	3-1-0		
		Course 4 (Major 20 FYUP)	ENG- CC- 5140	LITERARY CRITICIS M	04	3-1-0		
		Course 5 (Minor 7: Research Methodolog y FYUP)	ENG- RC- 5150	Research Methodolog y	04	3-1-0		
				Total Credits	20			

NCr F Cred it Leve l	SEMES TER	Semester-II						
6.0	2nd	Course	Cours e Code	Course Title	Credi ts	LTP	EXAM PATTERN INTERNA L(20 Marks) +END- SEM (80Marks)= 100 Marks	REM ARK S
		Course 6 (Major 21 FYUP)	ENG- CC- 5210	LITERAR Y THEORY	04	3-1-0		
		Course 7 (Major 22: Department al Elective 1 FYUP)	ENG- DE- 5210	WORLD LITERAT URES	04	3-1-0		
		Course 8 (ENG-	NINETEE	04	3-1-0		

		Major 23: Departmental Elective 2 FYUP)	DE-5220	NTH CENTURY EUROPEAN REALISM				
		Course 9 (Major 24: Departmental Elective 3 FYUP)	ENG-DE-5230	SCIENCE FICTION AND DETECTIVE LITERATURE	04	3-1-0		
		Course 10 (Minor 8: Research Publication Ethics FYUP)	ENG-RC-5210	Research Publication Ethics	04	3-1-0		
				Total Credits	20			

NOTE: Students exiting the programme after securing 40 credits will be awarded PG Diploma in English

SEMESTER-III & IV								
NCr F Credit Level	SEMESTER	Course	Course CODE	Course TITLE	CREDITS	LTP	EXAM PATTERN	REMARKS
6.5	III & IV	RESEARCH	ENG-RP-6310/6410	RESEARCH PROJECT	40	6+2 +0		40

Scheme of Evaluation/ Examination:

All students shall be subjected to the process of continuous evaluation and assessment. Accordingly, a student shall have to attend and duly pass in at least two Internal Assessment tests out of three tests, and End Semester Examination. The structure of these Internal Assessment Tests and End Semester Examinations shall be as follows:

End Semester Examination	Internal Assessment Tests
80	20

Internal Assessment:

For the purpose of calculating the SGPA, best two of the three Internal Assessment tests taken shall be considered. Attending two Internal Assessment tests out of three shall be compulsory.

1. Two of the three Internal Assessment tests shall be in written form(Sessional Tests)
2. One Internal Assessment test shall be assignments like term paper, book review, group discussion, power-point presentation or even another written test and the format to apply shall be announced by the course teacher.

The minimum pass marks at the End Semester Examination shall be 45% in each paper and 45% in aggregate. The minimum pass marks at the internal assessment tests shall be 45% in each paper.

COURSE STRUCTURE FOR 2-YEARS PG (RESEARCH)

Major 17

Title of the paper: Partition Literature

Course Code: ENG-CC-4710/ ENG-CC-5110

LO: Learning Objectives:

The course will seek to achieve the following objectives:

- **LO-1:** To explain historical and socio-cultural factors responsible for the partition of the Indian sub-continent.
- **LO-2:** To demonstrate a critical understanding of manifestations of the experience of the partition in various art forms.
- **LO-3:** To understand the eco-social, Historical, and cultural context and dimensions related to the partition of India.
- **LO-4:** To interpret texts and relate them to their contexts and experiences.

L(3)+T(1)+P(0)per week

Credits: 4

Total CONTACT Hours: 15x4=60

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Internal Assessment: 20 Marks

Term End Examination: 80 Marks

Course Outcomes

At the end of the course, students will be able to:

- **CO 1:** Explain historical and socio-cultural factors responsible for the partition of the Indian sub-continent.
- **CO 2:** Demonstrate a critical understanding of manifestations of the experience of the partition in various art forms.
- **CO 3:** Understand the eco-social, Historical, and cultural context and dimensions related to the partition of India.
- **CO 4:** Interpret texts and relate them to their contexts and experiences.

Course Content

Module no.	Content	CONTACT Hours	CO
I	Amrita Pritam: 'To Waris Shah'	15	1,2,3
II	Divyendu Palit: 'Alam's Own House' Rajinder Singh Bedi: 'Lajwanti'	15	2,3
III	Gulzar: <i>Two</i>	15	2, 4
IV	Howard Brenton – <i>Drawing the Line</i>	15	1,2,4

Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	3	2	2	3	3	2	3	1		2
CO 2	1	3	2	2		2	3	3	1	2	2
CO 3	2	2		2	3	2	2	3	1	2	2
CO 4	2	1	1	2	2	2	1	3	1	2	2
Average	2	2.25	1.25	2	2	2.25	2	3	1	1.5	2

Suggested Readings

1. Black Margin: Sadat Hasan Manto Stories. Selected by M Asaduddin. Ed. by Muhammad Umar Menon. Published by Katha with OUP, 2001.
2. *Selected Poems of Amrita Pritam*. A Dialogue Calcutta Publication, Kolkata.
3. *In English, Faiz Ahmed Faiz: A Renowned Urdu Poet*. Tr.& Ed. by Riz Rahim. Xlibris, California, 2008.
4. *Stories about the Partition of India*. Ed. by Alok Bhalla. Manohar Publication
5. *Manohar Malgaonkar*. Bend in the Ganges. HarperCollins, New Delhi, 2022.
6. Pandey, Gyanendra. "In Defense of the Fragment: Writing about Hindu-Muslim Riots in India Today," in *A Subaltern Studies Reader, 1986-1995*. Ranajit Guha, ed., (Reprinted from *Representations* 37, winter 1992), Minneapolis: Univ. of Minnesota Pr., 1997, 1-33

COURSE STRUCTURE FOR 2-YEARS PG(RESEARCH)

Major 18

Title of the paper: Modern Indian Writing in English Translation

Course Code: ENG-CC-4720/ ENG-CC-5120

LO: Learning Objectives:

- **LO-1:** To give the students first-hand knowledge of major texts of Modern Indian literature in English translation.
- **LO-2:** To provide the students with the knowledge of the political, economic, social and intellectual background so as to study them as representative texts of the culture and age.
- **LO-3:** To enable him to understand the growth of Indian writing in translation and encourage further reading.

L(3)+T(1)+P(0)per week

Credits: 4

Total CONTACT Hours: 15x4=60

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Internal Assessment: 20 Marks

Term End Examination: 80 Marks

CO :Course Outcomes

At the end of the course, students will be able to:

- **CO 1:** Appreciate the diversity of modern Indian literatures and the similarities between them.
- **CO 2:** Understand and creatively engage with the notion of nation and nationalism.
- **CO 3:** Know the impact of various literary movements on Indian literatures.
- **CO 4:** Understand the historical trajectory of Indian literatures in regional literatures.

Course Content

Module no.	Content	CONTACT Hours	CO
I	Poetry Rabindranath Tagore: 'Light, Oh Where is the Light?' Amrita Pritam: 'I Will Meet You Again' G. M. Muktibodh: 'The Void' Hira Bansode: 'Yashodhara'	15	1,3
II	Short Story Fakir Mohan Senapati: 'Rebati' Gurdial Singh: 'A Season of No Return' Premchand: 'The Shroud' DurgaKhoté: 'I, DurgaKhoté'	15	2,4
III	Drama Dharamveer Bharati: <i>Andha Yug</i>	15	1,3
IV	Novel G. Kalyan Rao: <i>Untouchable Spring</i>	15	2

Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	3	2	3	3	3	3	3	1		2
CO 2	2	3	2	2		3	3	3	3	2	2
CO 3	3	2		2	3	3	2	3	3	2	2
CO 4	2	1	1	2	3	3	2	3	1	2	2
Average	2.5	2.25	1.25	2.25	2.25	3	2.25	3	2.25	1.5	2

Suggested Readings

1. Tagore, Rabindranath. *Gitanjali: A New Translation*. Penguin India, New Delhi, 2011.
2. *Selected Poems of Amrita Pritam*. A Dialogue Calcutta Publication, Kolkata.
3. *The Oxford Anthology of Modern Indian Poetry*. Ed. By Vijay Dharwadkar & A. K. Ramanujan, OUP, New Delhi, 2000.
4. *Poisoned Bread: Translations from Modern Marathi Dalit Literature*. Ed. By Arjun Dangle. Orient Black Swan, New Delhi, 2009.
5. *Oriya Stories: Great Writers*. Ed. By Vidya Das, Shrishti Publishers, Delhi, 2000.
6. *Earthy Tones: A Selection of Best Punjabi Short Stories by Gurdial Singh*. Tr. Rana Nayar, Fiction House, Delhi, 2002.
7. Bharati, Dharamveer. *Andha Yug*. Tr. Alok Bhalla. OUP, New Delhi, 2009.
8. Rao, Kalyan. *Untouchable Spring*. Tr. Alladi Uma & S. Sridhar. Orient BlackSwan, New Delhi, 2010.
9. Khote, Durga. *I, DurgaKhote*. OUP.
10. Das, B. K. *Handbook of Translation Studies*.
11. Mukherjee, Sujeet. *Translation as Discovery*.
12. Naikar, Basavraj. *Indian Literature in English Translation*.

COURSE STRUCTURE FOR 2-YEARS PG(RESEARCH)

Major 19

Title of the Paper: LITERATURE OF THE INDIAN DIASPORA

Course Code: ENG-CC-4730/ ENG-CC-5130

LO: Learning Objectives:

LO-1: To analyze and interpret literary works of the Indian diaspora within the context of historical, cultural, and social factors, including migration, displacement, and identity formation.

LO-2: To evaluate the diverse range of themes, motifs, and narrative techniques employed by authors of the Indian diaspora to explore issues such as hybridity, transnationalism, globalization, and postcoloniality.

LO-3: To engage critically with primary texts and secondary sources to develop a nuanced understanding of the complexities and intersections of identity, belonging, and representation within the Indian diasporic experience, fostering empathy and cross-cultural understanding.

L(3)+T(1)+P(0)per week
Credits: 4
Total CONTACT Hours: 15x4=60
Examination duration: 3 Hours
Maximum Marks: 100 Marks
Internal Assessment: 20 Marks
Term End Examination: 80 Marks

CO :Course Outcomes

At the end of the course, students will be able to:

- **CO 1:** understand the concept of 'diaspora' in its historical and cultural contexts
- **CO 2:** identify different aspects of Indian diasporic consciousness and the literary features of diasporic texts
- **CO 3:** examine how texts function as diasporic markers, broadening the understanding of Indian diasporic lives, cultural practices, experiences, religion and the new medium.

Course Content

Module no.	Content	CONTACT Hours	CO
I	Key Terms Diaspora, Globalization, Transnationalism, Multiculturalism, The Diaspora Nostalgia, Alienation, Globalization, Hybridization, In- Betweenness, Rhizome, Push and Pull Factors, Homeland and Hostland	15	2
II	M. G. Vassanji: <i>The Book of Secrets</i> Sujata Bhat: 'A Different History' Aga Sahid Ali: 'Postcard from Kashmir'	15	1,2
III	V.S Naipaul: <i>A House for Mr Biswas</i> Meena Alexander: 'House of a Thousand Doors' Uma Parameshwaran: 'What was Always Hers'	15	1,3
IV	Jhumpa Lahiri: <i>The Namesake</i> Chitra Banerjee Divakaruni: 'Silver Pavements' (from <i>Arranged Marriage</i>)	15	1,2,3

Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	3	3	3	3	3	3	3	1	2	2
CO 2	2	3	3	2	2	3	3	3	3	2	2
CO 3	3	2	2	2	3	3	2	3	3	2	2
Average	2.7	2.7	2.7	2.4	2.7	3	2.7	3	2.4	2	2

Suggested Readings

Cohen, Robin and Carolin Fischer. (Editors) *Routledge Handbook of Diaspora Studies*.

Ganesh , Kamala. *Sociology of the Indian Diaspora*.
<http://socp11.epgpbooks.inflibnet.ac.in/>

Hegde , Radha S. and Ajaya Kumar Sahoo.(Editors) *Routledge Handbook of the Indian Diaspora*.

Kalra , V., R. Kaur & J. Hutynuk. 'Cultural Configurations of Diaspora.' *Diaspora & Hybridity*. Sage Publications, 2005.

Kim Knott, and McLoughlin. *Diasporas: Concepts, Intersections, Identities*.

Lal ,Brij V. *The Encyclopaedia of Indian Diaspora*.

Mishra , V. "Introduction: The Diasporic Imaginary." *Literature of the Indian Diaspora*. Routledge, 2008.

Rushdie ,Salman. "The New Empire within Britain." *Imaginary Homelands*. Granta Books, 1991.

Sahoo , Ajaya Kumar, and Brij Maharaj. Editors. *Sociology of Diaspora: A Reader*. 2 vols.

Stierstorfer, Klaus and Jasnet Wilson.Editors. *The Routledge Diaspora Studies Reader*.

Story , Joanna and Iain Walker. *Impact of Diasporas*.

COURSE STRUCTURE FOR 2-YEARS PG(RESEARCH)

Major-20

Title of the Paper: LITERARY CRITICISM

Course Code: ENG-CC-4740/ ENG-CC-5140

LO: Learning Objectives:

The course will seek to achieve the following objectives:

- **LO-1:** To make students understand the historical and philosophical contexts that contributed to the evolution of literary criticism across different traditions and time periods and the contribution of significant literary philosophers and critics
- **LO-2:** To differentiate between literary criticism and literary theory, comprehending their fundamental concepts and underlying distinctions, while at the same time
- **LO-3:** To make students understand the major critical movements and prominent critics within both Indian (e.g., schools of Rasa, Alankar, Riti, Dhvani, Vakroiti, Auchitya) and Western (e.g., Greek, Roman, English, German, Russian, and French) critical traditions.
- **LO-4:** To help learners identify theoretical and critical concepts associated with specific critics, texts, or movements, and analyze them within their respective historical and cultural contexts and cultural texts effectively.
- **LO-5:** To develop and enhance interpretative skills through rigorous engagement to evaluate and analyze the strengths and limitations of different critical and theoretical frameworks, engaging in critical discourse to discern their applicability and effectiveness in interpreting texts.

L(3)+T(1)+P(0)per week

Credits: 4

Total CONTACT Hours: 15x4=60

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Internal Assessment: 20 Marks

Term End Examination: 80 Marks

CO :Course Outcomes

At the end of the courses students will be able to:

- **CO 1:** understand the historical and philosophical contexts that led to the development of literary criticism and theory and their practice in different traditions and periods
- **CO 2:** understand fundamental literary and critical concepts and underlying distinctions amongst them (e.g. difference between literary criticism and literary theory)

- **CO 3:** know about major critical movements and critics in various critical traditions— Indian (schools of *Rasa*, *Alankar*, *Riti*, *Dhwani*, *Vakroti*, *Auchitya*) and Western (Greek, Roman, English, German, Russian and French)
- **CO 4:** identify theoretical and critical concepts and apply various theoretical frameworks and concepts to literary and cultural texts
- **CO 5:** evaluate and analyze strengths and limitations of critical/theoretical frameworks and arguments to strengthen and deepen their interpretative skills

Course Content

Module no.	Content	CONTACT Hours	CO
I	Schools of Indian Literary Theory: <i>Rasa</i> , <i>Alankar</i> , <i>Riti</i> , <i>Dhwani</i> , <i>Vakroti</i> , <i>Auchitya</i>	15	1,2,3
II	Aristotle: <i>Poetics</i> (Trans. by Butcher) Longinus: <i>On the Sublime</i>	15	1,3,5
III	William Wordsworth: 'Preface' to <i>Lyrical Ballads</i> (2 nd Edition) S.T. Coleridge: From <i>Biographia Literaria</i> (Chapter 4, 13, 14 & 15)	15	2,4
IV	I.A. Richards: Excerpts from <i>Practical Criticism</i> ('The Four Kinds of Meaning') T.S. Eliot: 'Tradition and Individual Talent'	15	2,4,5

Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	3	2	3	3	3	3	3	1	2	2
CO 2	2	3	2	2	2	3	3	3	3	2	2
CO 3	3	2	3	2	3	3	2	3	3	2	2
CO 4	2	1	1	2	3	3	2	3	1	2	2
CO 5	3	2	3	2	2	2	3	3	2		3
Average	2.6	2.2	2	2.2	2.6	2.6	2.6	3	2.	1.6	2.2

Suggested Readings

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

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

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

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

S.K. Dey.*History of Poetics*. New Delhi: MLBS, 1960.

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

M. S. Kushwaha & Sanjay Mishra.*Introduction to the Study of Indian Poetics*. D. K. Printworld, Delhi. 2021.

COURSE STRUCTURE FOR 2-YEARS PG (RESEARCH)

Minor 7

Title of the paper: Research Methodology

Course Code: ENG-RC-4710/ENG-RC-5110

LO: Learning Objectives:

LO-1: To familiarize and orient the research scholar with the philosophy of research and methods of pursuing research in a systemic manner.

LO-2: The course attempts to prepare the research scholar to work on topics of contemporary relevance.

L(3)+T(1)+P(0)per week

Credits: 4

Total CONTACT Hours: 15x4=60

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Internal Assessment: 20 Marks

Term End Examination: 80 Marks

CO : Course Outcome:

Students at the end of the Course will be able to:

- **CO 1:** explain key research concepts and issues.
- **CO 2:** select a research problem and an appropriate research design for their research work.

Course Content:

Module no.	Content	CONTACT Hours	CO
I	1. Meaning and Objectives of Research 2. Types of Research 3. Research Design 4. Qualitative and Quantitative Approaches 5. Research in Humanities and Languages 6. Approaches to the Study of Literature: Scope and Methods. 7. Interpretation and Analysis: Major theoretical Approaches (both in language and literature) 8. Different Ways of Approaching a Text	15	1,2

II	1. Choosing an Area and Topic of Research and Preparing the Research plan 2. Defining the Research Problem 3. Hypothesis/Research Questions 4. Objectives 5. Scope and Limitations 6. Review of Literature 7. Major Data sources, Data collection (Primary and Secondary) 8. Accessing Library resources: Reference works through indexes, bibliographic, collection of abstracts, dictionaries, encyclopedia, biographical sources, yearbooks, Atlases, Gazetteers, statistical data sources.	15	1,2
III	1. Survey, Field work and Data Collection 2. Sampling 3. Tools and Techniques: Questionnaire, Interview, etc. 4. Processing and Analyzing Data 5. Quantitative Techniques 6. Interpretation and Report Writing 7. Analysis and presentation of Findings 8. Writing a Book Review 9. Writing Research Papers: The Format of a Research paper 10. Seminar Presentation of Research Paper 11. Writing a Research Proposal 12. Dissertation and Thesis Writing 13. Editing, Proof Reading	15	2
IV	1. Computer Fundamentals 2. Computer Network concepts and Internet 3. Computer application: (Microsoft Office) 4. Statistical Software	15	2

Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	3	2	3	3	3	3	3	1	2	2
CO 2	2	3	2	2	2	3	3	3	3	2	2
Average	2.5	3	2	2.5	2.5	2.5	2.5	3	2	2	2

Suggested Readings:

- Modern Language Association of America. (2009). *MLA Handbook for Writers of Research Papers*. (7th ed.). Author
- Anderson, Jonathan and Millicent Poole. *Assignment and Thesis Writing*. Wiley India Pvt. Ltd. 2001, 4th Edn.
- APA. *Publication Manual of the American Psychological Association*. 7th Edn. APA, 2020.
- Best, John W. & Kahn, J.V. *Research in Education*. Pearson: Boston, 2006.
- Brause, Rita S. *Writing Your Doctoral Dissertation*. Routledge Falmer, 2005.
- Dawson, Catherine. *A-Z of Digital Research Methods*. Routledge, 2020.
- Greenfield, Tony with Sue Greener. editors. *Research Methods for Postgraduates*. Wiley, 2016, 3rd Edn.
- Griffee, Dale T. *An Introduction to Second Language Research Methods: Design and Data*. TESL-EJ Publications: Berkeley, California, USA, 2012.
- Griffin, Gabriele. editor. *Research Methods for English Studies*. Rawat Publications. 2016.
- Kumar, Ranjit. *Research Methodology: A Step-by-Step Guide for Beginners*. Pearson. 2007.
- Maggetti, Martino et al. *Designing Research in the Social Sciences*. Sage, 2013.
- MLA. *MLA Handbook Eighth Edition*. MLA, 2016.
- Nunan, D. *Research Methodology in Language Learning*. Cambridge: Cambridge University Press, 1995.
- O’Leary, Zina. *The Essential Guide to Doing Your Research Project*. Sage, 2010.
- Pecorari, Diane. *Academic Writing and Plagiarism: A Linguistic Analysis*. Bloomsbury, 2008.

COURSE STRUCTURE FOR 2-YEARS PG(RESEARCH)

Major 21

Title of the paper: Literary Theory

Course Code: ENG-CC-4810/ ENG-CC-5210

LO: Learning Objectives:

The course will seek to achieve the following objectives:

LO-1: to have a historical overview of major literary theorists, particularly of the 20th century.

LO-2: to develop an understanding of the historical context that helped in the emergence of literary theory and its practices.

LO-3: to develop an awareness of various literary theories and the way they impact the thinking about language, literature and society.

LO-4: to identify theoretical concepts with theorists and movements with which they are associated and understand their context.

L(3)+T(1)+P(0)per week

Credits: 4

Total CONTACT Hours: 15x4=60

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Internal Assessment: 20 Marks

Term End Examination: 80 Marks

CO:Course Outcomes

At the end of the course, students will be able to:

CO 1: historically situate literary theorists whose works informed and shaped various literary and theoretical discourses.

CO 2: apply various theoretical frameworks and concepts to interpret literary and cultural texts

CO 3: evaluate and analyse the strengths and limitations of the theoretical frameworks and arguments

CO 4: understand the social logic of these theoretical developments in the Western socio-political context and their efficacy and effectiveness in addressing the social issues in India.

Course Content

Module no.	Content	CONTACT Hours	CO
I	New Criticism & Russian Formalism Cleanth Brooks: 'What does Poetry Communicate?' from <i>The Well Wrought Urn</i> . Roman Jakobson: 'The Dominant'	15	1,2
II	Jonathan Culler: 'Saussure's Theory of Language', from <i>Saussure: Fontana Modern Masters</i> , Edited by Frank Kermode. Roland Barthes: 'Death of the Author'	15	1,4
III	Sigmund Freud: 'The Dream is the Fulfilment of a Wish', from <i>The Interpretation of Dreams</i> . Sudhir Kakar: 'Psychoanalysis and Eastern Spiritual Healing Traditions'	15	2,4
IV	Michel Foucault: 'What is an Author?' Walter D. Mignolo: 'Delinking: The Rhetoric of Modernity, the Logic of Coloniality and the Grammar of Decoloniality'	15	2

Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	3	2	3	3	3	3	3	1	2	2
CO 2	2	3	2	2	2	3	3	3	3	2	2
CO 3	3	2	3	2	3	3	2	3	3	2	2
CO 4	2	1	1	2	3	3	2	3	1	2	2
Average	2.5	2.25	2	2.25	2.75	3	2.5	3	2	2	2

Suggested Readings

1. Kakar, S. (1985). Psychoanalysis and non-Western cultures. *International Review of Psycho-Analysis*. <https://doi.org/10.1111/1465-5922.00426>
2. Barry, P. (2020). Beginning theory: An introduction to literary and cultural theory. In *Beginning theory (fourth edition)*. Manchester university press.
3. Selden, R., Widdowson, P., & Brooker, P. (2013). *A Reader's Guide to Contemporary Literary Theory*. Routledge.
4. Eagleton, T. (2011). *Literary theory: An introduction*. John Wiley & Sons.
5. Cleanth Brooks, *The Well Wrought Urn: Studies in the Structure of Poetry*, Dennis Dobson.
6. R. L. Jackson and S. Rudy, *Russian Formalism: A Retrospective Glance*, Savica.
7. Wimsatt, W. K. (1954). *The Verbal Icon: Studies in the Meaning of Poetry*. University Press of Kentucky.
8. Culler, J. (1975). *Structuralist poetics: Structuralism, Linguistics and the Study of Literature*. Routledge.
9. Mignolo, W. D. (2007). 'Delinking: The Rhetoric of Modernity, the Logic of Coloniality and the Grammar of De-coloniality.' *Cultural studies*, 21(2-3), 449-514.

COURSE STRUCTURE FOR 2-YEARS PG(RESEARCH)

Major 22

Title of the paper: WORLD LITERATURES

Course Code: ENG-DE-4810/ ENG-DE-5210

LO: Learning Objectives:

- **LO 1:** To understand the concepts : World Literature, National Literature, Comparative Literature and Vishwa Sahitya
- **LO2:** To appreciate the human and literary values and the connectedness and diversity of human experiences in different parts of the world
- **LO3:** To analyse and interpret literary texts in their contexts and locate them for a richer response to them in light of their own literary traditions

L(3)+T(1)+P(0)per week

Credits: 4

Total CONTACT Hours: 15x4=60

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Internal Assessment: 20 Marks

Term End Examination: 80 Marks

CO :Course Outcome:

Students at the end of the Course will be able to:

CO 1: Explain the concepts : World Literature, National Literature, Comparative Literature and Vishwa Sahitya

CO 2: Appreciate the human and literary values and the connectedness and diversity of human experiences as reflected in literature coming from different parts of the world

CO 3: Analyse and interpret literary texts in their contexts and locate them while also receiving them in light of their own literary traditions

Course Content

Module no.	Content	CONTACT Hours	CO
I	Concepts: World Literature, National Literature, Comparative Literature and Vishwa Sahitya	15	1
II	Albert Camus: <i>The Stranger</i>	15	2,3
III	Pablo Neruda: Select Poems – 'I	15	2,3

	Do not Love You Except Because “I Love You” and “Ode to Sadness’ Rainer M Rilke: ‘Duino Elegies’ (first two elegies)		
IV	Jose Saramago: <i>Cain</i>	15	3

Course Mapping:

Sl. No	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	3	2	3	3	3	3	3	1	2	2
CO 2	2	3	2	2	2	3	3	3	3	2	2
CO 3	3	2	3	2	3	3	2	3	3	2	2
Average	2.7	2.7	2.4	2.4	2.7	3	2.7	3	2.4	2	2

Suggested Readings:

Rabindranath Tagore. *Vishwa Sahitya*, Sarkar & Sons, 1993.

David Damrosch. *How to Read World Literature*, Wiley Blackwell, 2002.

Lillian Herndl-Hornstein. *The Reader's Companion to World Literature*, Penguin, 2002.

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

Albert Camus. *The Stranger*

Anton Chekhov. *The Cherry Orchard*

Pablo Neruda. Select Poems – ‘I Do not Love You Except Because “I Love You” and “Ode to Sadness’

Rainer M Rilke. ‘Duino Elegies’

Jose Saramago. *Cain*.

COURSE STRUCTURE FOR 2-YEARS PG(RESEARCH)

Major-23

Title of the Paper: Nineteenth Century European Realism

Course Code: ENG-DE-4820/ ENG-DE-5220

LO: Learning Objectives:

The course will seek to achieve the following objectives:

LO-1: To make learners understand the historical context of the emergence of Realism and related literary movements in Nineteenth-century Europe and engage in discussions and debates about the legacy of European Realism, exploring its lasting influence on literature, culture, and society.

LO-2: To analyze key texts of European Realism to identify themes, techniques, and characteristics associated with the movement and explore the social, economic, and political conditions that influenced the development of European Realism and its impact on society.

LO-3: To evaluate the diversity within European Realism, recognizing different regional, cultural, and stylistic variations and compare and contrast European Realism with other literary movements of the Nineteenth century, highlighting similarities and differences.

LO-4: To critically examine modern interpretations and reassessments of European Realism, considering contemporary perspectives and critiques identify the challenges faced by Nineteenth-century European Realism and analyze the reasons for its decline in the Twentieth century.

L(3)+T(1)+P(0)per week

Credits: 4

Total CONTACT Hours: 15x4=60

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Internal Assessment: 20 Marks

Term End Examination: 80 Marks

CO :Course Outcomes:

At the end of the courses students will be able to:

CO 1: Demonstrate an awareness of the emergence of Realism and literary movements in Europe in the Nineteenth Century by engaging with key texts of European Realism.

CO 2: Gain a deeper understanding of the social economic and political conditions which gave rise to this movement and examine modern reassessments of European Realism

CO 3: Recognise the diversity within this broad literary movement while discerning the underlying affinities and patterns.

CO 4: Show an awareness of the rich and complex legacy of Nineteenth-century European Realism, identify the challenges it faced and explore the causes of its decline in the Twentieth century.

Course Content

Module no.	Content	CONTACT Hours	CO
I	George Eliot: <i>Middlemarch</i>	15	2,3
II	Fyodor Dostoyevsky: <i>Crime and Punishment</i>	15	1,3
III	Honore de Balzac: <i>Old Goriot</i>	15	2,4
IV	Guy de Maupassant: 'The Umbrella' Anton Chekov: 'The Lament' R. L. Stevenson: 'Will O' the Mill' Oscar Wilde: 'The Nightingale and the Rose'	15	3,4

Suggested Topics for Background Reading and Class Presentation

- History, Realism and the Novel Form
- Ethics and Fiction
- Prose, Fiction and its readership in the Nineteenth Century
- Politics and the Russian Novel: Slavophiles and Westernizers
- Portrayal of the Emerging European City
- Nation and Narration in Early Twentieth Century Novel
- The Avant-Garde

Course Mapping:

Sl. No	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	3	2	3	3	3	3	3	1	2	2
CO 2	2	3	2	2	2	3	3	3	3	2	2
CO 3	3	2	3	2	3	3	2	3	3	2	2
CO 4	2	1	1	2	3	3	2	3	1	2	2
Average	2.5	2.25	2	2.25	2.75	3	2.5	3	2	2	2

Suggested Readings

George Eliot: *Middlemarch*

Fyodor Dostoyevsky: *Crime and Punishment*

Honore de Balzac: *Old Goriot*

Guy de Maupassant: Selected Short Stories

R. L. Stevenson: 'Will O' the Mill'

COURSE STRUCTURE FOR 2-YEARS PG(RESEARCH)

Major 24

Title of the paper: SCIENCE FICTION AND DETECTIVE LITERATURE

Course Code: ENG-DE-4830/ ENG-DE-5230

LO:Learning Objectives:

LO-1:To understand the concepts: Science fiction and Detective Literature and related concepts of genre, implied audience, plot construction, linguistic texture, authorial identity, publication context and socio-cultural context

LO-2:To appreciate the human and literary values and the connectedness and diversity of human experiences in the context of progress, the role of technology in our life , and the interaction between technology and human behaviour

LO-3:To analyse and interpret literary texts in their contexts and locate them for a richer response to them in light of social and historical construction of crime

L(3)+T(1)+P(0)per week

Credits: 4

Total CONTACT Hours: 15x4=60

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Internal Assessment: 20 Marks

Term End Examination: 80 Marks

CO:Course Outcome:

Students at the end of the Course will be able to :

CO 1: Explain the concepts and philosophical , social and psychological issues intrinsic to the two genres :Science fiction and Detective Literature and related concepts of genre, implied audience, plot construction, , linguistic texture, authorial identity, publication context and socio-cultural context

CO 2: Appreciate the human and literary values and the connectedness and diversity of human experiences as reflected in different texts dealing with the concepts of progress, the role of technology in our life , and the interaction between technology and human behaviour

CO 3: Analyse and interpret literary texts in their contexts and locate them while also receiving them in light of social and historical construction of crime

Course Content

Module no.	Content	CONTACT Hours	CO
I	Science fiction and Detective Literature and related concepts of genre, implied audience, plot construction, , linguistic texture, authorial identity, publication context and socio-cultural context	15	1
II	Margaret Atwood: <i>The Handmaid's Tale</i> William E. Burton: 'The Secret Cell'	15	2,3
III	Arthur Conan Doyle: <i>The Hound of the Baskervilles</i> Ray Bradbury: 'The Flying Machine'	15	1,2
IV	E. A. Poe: 'The Murders in the Rue Morgue' Manjula Padmanabhan: 'Escape' Arup Kumar Dutta: <i>The Blind Witness</i> .	15	1,3

Course Mapping:

Sl. No	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3		1	3	2	3	3	3	1	2	2
CO 2	2	3	2	2	2	3	3	3	3	1	2
CO 3	3	2	3	2	3	3	2	3	3	1	1
Average	2.4	1.7	2	2.4	2.4	3	2.4	3	2.4	1.4	1.7

Suggested Readings:

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

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

Robert A. Heinlein, 'On the Writing of Speculative Fiction' https://mab333.weebly.com/uploads/3/2/3/1//32314601/writing_sf_01_on_the_writing_of_speculative_fiction.pdf

Joy Palmer. 'Tracing Bodies: Gender, Genre, and Forensic Detective Fiction'.

Margaret Atwood. *The Handmaid's Tale*

Manjula Padmanabhan. 'Escape'

Arthur Conan Doyle. *The Hound of the Baskervilles*

Arup Kumar Dutta. *The Blind Witness*.

COURSE STRUCTURE FOR 2-YEARS PG(RESEARCH)

Minor 8

Title of the paper: RESEARCH PUBLICATION ETHICS

Course Code: ENG-RC-4810/ENG-RC-5210

LO: Learning Objectives:

LO-1: To introduce the learners to the various ethical issues related to Research and Publication.

LO-2: To acquaint the learners with the good practices in research and publication.

CO: Course Outcome:

Students at the end of the Course will be able to:

CO 1: Identify and tackle the problems associated with the process of research and publication.

CO 2: Incorporate the good practices in research and publication.

L(3)+T(1)+P(0)per week

Credits: 4

Total CONTACT Hours: 15x4=60

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Internal Assessment: 20 Marks

Term End Examination: 80 Marks

Course Content:

Module no.	Content	CONTACT Hours	CO
I	PHILOSOPHY AND ETHICS 1. Introduction to Philosophy: definition, nature and scope, concept, branches 2. Ethics: Definition, moral philosophy, nature of moral judgements and reactions	15	1
II	SCIENTIFIC CONDUCT 1. Ethics with respect to science and research 2. Intellectual honesty and research integrity	15	1

	3. Scientific misconducts: Falsification, Fabrication and Plagiarism (FFP) 4. Redundant publications: duplicate and overlapping publications, salami slicing 5. Selective reporting and misrepresentation of data		
III	PUBLICATION ETHICS 1. Publication ethics: definition, introduction and importance 2. Best practices/standards setting initiatives and guidelines: COPE, WAME etc. 3. Conflicts of interest 4. Publication misconduct: Definition, concept, problems that lead to unethical behaviour and vice versa, types 5. Violation of publication ethics, authorship and contributorship 6. Identification of publication misconduct, complaints and appeals 7. Predatory publishers and journals	15	2
IV	PRACTICE OPEN ACCESS PUBLISHING (4hrs.) 1. Open access publications and initiatives 2. SHERPA/RoMEO online resource to check publisher copyright & self-archiving policies 3. Software tool to identify predatory publications developed by SPPU 4. Journal finder/journal suggestion tools viz. JANE, Elsevier Journal Finder, Springer Journal Suggester, etc. PUBLICATION MISCONDUCT (4 hrs.) A. Group Discussions (2 hrs.) 1. Subject specific ethical issues, FFP, authorship 2. Conflicts of interest	15	2

	<p>3. Complaints and appeals: examples and fraud from India and abroad</p> <p>B. Software tools (2 hrs.)</p> <p>1. Use of plagiarism software like Turnitin, Urkund and other open source software Tools</p> <p>DATABASES AND RESEARCH METRICS (7 hrs)</p> <p>A. Databases (4hrs.)</p> <p>1. Indexing databases</p> <p>2. Citation databases: Web of Science, Scopus etc.</p> <p>B. Research Metrics (3hrs.)</p> <p>1. Impact factor of journal as per Journal Citation Report, SNIP, SJR, IPP, Cite Score</p> <p>2. Metrics: h-index, g index, i10 index, altmetrics</p>		
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Course Mapping:

Sl. No	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	1		3	3	3	3		3		3	3
CO 2	1	2	3	3	3	3	2		2	3	3
Average	1	1	3	3	3	3	1	1.5	1	3	3

Suggested Readings:

Bird, A. (2006). *Philosophy of Science*, Routledge.

McIntyre, Alasdair. (1967). *A Short History of Ethics*. London.

Chaddah, P. (2018). *Ethics in Competitive Research: Do not get scooped; do not get plagiarized*.

SEMESTER-III & IV								
NCr F	SEMEST	Course	Course CODE	Course TITLE	CREDI TS	LTP	EXAM PATTE	REMARKS

Credit Level	ER						RN	
6.5	III & IV	RESEARCH	ENG-RP-6310/6410	RESEARCH PROJECT	40	6+2+0		40

MODEL- 2

COURSE STRUCTURE FOR 2-YEARS PG (COURSE WORK & RESEARCH)

N Cr F Cred it Leve l	SEMESTER	Semester-I						
		Course	Course Code	Course Title	Credits	LTP	EXAM PATTERN INTERNAL(20 Marks) +END-SEM (80Marks))= 100 Marks	REMARKS
		Course 1 (Major 17 FYUP)	ENG-CC-5110	PARTITION LITERATURE	04	3-1-0		
		Course 2 (Major 18 FYUP)	ENG-CC-5120	MODERN INDIAN WRITING IN English TRANSLATION	04	3-1-0		
		Course 3 (Major 19 FYUP)	ENG-CC-5130	LITERATURE OF THE INDIAN DIASPORA	04	3-1-0		
		Course 4 (Major 20 FYUP)	ENG-CC-5140	LITERARY CRITICISM	04	3-1-0		
		Course 5 (Minor 7: Research Methodology FYUP)	ENG-RC-5110	Research Methodology	04	3-1-0		

		Total Credits	20		
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NCr F Credit Level	SEMESTER	Semester-II						
		Course	Course Code	Course Title	Credits	LTP	EXAM PATTERN INTERNAL(20 Marks) +END-SEM (80Marks)= 100 Marks	REMARKS
6.0	2nd							
		Course 6 (Major 21 FYUP)	ENG-CC-5210	LITERARY THEORY	04	3-1-0		
		Course 7 (Major 22: Departmental Elective 1 FYUP)	ENG-DE-5210	WORLD LITERATURES	04	3-1-0		
		Course 8 (Major 23: Departmental Elective 2 FYUP)	ENG-DE-5220	NINETEENTH CENTURY EUROPEAN REALISM	04	3-1-0		
		Course 9 (Major 24: Departmental Elective 3 FYUP)	ENG-DE-5230	SCIENCE FICTION AND DETECTIVE LITERATURE	04	3-1-0		
		Course 10 (Minor 8:	ENG-	Research Publication	04	3-1-0		

		Research Publication Ethics FYUP)	RC-5210	Ethics				
				Total Credits	20			

NOTE: Students exiting the programme after securing 40 credits will be awarded PG Diploma in English

NCrF Credit Level	SEMESTER	Semester-III						
6.5	3rd	Course	Course Code	Course Title	Credits	LTP Per Week	EXAM PATTERN INTERNAL(20 Marks) +END-SEM (80Marks)= 100 Marks	REMARKS
		Course 1	ENG-CC-6310	POETRY	04	3+1+0		
		Course 2	ENG-CC-6320	DRAMA	04	3+1+0		
		Course 3	ENG-CC-6330	FICTION	04	3+1+0		
		Course 4	ENG-CC-6340	NON-FICTION AND PROSE	04	3+1+0		
		Course 5	ENG-CC-6350	LINGUISTICS AND LANGUAGE TEACHING	04	3+1+0		
				Total Credits	20			

SEMESTER- IV								
NCr F Cred it Leve l	SEMEST ER	Course	Cour se COD E	Course TITLE	CREDI TS	LTP	EXAM PATTERN INTERNA L(20 Marks) +END- SEM (80Marks) = 100 Marks	REMAR KSts
6.5	IV	RESEAR CH	ENG -RP- 6410	RESEAR CH PROJEC T	20	3+1 +0		40

COURSE STRUCTURE FOR 2-YEARS PG (COURSE WORK & RESEARCH)

NCr F Cred it Leve l	SEMES TER	Semester-I						
		Course	Cours e Code	Course Title	Credi ts	LTP	EXAM PATTER N INTERN AL(20 Marks) +END- SEM (80Marks)= 100 Marks	REMA RKS
6.0	1st							
		Course 1 (Major 17	ENG- CC-	PARTITIO N	04	3-1- 0		

		FYUP)	5110	LITERATURE				
		Course 2 (Major 18 FYUP)	ENG-CC-5120	MODERN INDIAN WRITING IN English TRANSLATION	04	3-1-0		
		Course 3 (Major 19 FYUP)	ENG-CC-5130	LITERATURE OF THE INDIAN DIASPORA	04	3-1-0		
		Course 4 (Major 20 FYUP)	ENG-CC-5140	LITERARY CRITICISM	04	3-1-0		
		Course 5 (Minor 7: Research Methodology FYUP)	ENG-RC-5110	Research Methodology	04	3-1-0		
				Total Credits	20			

Major 17

Title of the paper: Partition Literature

Course Code: ENG-CC-4710/ ENG-CC-5110

Course Level Learning Objectives:

The course will seek to achieve the following objectives:

- **LO-1:** To explain historical and socio-cultural factors responsible for the partition of the Indian sub-continent.
- **LO-2:** To demonstrate a critical understanding of manifestations of the experience of the partition in various art forms.
- **LO-3:** To understand the eco-social, Historical, and cultural context and dimensions related to the partition of India.
- **LO-4:** To interpret texts and relate them to their contexts and experiences.

L(3)+T(1)+P(0)per week

Credits: 4

Total CONTACT Hours: 15x4=60

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Internal Assessment: 20 Marks

Term End Examination: 80 Marks

Course Level Learning Outcomes

At the end of the course, students will be able to:

- **CO 1:** Explain historical and socio-cultural factors responsible for the partition of the Indian sub-continent.
- **CO 2:** Demonstrate a critical understanding of manifestations of the experience of the partition in various art forms.
- **CO 3:** Understand the eco-social, Historical, and cultural context and dimensions related to the partition of India.
- **CO 4:** Interpret texts and relate them to their contexts and experiences.

Course Content

Module no.	Content	CONTACT Hours	CO
I	Amrita Pritam: 'To Waris Shah'	15	1,2,3
II	DivyenduPalit: 'Alam's Own House' Rajinder Singh Bedi: 'Lajwanti'	15	2,3
III	Gulzar: <i>Two</i>	15	2, 4
IV	Howard Brenton – <i>Drawing the Line</i>	15	1,2,4

Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	3	2	2	3	3	2	3	1		2
CO 2	1	3	2	2		2	3	3	1	2	2
CO 3	2	2		2	3	2	2	3	1	2	2
CO 4	2	1	1	2	2	2	1	3	1	2	2
Average	2	2.25	1.25	2	2	2.25	2	3	1	1.5	2

Suggested Readings

7. Black Margin: Sadat Hasan Manto Stories. Selected by M Asaduddin. Ed. by Muhammad Umar Menon. Published by Katha with OUP, 2001.
8. *Selected Poems of Amrita Pritam*. A Dialogue Calcutta Publication, Kolkata.
9. *In English, FaizAhemadFaiz*: A Renowned Urdu Poet. Tr.& Ed. by Riz Rahim. Xlibris, California, 2008.
10. *Stories about the Partition of India*. Ed. by Alok Bhalla. Manohar Publication
11. *Manohar Malgaonkar*. Bend in the Ganges. HarperCollins, New Delhi, 2022.
12. Pandey, Gyanendra. "In Defense of the Fragment: Writing about Hindu-Muslim Riots in India Today," in *A Subaltern Studies Reader, 1986-1995*. Ranajit Guha, ed., (Reprinted from *Representations* 37, winter 1992), Minneapolis: Univ. of Minnesota Pr., 1997, 1-33

COURSE STRUCTURE FOR 2-YEARS PG (COURSE WORK & RESEARCH)

Major 18

Title of the paper: Modern Indian Writing in English Translation

Course Code: ENG-CC-4720/ ENG-CC-5120

Course Level Learning Objectives:

- **LO-1:**To give the students a first-hand knowledge of major texts of Modern Indian literature in English translation.
- **LO-2:**To provide the students with the knowledge of the political, economic, social and intellectual background so as to study them as representative texts of the culture and age.
- **LO-3:**To enable him to understand the growth of Indian writing in translation and encourage further reading.

L(3)+T(1)+P(0)per week

Credits: 4

Total CONTACT Hours: 15x4=60

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Internal Assessment: 20 Marks

Term End Examination: 80 Marks

Course Level Learning Outcomes

At the end of the course, students will be able to:

- **CO 1:** Appreciate the diversity of modern Indian literatures and the similarities between them.
- **CO 2:** Understand and creatively engage with the notion of nation and nationalism.
- **CO 3:** Understand the historical trajectory of Indian literatures in regional literatures.

Course Content

Module no.	Content	CONTACT Hours	CO
I	Poetry Rabindranath Tagore: 'Light, Oh Where is the Light?' Amrita Pritam: 'I Will Meet You Again' G. M. Muktibodh: 'The Void' Hira Bansode: 'Yashodhara'	15	1,3
II	Short Story Fakir Mohan Senapati: 'Rebati' Gurdial Singh: 'A Season of No Return' Premchand: 'The Shroud' DurgaKhote: 'I, DurgaKhote'	15	2,4
III	Drama Dharamveer Bharati: <i>Andha Yug</i>	15	1,3
IV	Novel G. Kalyan Rao: <i>Untouchable Spring</i>	15	2

Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	3	2	3	3	3	3	3	1		2
CO 2	2	3	2	2		3	3	3	3	2	2
CO 3	3	2		2	3	3	2	3	3	2	2
CO 4	2	1	1	2	3	3	2	3	1	2	2
Average	2.5	2.25	1.25	2.25	2.25	3	2.25	3	2.25	1.5	2

Suggested Readings

13. Tagore, Rabindranath. *Gitanjali: A New Translation*. Penguin India, New Delhi, 2011.
14. *Selected Poems of Amrita Pritam*. A Dialogue Calcutta Publication, Kolkata.
15. *The Oxford Anthology of Modern Indian Poetry*. Ed. By Vijay Dharwadkar & A. K. Ramanujan, OUP, New Delhi, 2000.
16. *Poisoned Bread: Translations from Modern Marathi Dalit Literature*. Ed. By Arjun Dangle. Orient Black Swan, New Delhi, 2009.
17. *Oriya Stories: Great Writers*. Ed. By Vidya Das, Shrishti Publishers, Delhi, 2000.
18. *Earthy Tones: A Selection of Best Punjabi Short Stories by Gurdial Singh*. Tr. Rana Nayar, Fiction House, Delhi, 2002.
19. Bharati, Dharamveer. *Andha Yug*. Tr. Alok Bhalla. OUP, New Delhi, 2009.
20. Rao, Kalyan. *Untouchable Spring*. Tr. Alladi Uma & S. Sridhar. Orient BlackSwan, New Delhi, 2010.
21. Khote, Durga. *I, DurgaKhote*. OUP.
22. Das, B. K. *Handbook of Translation Studies*.
23. Mukherjee, Sujeet. *Translation as Discovery*.
24. Naikar, Basavraj. *Indian Literature in English Translation*.

COURSE STRUCTURE FOR 2-YEARS PG (COURSE WORK & RESEARCH)

Major 19

Title of the Paper: LITERATURE OF THE INDIAN DIASPORA

Course Code: ENG-CC-4730/ ENG-CC-5130

Course Level Learning Objectives

LO-1: To analyze and interpret literary works of the Indian diaspora within the context of historical, cultural, and social factors, including migration, displacement, and identity formation.

LO-2: To evaluate the diverse range of themes, motifs, and narrative techniques employed by authors of the Indian diaspora to explore issues such as hybridity, transnationalism, globalization, and postcoloniality.

LO-3: To engage critically with primary texts and secondary sources to develop a nuanced understanding of the complexities and intersections of identity, belonging, and representation within the Indian diasporic experience, fostering empathy and cross-cultural understanding.

L(3)+T(1)+P(0)per week

Credits: 4

Total CONTACT Hours: 15x4=60

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Internal Assessment: 20 Marks

Term End Examination: 80 Marks

Course Level Learning Outcomes

At the end of the course, students will be able to:

- **CO 1:** understand the concept of ‘diaspora’ in its historical and cultural contexts
- **CO 2:** develop a clear understanding of the formation of Indian diasporic movements within India and outside
- **CO 3:** develop a critical understanding and analytical ability of the writings of the Indian diaspora within the discourse of postcoloniality, postmodernity, hybridity, globalization and transnationalism.

Course Content

Module no.	Content	CONTACT Hours	CO
I	Key Terms Diaspora, Globalization, Transnationalism, Multiculturalism, The Diaspora Nostalgia, Alienation, Globalization, Hybridization, In- Betweenness, Rhizome, Push and Pull Factors, Homeland and Hostland	15	2
II	M. G. Vassanji: <i>The Book of Secrets</i> Sujata Bhat: 'A Different History' Aga Sahid Ali: 'Postcard from Kashmir'	15	1,2
III	V.S Naipaul: <i>A House for Mr Biswas</i> Meena Alexander: 'House of a Thousand Doors' Uma Parameshwaran: 'What was Always Hers'	15	1,3
IV	Jhumpa Lahiri: <i>The Namesake</i> Chitra Banerjee Divakaruni: 'Silver Pavements' (from <i>Arranged Marriage</i>)	15	1,2,3

Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	3	3	3	3	3	3	3	1	2	2
CO 2	2	3	3	2	2	3	3	3	3	2	2
CO 3	3	2	2	2	3	3	2	3	3	2	2
Average	2.7	2.7	2.7	2.4	2.7	3	2.7	3	2.4	2	2

Suggested Readings

- Cohen, Robin and Carolin Fischer. (Editors) *Routledge Handbook of Diaspora Studies*.
- Ganesh , Kamala. *Sociology of the Indian Diaspora*.<http://socp11.epgpbooks.inflibnet.ac.in/>
- Hegde , Radha S. and Ajaya Kumar Sahoo.(Editors)*Routledge Handbook of the Indian Diaspora*.
- Kalra , V., R. Kaur& J. Hutynuk. 'Cultural Configurations of Diaspora.'*Diaspora& Hybridity*. Sage Publications, 2005.
- Kim Knott, and McLoughlin. *Diasporas: Concepts, Intersections, Identities*.
- Lal ,Brij V. . *The Encyclopaedia of Indian Diaspora*.
- Mishra , V. . "Introduction: The Diasporic Imaginary." *Literature of the Indian Diaspora*. Routledge, 2008.
- Rushdie ,Salman. "The New Empire within Britain." *Imaginary Homelands*. Granta Books, 1991.
- Sahoo , Ajaya Kumar, and Brij Maharaj. Editors. *Sociology of Diaspora: A Reader*. 2 vols.
- Stierstorfer, Klaus and Jasnet Wilson.Editors. *The Routledge Diaspora Studies Reader*.
- Story, Joanna and Iain Walker. *Impact of Diasporas*.

COURSE STRUCTURE FOR 2-YEARS PG (COURSE WORK & RESEARCH)

Major-20

Title of the Paper: LITERARY CRITICISM

Course Code: ENG-CC-4740/ ENG-CC-5140

LO: Learning Objectives:

The course will seek to achieve the following objectives:

LO-1: To make students understand the historical and philosophical contexts that contributed to the evolution of literary criticism across different traditions and time periods and the contribution of significant literary philosophers and critics

LO-2: To differentiate between literary criticism and literary theory, comprehending their fundamental concepts and underlying distinctions, while at the same time

LO-3: To make students understand the major critical movements and prominent critics within both Indian (e.g., schools of Rasa, Alankar, Riti, Dhvani, Vakroiti, Auchiya) and Western (e.g., Greek, Roman, English, German, Russian, and French) critical traditions.

LO-4: To help learners identify theoretical and critical concepts associated with specific critics, texts, or movements, and analyze them within their respective historical and cultural contexts and cultural texts effectively.

LO-5: To develop and enhance interpretative skills through rigorous engagement to evaluate and analyze the strengths and limitations of different critical and theoretical frameworks, engaging in critical discourse to discern their applicability and effectiveness in interpreting texts.

L(3)+T(1)+P(0)per week

Credits: 4

Total CONTACT Hours: 15x4=60

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Internal Assessment: 20 Marks

Term End Examination: 80 Marks

Course Level Learning Outcomes:

At the end of the courses students will be able to:

CO 1: understand the historical and philosophical contexts that led to the development of literary criticism and theory and their practice in different traditions and periods

CO 2: understand fundamental literary and critical concepts and underlying distinctions amongst them (e.g. difference between literary criticism and literary theory)

CO 3: know about major critical movements and critics in various critical traditions— Indian (schools of *Rasa*, *Alankar*, *Riti*, *Dhwani*, *Vakroti*, *Auchitya*) and Western (Greek, Roman, English, German, Russian and French)

CO 4: identify theoretical and critical concepts and apply various theoretical frameworks and concepts to literary and cultural texts

CO 5: evaluate and analyze strengths and limitations of critical/theoretical frameworks and arguments to strengthen and deeper their interpretative skills

Course Content

Module no.	Content	CONTACT Hours	CO
I	Schools of Indian Literary Theory: <i>Rasa</i> , <i>Alankar</i> , <i>Riti</i> , <i>Dhwani</i> , <i>Vakroti</i> , <i>Auchitya</i>	15	1,2,3
II	Aristotle: <i>Poetics</i> (Trans. by Butcher) Longinus: <i>On the Sublime</i>	15	1,3,5
III	William Wordsworth: 'Preface' to <i>Lyrical Ballads</i> (2 nd Edition) S.T. Coleridge: From <i>Biographia Literaria</i> (Chapter 4, 13, 14 & 15)	15	2,4
IV	I.A. Richards: Excerpts from <i>Practical Criticism</i> ('The Four Kinds of Meaning') T.S. Eliot: 'Tradition and Individual Talent'	15	2,4,5

Northrop Frye: From *The Anatomy of Criticism* (Third Essay: Archetypal Criticism)

Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	3	2	3	3	3	3	3	1	2	2
CO 2	2	3	2	2	2	3	3	3	3	2	2
CO 3	3	2	3	2	3	3	2	3	3	2	2
CO 4	2	1	1	2	3	3	2	3	1	2	2
CO 5	3	2	3	2	2	2	3	3	2		3
Average	2.6	2.2	2	2.2	2.6	2.6	2.6	3	2.	1.6	2.2

Suggested Readings

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

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

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

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

S.K. Dey.*History of Poetics*. New Delhi: MLBS, 1960.

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

M. S. Kushwaha & Sanjay Mishra.*Introduction to the Study of Indian Poetics*. D. K. Printworld, Delhi. 2021.

COURSE STRUCTURE FOR 2-YEARS PG (COURSE WORK & RESEARCH)

Minor 7

Title of the paper: Research Methodology

Course Code: ENG-RC-4710/ ENG-RC-5110

Course Level Learning Objectives:

LO-1: To familiarize and orient the research scholar with the philosophy of research and methods of pursuing research in a systemic manner.

LO-2: The course attempts to prepare the research scholar to work on topics of contemporary relevance.

CO:Course Outcome:

Students at the end of the Course will be able to:

CO 1: explain key research concepts and issues.

CO 2: select a research problem and an appropriate research design for their research work.

L(3)+T(1)+P(0)per week

Credits: 4

Total CONTACT Hours: 15x4=60

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Internal Assessment: 20 Marks

Term End Examination: 80 Marks

Course Content:

Module no.	Content	CONTACT Hours	CO
I	1. Meaning and Objectives of Research 2. Types of Research 3. Research Design 4. Qualitative and Quantitative Approaches 5. Research in Humanities and Languages 6. Approaches to the Study of Literature: Scope and Methods. 7. Interpretation and Analysis: Major theoretical Approaches (both in language and literature)	15	1,2

	8. Different Ways of Approaching a Text		
II	1. Choosing an Area and Topic of Research and Preparing the Research plan 2. Defining the Research Problem 3. Hypothesis/Research Questions 4. Objectives 5. Scope and Limitations 6. Review of Literature 7. Major Data sources, Data collection (Primary and Secondary) 8. Accessing Library resources: Reference works through indexes, bibliographic, collection of abstracts, dictionaries, encyclopedia, biographical sources, yearbooks, Atlases, Gazetteers, statistical data sources.	15	1,2
III	1. Survey, Field work and Data Collection 2. Sampling 3. Tools and Techniques: Questionnaire, Interview, etc. 4. Processing and Analyzing Data 5. Quantitative Techniques 6. Interpretation and Report Writing 7. Analysis and presentation of Findings 8. Writing a Book Review 9. Writing Research Papers: The Format of a Research paper 10. Seminar Presentation of Research Paper 11. Writing a Research Proposal 12. Dissertation and Thesis Writing 13. Editing, Proof Reading	15	2
IV	1. Computer Fundamentals 2. Computer Network concepts and Internet 3. Computer application: (Microsoft Office) 4. Statistical Software	30	2

Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	3	2	3	3	3	3	3	1	2	2
CO 2	2	3	2	2	2	3	3	3	3	2	2
Average	2.5	3	2	2.5	2.5	2.5	2.5	3	2	2	2

Suggested Readings:

Modern Language Association of America. (2009). *MLA Handbook for Writers of Research Papers*. (7th ed.). Author

Anderson, Jonathan and Millicent Poole. *Assignment and Thesis Writing*. Wiley India Pvt. Ltd. 2001, 4th Edn.

APA. *Publication Manual of the American Psychological Association*. 7th Edn. APA, 2020.

Best, John W. & Kahn, J.V. *Research in Education*. Pearson: Boston, 2006.

Brause, Rita S. *Writing Your Doctoral Dissertation*. Routledge Falmer, 2005.

Dawson, Catherine. *A-Z of Digital Research Methods*. Routledge, 2020.

Greenfield, Tony with Sue Greener. editors. *Research Methods for Postgraduates*. Wiley, 2016, 3rd Edn.

Griffiee, Dale T. *An Introduction to Second Language Research Methods: Design and Data*. TESL-EJ Publications: Berkeley, California, USA, 2012.

Griffin, Gabriele. editor. *Research Methods for English Studies*. Rawat Publications. 2016.

Kumar, Ranjit. *Research Methodology: A Step-by-Step Guide for Beginners*. Pearson. 2007.

Maggetti, Martino et al. *Designing Research in the Social Sciences*. Sage, 2013.

MLA. *MLA Handbook Eighth Edition*. MLA, 2016.

Nunan, D. *Research Methodology in Language Learning*. Cambridge: Cambridge University Press, 1995.

O'Leary, Zina. *The Essential Guide to Doing Your Research Project*. Sage, 2010.

Pecorari, Diane. *Academic Writing and Plagiarism: A Linguistic Analysis*. Bloomsbury, 2008.

COURSE STRUCTURE FOR 2-YEARS PG (COURSE WORK & RESEARCH)

NCr F Cred it Leve l	SEMES TER	Semester-II						
		Course	Cours e Code	Course Title	Credi ts	LTP	EXAM PATTER N INTERN AL(20 Marks) +END- SEM (80Mark s)= 100 Marks	REMA RKS
6.0	2nd							
		Course 6 (Major 21 FYUP)	ENG-CC-5210	LITERARY THEORY	04	3-1-0		
		Course 7 (Major 22: Departmental Elective 1 FYUP)	ENG-DE-5210	WORLD LITERATURES	04	3-1-0		
		Course 8 (Major 23: Departmental Elective 2 FYUP)	ENG-DE-5220	NINETEENTH CENTURY EUROPEAN REALISM	04	3-1-0		
		Course 9 (Major 24: Departmental Elective 3 FYUP)	ENG-DE-5230	SCIENCE FICTION AND DETECTIVE LITERATURE	04	3-1-0		
		Course 10 (Research	04	3-1-0		

		Minor 8: Research Publication Ethics FYUP)	ENG- RC- 5210	Publication Ethics				
				Total Credits	20			

Major 21

Title of the paper: Literary Theory

Course Code: ENG-CC-4810/ ENG-CC-5210

LO: Learning Objectives:

The course will seek to achieve the following objectives:

LO-1: to have a historical overview of major literary theorists, particularly of the 20th century.

LO-2: to develop an understanding of the historical context that helped in the emergence of literary theory and its practices.

LO-3: to develop an awareness of various literary theories and the way they impact the thinking about language, literature and society.

LO-4: to identify theoretical concepts with theorists and movements with which they are associated and in the process understand their context.

L(3)+T(1)+P(0)per week

Credits: 4

Total CONTACT Hours: 15x4=60

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Internal Assessment: 20 Marks

Term End Examination: 80 Marks

CO:Course Outcomes

At the end of the course, students will be able to:

CO 1: historically situate literary theorists whose works informed and shaped various literary and theoretical discourses.

CO 2: apply various theoretical frameworks and concepts to interpret literary and cultural texts

CO 3: evaluate and analyse the strengths and limitations of the theoretical frameworks and arguments

CO 4: understand the social logic of these theoretical developments in the Western socio-political context and their efficacy and effectiveness in addressing the social issues in India.

Course Content

Module no.	Content	CONTACT Hours	CO
I	New Criticism & Russian Formalism Cleanth Brooks: 'What does Poetry Communicate?' from <i>The Well Wrought Urn</i> .	15	1,2

	Roman Jakobson: 'The Dominant'		
II	Jonathan Culler: 'Saussure's Theory of Language', from <i>Saussure: Fontana Modern Masters</i> , Edited by Frank Kermode. Roland Barthes: 'Death of the Author'	15	1,4
III	Sigmund Freud: 'The Dream is the Fulfilment of a Wish', from <i>The Interpretation of Dreams</i> . Sudhir Kakar: 'Psychoanalysis and Eastern Spiritual Healing Traditions'	15	2,4
IV	Michel Foucault: 'What is an Author?' Walter D. Mignolo: 'Delinking: The Rhetoric of Modernity, the Logic of Coloniality and the Grammar of Decoloniality'	15	2

Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	3	2	3	3	3	3	3	1	2	2
CO 2	2	3	2	2	2	3	3	3	3	2	2
CO 3	3	2	3	2	3	3	2	3	3	2	2
CO 4	2	1	1	2	3	3	2	3	1	2	2
Average	2.5	2.25	2	2.25	2.75	3	2.5	3	2	2	2

Suggested Readings

10. Kakar, S. (1985). Psychoanalysis and non-Western cultures. *International Review of Psycho-Analysis*. <https://doi.org/10.1111/1465-5922.00426>
11. Barry, P. (2020). Beginning theory: An Introduction to Literary and Cultural theory. In *Beginning theory (fourth edition)*. Manchester university press.

12. Selden, R., Widdowson, P., & Brooker, P. (2013). *A Reader's Guide to Contemporary Literary Theory*. Routledge.
13. Eagleton, T. (2011). *Literary Theory: An Introduction*. John Wiley & Sons.
14. Cleanth Brooks, *The Well Wrought Urn: Studies in the Structure of Poetry*, Dennis Dobson.
15. R. L. Jackson and S. Rudy, *Russian Formalism: A Retrospective Glance*, Savica.
16. Wimsatt, W. K. (1954). *The Verbal Icon: Studies in the Meaning of poetry*. University Press of Kentucky.
17. Culler, J. (1975). *Structuralist Poetics: Structuralism, Linguistics and the Study of Literature*. Routledge.
18. Mignolo, W. D. (2007). Delinking: The Rhetoric of Modernity, the Logic of Coloniality and the Grammar of De-coloniality. *Cultural studies*, 21(2-3), 449-514.

COURSE STRUCTURE FOR 2-YEARS PG (COURSE WORK & RESEARCH)

Major 22

Title of the paper: WORLD LITERATURES

Course Code: ENG-DE-4810/ ENG-DE-5210

LO: Learning Objectives:

LO 1: To understand the concepts : World Literature, National Literature, Comparative Literature and Vishwa Sahitya

LO 2: To appreciate the human and literary values and the connectedness and diversity of human experiences in different parts of the world

LO 3: To analyse and interpret literary texts in their contexts and locate them for a richer response to them in light of their own literary traditions

L(3)+T(1)+P(0)per week

Credits: 4

Total CONTACT Hours: 15x4=60

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Internal Assessment: 20 Marks

Term End Examination: 80 Marks

CO:Course Outcome:

Students at the end of the Course will be able to:

CO 1: Explain the concepts : World Literature, National Literature, Comparative Literature and Vishwa Sahitya

CO 2: Appreciate the human and literary values and the connectedness and diversity of human experiences as reflected in literature coming from different parts of the world

CO 3: Analyse and interpret literary texts in their contexts and locate them while also receiving them in light of their own literary traditions

Course Content

Module no.	Content	CONTACT Hours	CO
I	Concepts: World Literature, National Literature, Comparative	15	1

	Literature and Vishwa Sahitya		
II	Albert Camus: <i>The Stranger</i>	15	2,3
III	Pablo Neruda: Select Poems – ‘I Do not Love You Except Because “I Love You” and “Ode to Sadness’ Rainer M Rilke: ‘Duino Elegies’ (first two elegies)	15	2,3
IV	Jose Saramago: <i>Cain</i>	15	3

Course Mapping:

Sl. No	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	3	2	3	3	3	3	3	1	2	2
CO 2	2	3	2	2	2	3	3	3	3	2	2
CO 3	3	2	3	2	3	3	2	3	3	2	2
Average	2.7	2.7	2.4	2.4	2.7	3	2.7	3	2.4	2	2

Suggested Readings:

Rabindranath Tagore. *Vishwa Sahitya*, Sarkar & Sons, 1993.

David Damrosch. *How to Read World Literature*, Wiley Blackwell, 2002.

Lillian Herndl-Hornstein. *The Reader's Companion to World Literature*, Penguin, 2002.

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

Albert Camus. *The Stranger*

Anton Chekhov. *The Cherry Orchard*

Pablo Neruda. Select Poems – ‘I Do not Love You Except Because “I Love You” and “Ode to Sadness’

Rainer M Rilke. ‘Duino Elegies’

Jose Saramago. *Cain*.

COURSE STRUCTURE FOR 2-YEARS PG (COURSE WORK & RESEARCH)

Major-23

Title of the Paper: Nineteenth Century European Realism

Course Code: ENG-DE-4820/ ENG-DE-5220

LO: Learning Objectives:

The course will seek to achieve the following objectives:

LO-1: To make learners understand the historical context of the emergence of Realism and related literary movements in Nineteenth-century Europe and engage in discussions and debates about the legacy of European Realism, exploring its lasting influence on literature, culture, and society.

LO-2: To analyze key texts of European Realism to identify themes, techniques, and characteristics associated with the movement and explore the social, economic, and political conditions that influenced the development of European Realism and its impact on society.

LO-3: To evaluate the diversity within European Realism, recognizing different regional, cultural, and stylistic variations and compare and contrast European Realism with other literary movements of the Nineteenth century, highlighting similarities and differences.

LO-4: To critically examine modern interpretations and reassessments of European Realism, considering contemporary perspectives and critiques identify the challenges faced by Nineteenth-century European Realism and analyze the reasons for its decline in the Twentieth century.

L(3)+T(1)+P(0)per week

Credits: 4

Total CONTACT Hours: 15x4=60

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Internal Assessment: 20 Marks

Term End Examination: 80 Marks

CO :Course Outcomes:

At the end of the courses students will be able to:

CO 1: Demonstrate an awareness of the emergence of Realism and literary movements in Europe in the Nineteenth Century by engaging with key texts of European Realism.

CO 2: Gain a deeper understanding of the social economic and political conditions which gave rise to this movement

CO 3: Recognise the diversity within this broad literary movement while discerning the underlying affinities and patterns.

CO 4: Examine modern reassessments of European Realism and identify the challenges it faced and explore the causes of its decline in the Twentieth century.

Course Content

Module no.	Content	CONTACT Hours	CO
I	George Eliot: <i>Middlemarch</i>	15	2,3
II	Fyodor Dostoyevsky: <i>Crime and Punishment</i>	15	1,3
III	Honore de Balzac: <i>Old Goriot</i>	15	2,4
IV	Guy de Maupassant: 'The Umbrella' Anton Chekov: 'The Lament' R. L. Stevenson: 'Will O' the Mill' Oscar Wilde: 'The Nightingale and the Rose'	15	3,4

Suggested Topics for Background Reading and Class Presentation

- History, Realism and the Novel Form
- Ethics and Fiction
- Prose, Fiction and its readership in the Nineteenth Century
- Politics and the Russian Novel: Slavophiles and Westernizers
- Portrayal of the Emerging European City
- Nation and Narration in Early Twentieth Century Novel
- The Avant-Garde

Course Mapping:

Sl. No	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	3	2	3	3	3	3	3	1	2	2
CO 2	2	3	2	2	2	3	3	3	3	2	2
CO 3	3	2	3	2	3	3	2	3	3	2	2
CO 4	2	1	1	2	3	3	2	3	1	2	2
Average	2.5	2.25	2	2.25	2.75	3	2.5	3	2	2	2

Suggested Readings

George Eliot: *Middlemarch*

Fyodor Dostoyevsky: *Crime and Punishment*

Honore de Balzac: *Old Goriot*

Guy de Maupassant: Selected Short Stories

R. L. Stevenson: 'Will O' the Mill'

COURSE STRUCTURE FOR 2-YEARS PG (COURSE WORK & RESEARCH)

Major 24

Title of the paper: SCIENCE FICTION AND DETECTIVE LITERATURE

Course Code: ENG-DE-4830/ ENG-DE-5230

LO: Learning Objectives:

LO-1:To understand the concepts: Science fiction and Detective Literature and related concepts of genre, implied audience, plot construction, linguistic texture, authorial identity, publication context and socio-cultural context

LO-2:To appreciate the human and literary values and the connectedness and diversity of human experiences in the context of progress, the role of technology in our life, and the interaction between technology and human behaviour

LO-3:To analyse and interpret literary texts in their contexts and locate them for a richer response to them in light of social and historical construction of crime

L(3)+T(1)+P(0)per week

Credits: 4

Total CONTACT Hours: 15x4=60

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Internal Assessment: 20 Marks

Term End Examination: 80 Marks

CO :Course Outcomes:

Students at the end of the Course will be able to:

CO 1: Explain the concepts and philosophical, social and psychological issues intrinsic to the two genres :Science fiction and Detective Literature and related concepts of genre, implied audience, plot construction, , linguistic texture, authorial identity, publication context and socio-cultural context

CO 2: Appreciate the human and literary values and the connectedness and diversity of human experiences as reflected in different texts dealing with the concepts of progress, the role of technology in our life, and the interaction between technology and human behaviour

CO 3: Analyse and interpret literary texts in their contexts and locate them while also receiving them in light of social and historical construction of crime

Course Content

Module no.	Content	CONTACT Hours	CO
I	Science fiction and Detective Literature and related concepts of genre, implied audience, plot construction, , linguistic texture, authorial identity, publication context and socio-cultural context	15	1
II	Margaret Atwood: <i>The Handmaid's Tale</i> William E. Burton: 'The Secret Cell'	15	2,3
III	Arthur Conan Doyle: <i>The Hound of the Baskervilles</i> Ray Bradbury: 'The Flying Machine'	15	1,2
IV	E. A. Poe: 'The Murders in the Rue Morgue' Manjula Padmanabhan: 'Escape' Arup Kumar Dutta: <i>The Blind Witness</i> .	15	1,3

Course Mapping:

Sl. No	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3		1	3	2	3	3	3	1	2	2
CO 2	2	3	2	2	2	3	3	3	3	1	2
CO 3	3	2	3	2	3	3	2	3	3	1	1
Average	2.4	1.7	2	2.4	2.4	3	2.4	3	2.4	1.4	1.7

Suggested Readings:

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

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

Robert A. Heinlein, 'On the Writing of Speculative Fiction' https://mab333.weebly.com/uploads/3/2/3/1/32314601/writing_sf_-_01_on_the_writing_of_speculative_fiction.pdf

Joy Palmer. 'Tracing Bodies: Gender, Genre, and Forensic Detective Fiction'.

Margaret Atwood. *The Handmaid's Tale*

Manjula Padmanabhan. 'Escape'

Arthur Conan Doyle. *The Hound of the Baskervilles*

Arup Kumar Dutta. *The Blind Witness*.

COURSE STRUCTURE FOR 2-YEARS PG (COURSE WORK & RESEARCH)

Minor 8

Title of the paper: RESEARCH PUBLICATION ETHICS

Course Code: ENG-RC-4810/ ENG-RC-5210

LO: Learning Objectives:

LO-1: To introduce the learners to the various ethical issues related to Research and Publication.

LO-2 To acquaint the learners with the good practices in research and publication.

L(3)+T(1)+P(0)per week

Credits: 4

Total CONTACT Hours: 15x4=60

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Internal Assessment: 20 Marks

Term End Examination: 80 Marks

CO :Course Outcomes:

Students at the end of the Course will be able to:

CO 1: Identify and tackle the problems associated with the process of research and publication.

CO 2: Incorporate the good practices in research and publication.

Course Content:

Module no.	Content	CONTACT Hours	CO
I	PHILOSOPHY AND ETHICS 1. Introduction to Philosophy: definition, nature and scope, concept, branches 2. Ethics: Definition, moral philosophy, nature of moral judgements and reactions	15	1
II	SCIENTIFIC CONDUCT 1. Ethics with respect to science and research 2. Intellectual honesty and research integrity 3. Scientific misconducts:	15	1

	<p>Falsification, Fabrication and Plagiarism (FFP)</p> <p>4. Redundant publications: duplicate and overlapping publications, salami slicing</p> <p>5. Selective reporting and misrepresentation of data</p>		
III	<p>PUBLICATION ETHICS</p> <p>1. Publication ethics: definition, introduction and importance</p> <p>2. Best practices/standards setting initiatives and guidelines: COPE, WAME etc.</p> <p>3. Conflicts of interest</p> <p>4. Publication misconduct: Definition, concept, problems that lead to unethical behaviour and vice versa, types</p> <p>5. Violation of publication ethics, authorship and contributorship</p> <p>6. Identification of publication misconduct, complaints and appeals</p> <p>7. Predatory publishers and journals</p>	15	2
IV	<p>PRACTICE</p> <p>OPEN ACCESS PUBLISHING (4hrs.)</p> <p>1. Open access publications and initiatives</p> <p>2. SHERPA/RoMEO online resource to check publisher copyright & self-archiving policies</p> <p>3. Software tool to identify predatory publications developed by SPPU</p> <p>4. Journal finder/journal suggestion tools viz. JANE, Elsevier Journal Finder, Springer Journal Suggester, etc.</p> <p>PUBLICATION MISCONDUCT (4 hrs.)</p> <p>A. Group Discussions (2 hrs.)</p> <p>1. Subject specific ethical issues, FFP, authorship</p> <p>2. Conflicts of interest</p> <p>3. Complaints and appeals:</p>	15	2

	<p>examples and fraud from India and abroad</p> <p>B. Software tools (2 hrs.)</p> <p>1. Use of plagiarism software like Turnitin, Urkund and other open source software Tools</p> <p>DATABASES AND RESEARCH METRICS (7 hrs)</p> <p>A. Databases (4hrs.)</p> <p>1. Indexing databases</p> <p>2. Citation databases: Web of Science, Scopus etc.</p> <p>B. Research Metrics (3hrs.)</p> <p>1. Impact factor of journal as per Journal Citation Report, SNIP, SJR, IPP, Cite Score</p> <p>2. Metrics: h-index, g index, i10 index, altmetrics</p>		
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Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	1		3	3	3	3		3		3	3
CO 2	1	2	3	3	3	3	2		2	3	3
Average	1	1	3	3	3	3	1	1.5	1	3	3

Suggested Readings:

Bird, A. (2006). *Philosophy of Science*, Routledge.

McIntyre, Alasdair. (1967). *A Short History of Ethics*. London.

Chaddah, P. (2018). *Ethics in Competitive Research: Do not get scooped; do not get plagiarized*.

COURSE STRUCTURE FOR 2-YEARS PG (COURSE WORK & RESEARCH)

NCrF Credit Level	SEMESTER	Semester-III						
		Course	Course Code	Course Title	Credits	LTP	EXAM PATTERN INTERNAL(20 Marks) +END- SEM (80Marks)= 100 Marks	REMARKS
6.5	3 rd							
		Course 1	ENG- CC- 6310	POETRY	04			
		Course 2	ENG- CC- 6320	DRAMA	04			
		Course 3	ENG- CC- 6330	FICTION	04			
		Course 4	ENG- CC- 6340	NON- FICTION AND PROSE	04			
		Course 5	ENG- CC- 6350	LINGUISTICS AND LANGUAGE TEACHING	04			
				Total Credits	20			

COURSE STRUCTURE FOR 2-YEARS PG (COURSE WORK & RESEARCH)

SEMESTER- III

Course 1

ENG-CC-6310

Poetry

LO: Learning Objectives:

LO 1: To give the students a first - hand knowledge of major poetical works from the fourteenth to the eighteenth century.

LO 2: To provide the students with the knowledge of the political, economic, social and intellectual background so as to study poetry as representative texts of the age.

LO 3: To acquaint the students with the evolution and development of English poetry along with the literary movements, and to encourage further reading so as to obtain a greater understanding.

L(3)+T(1)+P(0)per week

Credits: 4

Total CONTACT Hours: 15x4=60

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Internal Assessment: 20 Marks

Term End Examination: 80 Marks

CO :Course Outcomes:

CO 1: The students will acquire a first-hand knowledge of major poetical works from the fourteenth to the sixteenth century with a fair understanding of the social, political, economic, and intellectual background of the period in this paper.

CO 2: They will become acquainted with the different stages in the evolution of different forms of poetry and literary movements included in this paper.

CO 3: The interest to study poetry will enable them to develop the skill of interpreting poetic text, poetic language and literary temperament of the age.

Course Content:

Module no.	Content	CONTACT Hours	CO
I	<ol style="list-style-type: none"> 1. *Geoffrey Chaucer: <i>The Prologue to The Canterbury Tales</i> (Cult Edition, OUP) 2. *John Milton: <i>Paradise Lost, Book I</i> (Orient Longman) 3. John Donne: 'The Canonization' 4. Andrew Marvell: 'To His Coy Mistress' 5. Alexander Pope: <i>The Rape of the Locke</i> (Cantos I & II) 	15	1,2,3
II	<ol style="list-style-type: none"> 1. William Blake: 'Nurse's Song' & 'Holy Thursday' (both from <i>Songs of Innocence and Experience</i>), 'The Lamb' (from section on Songs of Innocence) and 'The Tyger' (from section on Songs of Innocence) 2. Thomas Gray: 'Elegy Written in a Country Churchyard' 3. S. T. Coleridge: 'The Rime of the Ancient Mariner' 4. *William Wordsworth: <i>The Prelude</i>, Book I (first 101 lines) 5. *P. B. Shelley: 'Ode to the West Wind' 6. John Keats: 'Ode on a Grecian Urn' 	15	1,3
III	<ol style="list-style-type: none"> 1. *Alfred Tennyson: 'Ulysses' 2. *Robert Browning: 'My Last Duchess' 3. Matthew Arnold: 'The Scholar Gipsy' 4. Dante Gabriel Rossetti: 'The Blessed Damozel' 5. Elizabeth Barrett Browning: 'How Do I Love Thee?' 6. Thomas Hardy: 'The Darkling Thrush' 	15	1,2,3
IV	<ol style="list-style-type: none"> 1. W. B. Yeats: 'Leda and the Swan' 	15	1,2

	2. T. S. Eliot: <i>Four Quartets</i> 3. Ezra Pound: 'In a Station of the Metro' 4. W. H. Auden: 'September 1, 1939' 5. Louis McNiece: 'Prayer Before Birth' 6. Dylan Thomas: 'Fernhill' 7. *Philip Larkin: 'Church Going' 8. *Ted Hughes: 'Hawk Roosting', 'Thought Fox'		
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*Texts will be for Explanation with reference to the context

Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	2	1	3	2	3	3	3	1	1	2
CO 2	2	3	2	2	2	3	3	3	3	1	2
CO 3	3	2	3	2	3	3	2	3	3	1	1
Average	2.7	2.4	2	2.4	2.4	3	2.7	3	2.4	1	1.7

Background Reading:

Bennet, Joan *Five Metaphysical Poets*, Cambridge, CUP, 1971

Ford, Boris(ed). *The Pelican Guide to English Literature Vols 1,2 and 3* Penguin, 1954

Keast, William R (ed) *Seventeenth Century English Poetry: Modern Essays in Criticism*, London, OUP 1962.

Martz, Louis L. *The Poetry of Meditation: A Study in English Religious Literature of the Seventeenth Century*. New Haven, Yale University Press, 1962.

Jack, Ian *Augustan Satire: Intention and Idiom in English Poetry 1660-1750*. Oxford, Clarendon Press, 1966.

Stephen, Leslie *English Literature and Society in the Eighteenth Century*. London, Duckworth 1966.

Willey, Basil. *17th Century Background*.

Leishman L. B. *The Monarch of Wit.*

Fish, Stanley. *Surprised by Sin.* Abraham M H (ed) *English Romantic Poetry: Modern Essays in Criticism.* Oxford: OUP, 1975.

----- *Natural Supernaturalism: Tradition and Revolution in Romantic Literature.* New York: Norton, 1973.

Bate, W.J. *From Classic to Romantic: Premises of test in 18th Century England.*
Cambridge: Harvard University Press, 1946.

Furst, Lilian R. *Romanticism in Perspective.* London: Macmilam, 1969.

Lerner, Laurence. *The Victorian.* Middlesex: Penguin Books, 1981.

Hough, Graham. *The Last Romantics.* London: Methuen, 1961.

Willey, Besil. *Nineteenth Century Studies: Coleridge to Mathew Arnold.* New York:
Columbia University Press, 1949.

Praz, Mario. *The Romantic Agony*

Wilson, A. N. *The Victorians*

Course-2
ENG-CC-6320
DRAMA

LO: Learning Objectives:

LO 1: To give the students a first - hand knowledge of the major texts of drama of the period.

LO 2: To provide the students with the knowledge of the political, economic, social and intellectual background so as to enable to study drama as representative of the age.

LO 3: To acquaint the students with the evolution and development of drama as a literary genre, and to encourage further reading so as to obtain a greater understanding.

L(3)+T(1)+P(0)per week Credits: 4 Total CONTACT Hours: 15x4=60 Examination duration: 3 Hours Maximum Marks: 100 Marks Internal Assessment: 20 Marks Term End Examination: 80 Marks
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Course Level Learning Outcomes:

CO 1: Students will develop a fair understanding of the political, economic, social and intellectual background so as to enable to study drama as representative of the age.

CO 2: They will become acquainted with the evolution and development of drama as a literary genre, and will be equipped with the skills required for further reading so as to obtain a greater understanding.

CO 3: They will come to know how modern drama provides a new taste to the readers differing from the traditional drama in 16th& 17th Centuries.

Course Content:

Module no.	Content	CONTACT Hours	CO
I	1. William Shakespeare: <i>King Lear, Twelfth Night</i> 2. Christopher Marlowe:	15	1,2

	<i>The Jew of Malta</i>		
II	1. Ben Jonson: <i>The Way of the World</i> 2. William Congreve: <i>The Way of the World</i> 3. John Dryden: <i>All for Love</i>	15	1,2,3
III	1. G. B. Shaw: <i>Major Barbara</i> 2. T. S. Eliot: <i>The Family Reunion</i>	15	1,3
IV	1. Ionesco: <i>The Chairs</i> 2. Bertolt Brecht: <i>Mother Courage</i> 3. Harold Pinter: <i>The Birthday Party</i>	15	1,3

Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	2	1	3	2	3	3	3	1	1	2
CO 2	2	3	2	2	2	3	3	3	3	1	2
CO 3	3	2	3	2	3	3	2	3	3	1	1
Average	2.7	2.4	2	2.4	2.4	3	2.7	3	2.4	1	1.7

BACKGROUND READING

- Sengupta, S.C *Shakespearean Comedy*, OUP, Delhi

Aspects of Shakespearean Tragedy, OUP, Delhi

Shakespeare manual, OUP, Delhi
- Lucas, F.L. *Seneca and the Elizabethan Tragedy*, Folcraft, 1923.
- Learner, Lawrence *Shakespeare's tragedies: An Anthology of Modern Criticism*. London Penguin, 1963.
- Knight, Wilson G. *The Wheel of Fire, Interpretations of Shakespearean Tragedy*; Oxford, Oxford University Press, 1930
- Bradley, A.C. *Shakespearean Tragedy*: Rupa Publication, Calcutta
- Bate, W.J. *From Classic to Romantic: Premises of Taste in Eighteenth Century England*. Cambridge, Harvard University Press, 1946.
- Gosse, Edmund *A History of Eighteenth Century Literature Sixteen Sixtyto Seventeenth Eighty*. Carot Stream, Somerset Press, 1930.
- Nicoll, Allardyce *A History of English Drama Vol.3* Cambridge, OUP, 1946.

The Cambridge Companion to Shakespeare.

Brown, John Russell (ed). *Modern British Dramatists*. Eaglewood, Cliffs, NJ, Prentice-Hall, 1968.

Brustein, Robert *The Theatre of Revolt: An Approach to the Modern Drama* New York, Atlantic Monthly Press

Esslin, Martin: *The Theatre of the Absurd*

Fraser, G.S. *The Modern Writer and His World*. London, Curtis Brown Ltd., 1961

Course-3

ENG-CC-6330

FICTION

LO: Learning Objectives:

LO 1:To give the students a first - hand knowledge of the major works of prose from the Seventeenth to the Nineteenth Century.

LO 2:To provide the students with the knowledge of the political, economic, social and intellectual background so as to enable him to study fiction as representative texts of the age.

LO 3:To acquaint the students with the evolution and development of fiction as a literary genre, and to encourage further reading so as to obtain a greater understanding.

L(3)+T(1)+P(0)per week

Credits: 4

Total CONTACT Hours: 15x4=60

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Internal Assessment: 20 Marks

Term End Examination: 80 Marks

Course Level Learning Outcomes:

CO 1: The students will acquire a first-hand knowledge of the major works of prose from the Seventeenth Century to the present

CO 2:They will develop a fair understanding of the political, economic, social and intellectual background so as to enable them to study fiction as representative texts of the age.

CO 3: They will become acquainted with the evolution and development of fiction as a literary genre, and will be equipped with the skills required for further reading so as to obtain scope for understanding its types and subtypes in continental and national contexts of social, political, psychological, existential and other theoretical paradigms.

Course Content:

Module no.	Content	CONTACT Hours	CO
I	Daniel Defoe : <i>Robinson Crusoe</i> Henry Fielding : <i>Tom Jones</i> Jane Austen : <i>Emma</i>	15	1,2,3
II	Charles Dickens : <i>Hard Times</i> Emily Bronte : <i>Wuthering Heights</i> Thomas Hardy : <i>The Return of the Native.</i>	15	2,3
III	Mary Shelly's : <i>Frankenstein.</i> E. M. Forster : A <i>Passage to India</i> D. H. Lawrence : <i>Women in Love</i>	15	1,3
IV	James Joyce: : A <i>Portrait of the Artist as a Young Man</i> William Golding: : <i>Lord of the Flies</i> Kingsley Amis : <i>Lucky Jim</i>	15	2,3

Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	2	2	3	2	3	3	3	2	1	2
CO 2	2	3	2	2	2	3	3	3	2	2	2
CO 3	3	2	3	2	3	3	2	3	3	3	2
Average	2.7	2.4	2.4	2.4	2.4	3	2.7	3	2.4	2	2

Background Reading:

- Allen, Walter *The English Novel: A Short Critical History* penguin
Books, 1958
Casebook Series
- Cross, Wilbur *The Development of English Novel* Ludhiana, Kalyani Publishers, 1997
(Indian reprint)
- Ford, Boris(ed) *The Modern Age (The Pelican Guide to English Literature Vol.7)* Middle
Sex, Penguin Books
- Forster, E.M. *Aspects of the Novel.*
- Fraser, G.S. *The Modern Writer and His World.* London, Curtis Brown Ltd., 1961.
- Hough, Graham *The Last Romantics.* London, Methuen, 1961.
- Kermode, Frank. *Lawrence.* Fontana.
- Kettle, Arnold *An Introduction to English Novel vol.I: To George Eliot.* London:
Hutchinson, 1951.
- Kettle, Arnold. *Introduction to the English Novel, Vols. -1 and 2.* Macmillan.
- Lerner, Laurence *The Victorian.* Middlessex, Penguin Books, 1981.
- Mukherjee, M *Re-reading Jane Austen,* Orient Longman, 1991.
- Neill, Diana. *Twentieth Century Fiction*
New York, Columbia University Press, 1949.
- Sambrook, James *The 18th Century 1700-1786.* London & New York, Longman, 1986.
- Stephen, Leslie *English Literature and Society in the Eighteenth Century:* London,
Duckworth 1966.
- Watt, Ian *The Rise of the Novel: Studies in Defoe, Richardson and Fielding,* London
Chatto&Windus, 1957.
- Willey, Basil *Nineteenth Century Studies: Coleridge to Matthew Arnold.*
- Young, G.M. *Portrait of an Age: Victorian England 2ed.* Oxford, OUP, 1960

Course-4

ENG-CC-6340

Non-Fiction and Prose Writing

LO: Learning Objectives:

LO 1:To give the students a first - hand knowledge of the major works of non-fiction and prose from the Seventeenth to the Nineteenth Century.

LO 2:To provide the students with the knowledge of the political, economic, social and intellectual background so as to enable them to study fiction as representative texts of the age.

LO 3:To acquaint the students with the evolution and development of non-fiction as a literary genre, and to encourage further reading so as to obtain a greater understanding.

L(3)+T(1)+P(0)per week

Credits: 4

Total CONTACT Hours: 15x4=60

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Internal Assessment: 20 Marks

Term End Examination: 80 Marks

Course Level Learning Outcomes:

CO 1: The students will acquire a first-hand knowledge of the major works of non-fictional prose from the Seventeenth Century to the present

CO 2:They will develop a fair understanding of the political, economic, social and intellectual background so as to enable them to study non-fiction as representative texts of the age.

CO 3: They will become acquainted with the evolution and development of non-fictional prose as a literary genre, and will be equipped with the skills required for further reading so as to obtain scope for understanding its types and subtypes in continental and national contexts of social, political, psychological, existential and other theoretical paradigms.

Course Content:

Module no.	Content	CONTACT Hours	CO
I	1. Francis Bacon: 'Of Love', 'Of Simulation and Dissimulation' 2. Addison and Steele: 'The Spectator's Account of Himself' 3. John Locke: 'On Human Understanding' from <i>Essay Concerning Human Understanding</i> 4. Charles Lamb: 'Dream Children: A Reverie'	15	1,2
II	1. J. S. Mill: 'What is Utilitarianism?' from <i>Utilitarianism</i> . 2. George Orwell: 'Reflections on Gandhi' 3. C. E. M. Joad: 'Civilization and History' 4. Aldous Huxley: 'Politics and Religion'	15	1,3
III	1. Robert Lynd: 'The Pleasures of Ignorance' 2. G. K. Chesterton: 'What's Wrong with the World', 'Worship of the Wealthy' 3. A. G. Gardiner: 'Prophets, Priests and Kings', 'Pillars of Society' 4. Hilaire Belloc: 'The Eye Witness', 'The Apprentice'	15	2,3
IV	1. Benjamin Franklin: <i>The Autobiography of Benjamin Franklin</i> 2. David Leeming: <i>James Baldwin – A biography</i> 3. Julia Briggs: <i>Virginia Woolf: An Inner Life</i>	15	1,2

Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	2	2	3	2	3	3	3	2	1	2
CO 2	2	3	2	2	2	3	3	3	2	2	2
CO 3	3	2	3	2	3	3	2	3	3	3	2
Average	2.7	2.4	2.4	2.4	2.4	3	2.7	3	2.4	2	2

Background Reading:

- Bate, W.J. *From Classic to Romantic: Premises of Taste in Eighteenth Century England*. Cambridge, Harvard University Press, 1946.
- Ford, Boris (ed). *The Pelican Guide to English Literature Vols. 1, 2, 3 and 4*
- Gosse, Edmund. *A History of Eighteenth-Century Literature (1660 – 1780)* Carot Stream, Somerset Press, 1930.
- Penguin, 1954.
- Stephen, Leslie. *English Literature and Society in the Eighteenth Century*: London, Duckworth 1966.
- Vickers, Brain. *Francis Bacon and Renaissance Prose*. Cambridge, CUP, 1968.
- Walker, Hugh. *Essays and Essayists*. S. Chand, New Delhi.

Course-5

ENG-CC-6350

LINGUISTICS AND LANGUAGE TEACHING

LO: Learning Objectives:

LO 1:To provide postgraduate students with a comprehensive understanding of Linguistics and English Language Teaching (ELT).

LO 2:To impart foundational knowledge of Linguistics, its branches, goals, and practical applications.

LO 3:To familiarize students with English Phonology and its application in language teaching.

LO 4:To introduce students to key concepts in sociolinguistics, ESL education, and bilingual/multilingual perspectives, particularly within the Indian context.

LO 5:To equip students with the necessary skills to effectively teach English at both school and post-school levels, including designing course materials, implementing teaching methodologies, and conducting language assessments.

L(3)+T(1)+P(0)per week

Credits: 4

Total CONTACT Hours: 15x4=60

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Internal Assessment: 20 Marks

Term End Examination: 80 Marks

Course Level Learning Outcomes:

After completion of the course, students will:

CO 1:Demonstrate a solid understanding of Linguistics, including its branches, applications, and contributions of major linguists.

CO 2: Apply foundational knowledge of English Phonology in language teaching contexts and develop a nuanced understanding of sociolinguistic concepts and their implications for language education.

CO 3:Gain proficiency in ELT principles, including approaches, methods, syllabus design, material development, and language assessment.

CO 4: Acquire insights into the historical and developmental aspects of English language teaching in India.

CO 5: Possess the necessary pedagogical skills to teach English effectively across various proficiency levels, focusing on listening, speaking, reading, and writing skills.

Course Content:

Module no.	Content	CONTACT Hours	CO
I	Linguistics: Objectives, Scope, and Applications Introduction to Modern Linguistics, covering Phonetics, Phonology, Morphology, Syntax, and Semantics.	15	1,2
II	Sociolinguistics and Psycholinguistics Exploration of sociolinguistic concepts such as Dialects, Register, Pidgin, and Creole. Introduction to Psycholinguistics, Language Acquisition, and Multilingualism.	15	2,3
III	Language Teaching: Principles and Practices Syllabus Design, Teaching Methodologies, Material Development, and Testing and Evaluation.	15	2,3,5
IV	English in India & The Teaching of English Examination of the Role and Status of English in India, Language Policy, and ELT Planning. Focus on Teaching Listening, Speaking, Reading, and Writing (LSRW) Skills.	15	4,5

Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3		3	3	3	1	2	3	3	3	3
CO 2	2	3	2	3	2	3	3	2	3	3	3
CO 3	3	1	3	3	3	3	2	3	3	3	2
CO 4	3	2	3	3	2	2	1	3	3	2	3
CO 5		2	3	3	3	1	1	3	2	2	2
Average	2.2	1.6	2.8	3	2.6	2	1.8	2.8	2.8	2.6	2.6

Background Reading:

A selection of recommended texts covering various aspects of linguistics and language teaching, including:

Verma, S.K. & Krishnaswamy, N. *Modern Linguistics: An Introduction*. Madras. Macmillan, 1992.

Jones, Daniel. *The Outline of English Phonetics*. New Delhi, Kalyani Publishes, 1972.

Balasubramanian, T. *A Textbook of English Phonetics for Indian students*. Madras. Macmillan, 1981.

Varshney R.L. *An introductory Text Book of Linguistics and Phonetics*. 2012

Fasrold, R. *Sociolinguistics of Language*. Oxford Blackwell, 1990.

Nagaraj, Geetha. *English Language Teaching: Approaches Methods Techniques*. Calcutta, Orient Longman, 1996.

Krishnaswamy, N. & Krishnaswamy, L. *Methods of Language Teaching*. Macmillan, 2006.

Stern, H.H. *Fundamental Concepts of Language Teaching*. Oxford. Oxford University Press, 1983.

Howatt, A.P.R. *A History of English Language Teaching*. Oxford. Oxford University Press, 1984.

Littlewood, W.T. *Communicative Language Teaching*. Cambridge, OUP, 1981.

Richards, J.C & Rodgers, T.S. *Approaches & Methods in Language Teaching*. Cambridge, OUP, 1986.

Richards, J.C. *Curriculum Development in Language Teaching*. Cambridge, OUP, 2001.

Byrne, D. *Teaching Writing Skills*. London: Longman (new edn) 1988.

Krishnaswamy. *Teaching Spoken English & Communication Skills*. Madras T.R. Publications, 1995.

Howatt, A.P.R. *A History of English Language Teaching*. Oxford: OUP, 2010.

Nunan, D. *Syllabus Design* (Oxford University Press, Oxford, 1994.)

Saraswathi, V. *English Language Teaching: Principles and Practice*. Orient Longman, 2004.

Note: The background reading list provides supplementary resources for further exploration and enrichment of the course content.

COURSE STRUCTURE FOR 2-YEARS PG (COURSE WORK & RESEARCH)

NCr F Cred it Leve l	SEMESTER	Semester- IV						
		Course	Course Code	Course Title	Credits	LTP	EXAM PATTERN	REMARKS
6.5	IVth	RESEARCH	ENG-RP-6410	RESEARCH PROJECT	20		DISSERTATION SUBMISSION	

MODEL- 3: Course Structure for 2-years PG (Coursework)

NCr F Cred it Leve l	SEMESTER	Semester-I						
		Course	Course Code	Course Title	Credits	LTP	EXAM PATTERN INTERNAL(20 Marks) +END-SEM (80Marks))= 100 Marks	REMARKS
6.0	1 st							
		Course 1 (Major 17 FYUP)	ENG-CC-5110	PARTITION LITERATURE	04	3-1-0		
		Course 2 (Major 18)	ENG-CC-	MODERN INDIAN	04	3-1-0		

		FYUP)	5120	WRITING IN English TRANSLA TION				
		Course 3 (Major 19 FYUP)	ENG-CC-5130	LITERATU RE OF THE INDIAN DIASPORA	04	3-1-0		
		Course 4 (Major 20 FYUP)	ENG-CC-5140	LITERARY CRITICIS M	04	3-1-0		
		Course 5 (Minor 7: Research Methodolog y FYUP)	ENG-RC-5110	Research Methodolog y	04	3-1-0		
				Total Credits	20			

NCr F Cred it Leve l	SEMES TER	Semester-II						
		Course	Cours e Code	Course Title	Credi ts	LTP	EXA M PATT ERN INTE RNAL (20 Marks) +END -SEM (80Ma rks)= 100 Marks	REMA RKS
6.0	2nd							
		Course 6 (Major 21 FYUP)	ENG-CC-5210	LITERAR Y THEORY	04	3-1-0		
		Course 7 (Major 22:	ENG-	WORLD LITERAT	04	3-1-0		

		Departmental Elective 1 (FYUP)	DE-5210	URES				
		Course 8 (Major 23: Departmental Elective 2 (FYUP))	ENG-DE-5220	NINETEENTH CENTURY EUROPEAN REALISM	04	3-1-0		
		Course 9 (Major 24: Departmental Elective 3 (FYUP))	ENG-DE-5230	SCIENCE FICTION AND DETECTIVE LITERATURE	04	3-1-0		
		Course 10 (Minor 8: Research Publication Ethics (FYUP))	ENG-RC-5210	Research Publication Ethics	04	3-1-0		
				Total Credits	20			

NOTE: Students exiting the programme after securing 40 credits will be awarded PG Diploma in English

NCr F Credit Level	SEMESTER	Semester-III						
		Course	Course Code	Course Title	Credits	LTP	EXAM PATTERNS INTERNAL (20 Marks) + END-SEM (80 Marks) = 100 Marks	REMARKS
6.5	3rd	Course 1	ENG-CC-	POETRY	04	3-1-0		

			6310					
		Course 2	ENG-CC-6320	DRAMA	04	3-1-0		
		Course 3	ENG-CC-6330	FICTION	04	3-1-0		
		Course 4	ENG-CC-6340	NON-FICTION AND PROSE	04	3-1-0		
		Course 5	ENG-CC-6350	LINGUISTICS AND LANGUAGE TEACHING	04	3-1-0		
				Total Credits	20			

NCr F Credit Level	SEMESTER	Semester-IV						
		Course	Course Code	Course Title	Credits	LTP	EXAM PATTERNS INTERNAL(20 Marks) +END-SEM (80Marks)= 100 Marks	REMARKS
6.5	4th	Course 1	ENG-CC-6410	LITERARY CRITICISM AND THEORY	04	3-1-0		
		Course 2	ENG-CC-6420	AMERICAN LITERATURE	04	3-1-0		
		Course 3	ENG-CC-6430	WOMEN'S WRITING	04	3-1-0		
		Course 4	ENG-CC-6440	MODERN INDIAN INTELLECTUAL	04	3-1-0		

				TRADITION				
		Course 5	ENG-CC-6450	LITERATURES IN TRANSLATION	04	3-1-0		
				Total Credits	20			

COURSE STRUCTURE FOR 2-YEARS PG (COURSE WORK)

NCr F Credit Level	SEMESTER	Semester-I						
		Course	Course Code	Course Title	Credits	LTP	EXAM PATTERN INTERNAL(20 Marks) +END-SEM (80Marks)= 100 Marks	REMARKS
6.0	1st							
		Course 1 (Major 17 FYUP)	ENG-CC-5110	PARTITION LITERATURE	04	3-1-0		
		Course 2 (Major 18 FYUP)	ENG-CC-5120	MODERN INDIAN WRITING IN English TRANSLATION	04	3-1-0		
		Course 3 (Major 19 FYUP)	ENG-CC-5130	LITERATURE OF THE INDIAN DIASPORA	04	3-1-0		
		Course 4 (Major 20 FYUP)	ENG-CC-5140	LITERARY CRITICISM	04	3-1-0		
		Course 5 (Research	04	3-1-		

		Minor 7: Research Methodology (FYUP)	ENG- RC- 5110	Methodology		0		
				Total Credits	20			

Major 17

Title of the paper: Partition Literature

Course Code: ENG-CC-4710/ENG-CC-5110

LO: Learning Objectives:

The course will seek to achieve the following objectives:

- **LO-1:** To explain historical and socio-cultural factors responsible for the partition of the Indian sub-continent.
- **LO-2:** To demonstrate a critical understanding of manifestations of the experience of the partition in various art forms.
- **LO-3:** To understand the eco-social, Historical, and cultural context and dimensions related to the partition of India.
- **LO-4:** To interpret texts and relate them to their contexts and experiences.

L(3)+T(1)+P(0)per week
Credits: 4
Total CONTACT Hours: 15x4=60
Examination duration: 3 Hours
Maximum Marks: 100 Marks
Internal Assessment: 20 Marks
Term End Examination: 80 Marks

Course Level Learning Outcomes

At the end of the course, students will be able to:

- **CO 1:** Explain historical and socio-cultural factors responsible for the partition of the Indian sub-continent.
- **CO 2:** Demonstrate a critical understanding of manifestations of the experience of the partition in various art forms.
- **CO 3:** Understand the eco-social, Historical, and cultural context and dimensions related to the partition of India.
- **CO 4:** Interpret texts and relate them to their contexts and experiences.

Course Content

Course Content:

Module no.	Content	CONTACT Hours	CO
I	Amrita Pritam: 'To Waris Shah'	15	1,2,3
II	DivyenduPalit: 'Alam's Own House' Rajinder Singh Bedi: 'Lajwanti'	15	2,3
III	Gulzar: <i>Two</i>	15	2, 4
IV	Howard Brenton – <i>Drawing the Line</i>	15	1,2,4

Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	3	2	2	3	3	2	3	1		2
CO 2	1	3	2	2		2	3	3	1	2	2
CO 3	2	2		2	3	2	2	3	1	2	2
CO 4	2	1	1	2	2	2	1	3	1	2	2
Average	2	2.25	1.25	2	2	2.25	2	3	1	1.5	2

Suggested Readings

13. Black Margin: Sadat Hasan Manto Stories. Selected by M Asaduddin. Ed. by Muhammad Umar Menon. Published by Katha with OUP, 2001.
14. *Selected Poems of Amrita Pritam*. A Dialogue Calcutta Publication, Kolkata.
15. *In English, FaizAhemadFaiz*: A Renowned Urdu Poet. Tr.& Ed. by Riz Rahim. Xlibris, California, 2008.
16. *Stories about the Partition of India*. Ed. by Alok Bhalla. Manohar Publication
17. *Manohar Malgaonkar*. Bend in the Ganges. HarperCollins, New Delhi, 2022.
18. Pandey, Gyanendra. "In Defense of the Fragment: Writing about Hindu-Muslim Riots in India Today," in *A Subaltern Studies Reader, 1986-1995*. Ranajit Guha, ed., (Reprinted from *Representations* 37, winter 1992), Minneapolis: Univ. of Minnesota Pr., 1997, 1-33

COURSE STRUCTURE FOR 2-YEARS PG (COURSE WORK)

Major 18

Title of the paper: Modern Indian Writing in English Translation

Course Code: ENG-CC-4720/ ENG-CC-5120

LO: Learning Objectives:

- **LO-1:** To give the students a first-hand knowledge of major texts of Modern Indian literature in English translation.
- **LO-2:** To provide the students with the knowledge of the political, economic, social and intellectual background so as to study them as representative texts of the culture and age.
- **LO-3:** To enable him to understand the growth of Indian writing in translation and encourage further reading.

L(3)+T(1)+P(0)per week
Credits: 4
Total CONTACT Hours: 15x4=60
Examination duration: 3 Hours
Maximum Marks: 100 Marks
Internal Assessment: 20 Marks
Term End Examination: 80 Marks

Course Level Learning Outcomes

At the end of the course, students will be able to:

- **CO 1:** Appreciate the diversity of modern Indian literatures and the similarities between them.
- **CO 2:** Understand and creatively engage with the notion of nation and nationalism.
- **CO 3:** Understand the historical trajectory of Indian literatures in regional literatures.

Course Content

Course Content:

Module no.	Content	CONTACT Hours	CO
I	Poetry Rabindranath Tagore: 'Light, Oh Where is the Light?' Amrita Pritam: 'I Will Meet You Again' G. M. Muktibodh: 'The Void' Hira Bansode: 'Yashodhara'	15	1,3
II	Short Story Fakir Mohan Senapati: 'Rebati' Gurdial Singh: 'A Season of No Return' Premchand: 'The Shroud' DurgaKhote: 'I, DurgaKhote'	15	2,4
III	Drama Dharamveer Bharati: <i>Andha Yug</i>	15	1,3
IV	Novel G. Kalyan Rao: <i>Untouchable Spring</i>	15	2

Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	3	2	3	3	3	3	3	1		2
CO 2	2	3	2	2		3	3	3	3	2	2
CO 3	3	2		2	3	3	2	3	3	2	2
CO 4	2	1	1	2	3	3	2	3	1	2	2
Average	2.5	2.25	1.25	2.25	2.25	3	2.25	3	2.25	1.5	2

Suggested Readings

25. Tagore, Rabindranath. *Gitanjali: A New Translation*. Penguin India, New Delhi, 2011.
26. *Selected Poems of Amrita Pritam*. A Dialogue Calcutta Publication, Kolkata.
27. *The Oxford Anthology of Modern Indian Poetry*. Ed. By Vijay Dharwadkar & A. K. Ramanujan, OUP, New Delhi, 2000.
28. *Poisoned Bread: Translations from Modern Marathi Dalit Literature*. Ed. By Arjun Dangle. Orient Black Swan, New Delhi, 2009.
29. *Oriya Stories: Great Writers*. Ed. By Vidya Das, Shrishti Publishers, Delhi, 2000.
30. *Earthy Tones: A Selection of Best Punjabi Short Stories by Gurdial Singh*. Tr. Rana Nayar, Fiction House, Delhi, 2002.
31. Bharati, Dharamveer. *Andha Yug*. Tr. Alok Bhalla. OUP, New Delhi, 2009.
32. Rao, Kalyan. *Untouchable Spring*. Tr. Alladi Uma & S. Sridhar. Orient BlackSwan, New Delhi, 2010.
33. Khote, Durga. *I, DurgaKhote*. OUP.
34. Das, B. K. *Handbook of Translation Studies*.
35. Mukherjee, Sujeet. *Translation as Discovery*.
36. Naikar, Basavraj. *Indian Literature in English Translation*.

COURSE STRUCTURE FOR 2-YEARS PG (COURSE WORK)

Major 19

Title of the Paper: LITERATURE OF THE INDIAN DIASPORA

Course Code: ENG-CC-4730/ ENG-CC-5130

LO: Learning Objectives:

LO-1: To analyze and interpret literary works of the Indian diaspora within the context of historical, cultural, and social factors, including migration, displacement, and identity formation.

LO-2: To evaluate the diverse range of themes, motifs, and narrative techniques employed by authors of the Indian diaspora to explore issues such as hybridity, transnationalism, globalization, and postcoloniality.

LO-3: To engage critically with primary texts and secondary sources to develop a nuanced understanding of the complexities and intersections of identity, belonging, and representation within the Indian diasporic experience, fostering empathy and cross-cultural understanding.

L(3)+T(1)+P(0)per week

Credits: 4

Total CONTACT Hours: 15x4=60

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Internal Assessment: 20 Marks

Term End Examination: 80 Marks

Course Level Learning Outcomes

At the end of the course, students will be able to:

CO 1: understand the concept of 'diaspora' in its historical and cultural contexts

CO 2: develop a clear understanding of the formation of Indian diasporic movements within India and outside

CO 3: develop a critical understanding and analytical ability of the writings of the Indian diaspora within the discourse of postcoloniality, postmodernity, hybridity, globalization and transnationalism.

CO 4: understand how texts function as diasporic markers, broadening the understanding of Indian diasporic lives, cultural practices, experiences, religion and the new medium.

Course Content

Course Content:

Module no.	Content	CONTACT Hours	CO
I	Key Terms Diaspora, Globalization, Transnationalism, Multiculturalism, The Diaspora Nostalgia, Alienation, Globalization, Hybridization, In- Betweenness, Rhizome, Push and Pull Factors, Homeland and Hostland	15	2
II	M. G. Vassanji: <i>The Book of Secrets</i> Sujata Bhat: 'A Different History' Aga Sahid Ali: 'Postcard from Kashmir'	15	1,2
III	V.S Naipaul: <i>A House for Mr Biswas</i> Meena Alexander: 'House of a Thousand Doors' Uma Parameshwaran: 'What was Always Hers'	15	1,3
IV	Jhumpa Lahiri: <i>The Namesake</i> Chitra Banerjee Divakaruni: 'Silver Pavements' (from <i>Arranged Marriage</i>)	15	1,2,3

Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	3	3	3	3	3	3	3	1	2	2
CO 2	2	3	3	2	2	3	3	3	3	2	2
CO 3	3	2	2	2	3	3	2	3	3	2	2
Average	2.7	2.7	2.7	2.4	2.7	3	2.7	3	2.4	2	2

Suggested Readings

- Cohen, Robin and Carolin Fischer. (Editors) *Routledge Handbook of Diaspora Studies*.
- Ganesh , Kamala. *Sociology of the Indian Diaspora*.<http://socp11.epgpbooks.inflibnet.ac.in/>
- Hegde , Radha S. and Ajaya Kumar Sahoo.(Editors)*Routledge Handbook of the Indian Diaspora*.
- Kalra , V., R. Kaur& J. Hutynuk. 'Cultural Configurations of Diaspora.'*Diaspora& Hybridity*. Sage Publications, 2005.
- Kim Knott, and McLoughlin. *Diasporas: Concepts, Intersections, Identities*.
- Lal ,Brij V. . *The Encyclopaedia of Indian Diaspora*.
- Mishra , V. . "Introduction: The Diasporic Imaginary." *Literature of the Indian Diaspora*. Routledge, 2008.
- Rushdie ,Salman. "The New Empire within Britain." *Imaginary Homelands*. Granta Books, 1991.
- Sahoo , Ajaya Kumar, and Brij Maharaj. Editors. *Sociology of Diaspora: A Reader*. 2 vols.
- Stierstorfer, Klaus and Jasnet Wilson.Editors. *The Routledge Diaspora Studies Reader*.
- Story, Joanna and Iain Walker. *Impact of Diasporas*.

COURSE STRUCTURE FOR 2-YEARS PG (RESEARCH)

Major-20

Title of the Paper: LITERARY CRITICISM

Course Code: ENG-CC-4740/ ENG-CC-5140

LO: Learning Objectives:

The course will seek to achieve the following objectives:

LO-1: To make students understand the historical and philosophical contexts that contributed to the evolution of literary criticism across different traditions and time periods and the contribution of significant literary philosophers and critics

LO-2: To differentiate between literary criticism and literary theory, comprehending their fundamental concepts and underlying distinctions, while at the same time

LO-3: To make students understand the major critical movements and prominent critics within both Indian (e.g., schools of *Rasa*, *Alankar*, *Riti*, *Dhwani*, *Vakroti*, *Auchitya*) and Western (e.g., Greek, Roman, English, German, Russian, and French) critical traditions.

LO-4: To help learners identify theoretical and critical concepts associated with specific critics, texts, or movements, and analyze them within their respective historical and cultural contexts and cultural texts effectively.

LO-5: To develop and enhance interpretative skills through rigorous engagement to evaluate and analyze the strengths and limitations of different critical and theoretical frameworks, engaging in critical discourse to discern their applicability and effectiveness in interpreting texts.

L(3)+T(1)+P(0)per week

Credits: 4

Total CONTACT Hours: 15x4=60

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Internal Assessment: 20 Marks

Term End Examination: 80 Marks

Course Level Learning Outcomes:

At the end of the courses students will be able to:

- **CO 1:** understand the historical and philosophical contexts that led to the development of literary criticism and theory and their practice in different traditions and periods
- **CO 2:** understand fundamental literary and critical concepts and underlying distinctions amongst them (e.g. difference between literary criticism and literary theory)
- **CO 3:** know about major critical movements and critics in various critical traditions— Indian (schools of *Rasa*, *Alankar*, *Riti*, *Dhwani*, *Vakroti*, *Auchitya*) and Western (Greek, Roman, English, German, Russian and French)
- **CO 4:** identify theoretical and critical concepts and apply various theoretical frameworks and concepts to literary and cultural texts

- **CO 5:** evaluate and analyze strengths and limitations of critical/theoretical frameworks and arguments to strengthen and deepen their interpretative skills

Course Content

Module no.	Content	CONTACT Hours	CO
I	Schools of Indian Literary Theory: <i>Rasa, Alankar, Riti, Dhwani, Vakroti, Auchitya</i>	15	1,2,3
II	Aristotle: <i>Poetics</i> (Trans. by Butcher) Longinus: <i>On the Sublime</i>	15	1,3,5
III	William Wordsworth: 'Preface' to <i>Lyrical Ballads</i> (2 nd Edition) S.T. Coleridge: From <i>Biographia Literaria</i> (Chapter 4, 13, 14 & 15)	15	2,4
IV	I.A. Richards: Excerpts from <i>Practical Criticism</i> ('The Four Kinds of Meaning') T.S. Eliot: 'Tradition and Individual Talent'	15	2,4,5

Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	3	2	3	3	3	3	3	1	2	2
CO 2	2	3	2	2	2	3	3	3	3	2	2
CO 3	3	2	3	2	3	3	2	3	3	2	2
CO 4	2	1	1	2	3	3	2	3	1	2	2
CO 5	3	2	3	2	2	2	3	3	2		3
Average	2.6	2.2	2	2.2	2.6	2.6	2.6	3	2.	1.6	2.2

Suggested Readings

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

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

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

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

S.K. Dey.*History of Poetics*. New Delhi: MLBS, 1960.

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

M. S. Kushwaha & Sanjay Mishra.*Introduction to the Study of Indian Poetics*. D. K. Printworld, Delhi. 2021.

COURSE STRUCTURE FOR 2-YEARS PG (COURSE WORK)

Minor 7

Title of the paper: Research Methodology

Course Code: ENG-RC-4710/ ENG-RC-5110

LO: Learning Objectives:

LO-1: To familiarize and orient the research scholar with the philosophy of research and methods of pursuing research in a systemic manner.

LO-2: The course attempts to prepare the research scholar to work on topics of contemporary relevance.

L(3)+T(1)+P(0) per week

Credits: 4

Total CONTACT Hours: 15x4=60

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Internal Assessment: 20 Marks

Term End Examination: 80 Marks

Course Level Learning Outcome:

Students at the end of the Course will be able to:

- **CO 1:** explain key research concepts and issues.
- **CO 2:** select a research problem and an appropriate research design for their research work.

Course Content:

Course Content:

Module no.	Content	CONTACT Hours	CO
I	1. Meaning and Objectives of Research 2. Types of Research 3. Research Design 4. Qualitative and Quantitative Approaches 5. Research in Humanities and Languages 6. Approaches to the Study of	15	1,2

	<p>Literature: Scope and Methods.</p> <p>7. Interpretation and Analysis: Major theoretical Approaches (both in language and literature)</p> <p>8. Different Ways of Approaching a Text</p>		
II	<p>1. Choosing an Area and Topic of Research and Preparing the Research plan</p> <p>2. Defining the Research Problem</p> <p>3. Hypothesis/Research Questions</p> <p>4. Objectives</p> <p>5. Scope and Limitations</p> <p>6. Review of Literature</p> <p>7. Major Data sources, Data collection (Primary and Secondary)</p> <p>8. Accessing Library resources: Reference works through indexes, bibliographic, collection of abstracts, dictionaries, encyclopedia, biographical sources, yearbooks, Atlases, Gazetteers, statistical data sources.</p>	15	1,2
III	<p>1. Survey, Field work and Data Collection</p> <p>2. Sampling</p> <p>3. Tools and Techniques: Questionnaire, Interview, etc.</p> <p>4. Processing and Analyzing Data</p> <p>5. Quantitative Techniques</p> <p>6. Interpretation and Report Writing</p> <p>7. Analysis and presentation of Findings</p> <p>8. Writing a Book Review</p> <p>9. Writing Research Papers: The Format of a Research paper</p> <p>10. Seminar Presentation of Research Paper</p> <p>11. Writing a Research Proposal</p> <p>12. Dissertation and Thesis Writing</p> <p>13. Editing, Proof Reading</p>	15	2
IV	<p>1. Computer Fundamentals</p> <p>2. Computer Network concepts and Internet</p> <p>3. Computer application: (Microsoft Office)</p> <p>4. Statistical Software</p>	15	2

Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	3	2	3	3	3	3	3	1	2	2
CO 2	2	3	2	2	2	3	3	3	3	2	2
Average	2.5	3	2	2.5	2.5	2.5	2.5	3	2	2	2

Suggested Readings:

Modern Language Association of America. (2009). *MLA Handbook for Writers of Research Papers*. (7th ed.). Author

Anderson, Jonathan and Millicent Poole. *Assignment and Thesis Writing*. Wiley India Pvt. Ltd. 2001, 4th Edn.

APA. *Publication Manual of the American Psychological Association*. 7th Edn. APA, 2020.

Best, John W. & Kahn, J.V. *Research in Education*. Pearson: Boston, 2006.

Brause, Rita S. *Writing Your Doctoral Dissertation*. Routledge Falmer, 2005.

Dawson, Catherine. *A-Z of Digital Research Methods*. Routledge, 2020.

Greenfield, Tony with Sue Greener. editors. *Research Methods for Postgraduates*. Wiley, 2016, 3rd Edn.

Griffiee, Dale T. *An Introduction to Second Language Research Methods: Design and Data*. TESL-EJ Publications: Berkeley, California, USA, 2012.

Griffin, Gabriele. editor. *Research Methods for English Studies*. Rawat Publications. 2016.

Kumar, Ranjit. *Research Methodology: A Step-by-Step Guide for Beginners*. Pearson. 2007.

Maggetti, Martino et al. *Designing Research in the Social Sciences*. Sage, 2013.

MLA. *MLA Handbook Eighth Edition*. MLA, 2016.

Nunan, D. *Research Methodology in Language Learning*. Cambridge: Cambridge University Press, 1995.

O’Leary, Zina. *The Essential Guide to Doing Your Research Project*. Sage, 2010.

Pecorari, Diane. *Academic Writing and Plagiarism: A Linguistic Analysis*. Bloomsbury, 2008.

COURSE STRUCTURE FOR 2-YEARS PG (COURSE WORK)

NCrF Credit Level	SEMESTER		Semester-II					
	2nd	Course	Cours e Code	Course Title	Credi ts	LTP	EXA M PATT ERN INTE RNAL (20 Marks) +END -SEM (80Ma rks)= 100 Marks	REMA RKS
6.0								
		Course 6 (Major 21 FYUP)	ENG-CC-5210	LITERAR Y THEORY	04	3-1-0		
		Course 7 (Major 22: Departmen tal Elective 1 FYUP)	ENG-CC-5220	WORLD LITERAT URES	04	3-1-0		
		Course 8 (Major 23: Departmen tal Elective 2 FYUP)	ENG-CC-5230	NINETEE NTH CENTURY EUROPEA N REALISM	04	3-1-0		
		Course 9 (Major 24: Departmen tal Elective 3 FYUP)	ENG-CC-5240	SCIENCE FICTION AND DETECTI VE LITERAT URE	04	3-1-0		
		Course 10 (Minor 8:	ENG-	Research Publication	04	3-1-0		

		Research Publication Ethics FYUP)	RC- 5250	Ethics				
				Total Credits	20			

Major 21

Title of the paper: Literary Theory

Course Code: ENG-CC-4810/ ENG-CC-5210

LO: Learning Objectives:

The course will seek to achieve the following objectives:

- LO-1:** to have a historical overview of major literary theorists, particularly of the 20th century.
- LO-2:** to develop an understanding of the historical context that helped in the emergence of literary theory and its practices.
- LO-3:** to develop an awareness of various literary theories and the way they impact the thinking about language, literature and society.
- LO-4:** to identify theoretical concepts with theorists and movements with which they are associated and in the process understand their context.

L(3)+T(1)+P(0)per week

Credits: 4

Total CONTACT Hours: 15x4=60

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Internal Assessment: 20 Marks

Term End Examination: 80 Marks

Course Level Learning Outcomes

At the end of the course, students will be able to:

- CO 1:** historically situate literary theorists whose works informed and shaped various literary and theoretical discourses.
- CO 2:** apply various theoretical frameworks and concepts to interpret literary and cultural texts
- CO 3:** evaluate and analyse the strengths and limitations of the theoretical frameworks and arguments
- CO 4:** understand the social logic of these theoretical developments in the Western socio-political context and their efficacy and effectiveness in addressing the social issues in India.

Course Content:

Module no.	Content	CONTACT Hours	CO
I	New Criticism & Russian Formalism Cleanth Brooks: 'What does Poetry Communicate?' from <i>The Well Wrought Urn</i> .	15	1,2

	Roman Jakobson: 'The Dominant'		
II	Jonathan Culler: 'Saussure's Theory of Language', from <i>Saussure: Fontana Modern Masters</i> , Edited by Frank Kermode. Roland Barthes: 'Death of the Author'	15	1,4
III	Sigmund Freud: 'The Dream is the Fulfilment of a Wish', from <i>The Interpretation of Dreams</i> . Sudhir Kakar: 'Psychoanalysis and Eastern Spiritual Healing Traditions'	15	2,4
IV	Michel Foucault: 'What is an Author?' Walter D. Mignolo: 'Delinking: The Rhetoric of Modernity, the Logic of Coloniality and the Grammar of Decoloniality'	15	2

Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	3	2	3	3	3	3	3	1	2	2
CO 2	2	3	2	2	2	3	3	3	3	2	2
CO 3	3	2	3	2	3	3	2	3	3	2	2
CO 4	2	1	1	2	3	3	2	3	1	2	2
Average	2.5	2.25	2	2.25	2.75	3	2.5	3	2	2	2

Suggested Readings

Kakar, S. (1985). Psychoanalysis and non-Western cultures. *International Review of Psycho-Analysis*. <https://doi.org/10.1111/1465-5922.00426>

Barry, P. (2020). Beginning theory: An introduction to literary and cultural theory. In *Beginning theory (fourth edition)*. Manchester university press.

Cleanth Brooks, *The Well Wrought Urn: Studies in the Structure of Poetry*, Dennis Dobson.

Culler, J. (1975). *Structuralist poetics: Structuralism, linguistics and the study of literature*. Routledge.

Eagleton, T. (2011). *Literary theory: An introduction*. John Wiley & Sons.

Mignolo, W. D. (2007). Delinking: The rhetoric of modernity, the logic of coloniality and the grammar of de-coloniality. *Cultural studies*, 21(2-3), 449-514.

R. L. Jackson and S. Rudy, *Russian Formalism: A Retrospective Glance*, Savica.

Selden, R., Widdowson, P., & Brooker, P. (2013). *A reader's guide to contemporary literary theory*. Routledge.

Wimsatt, W. K. (1954). *The verbal icon: Studies in the meaning of poetry*. University Press of Kentucky.

COURSE STRUCTURE FOR 2-YEARS PG (COURSE WORK)

Major 22

Title of the paper: WORLD LITERATURES

Course Code: ENG-DE-4810/ ENG-DE-5210

Course Level Learning Objectives:

- LO 1:** To understand the concepts : World Literature, National Literature, Comparative Literature and Vishwa Sahitya
- LO 2:** To appreciate the human and literary values and the connectedness and diversity of human experiences in different parts of the world
- LO 3:** To analyse and interpret literary texts in their contexts and locate them for a richer response to them in light of their own literary traditions

L(3)+T(1)+P(0)per week Credits: 4 Total CONTACT Hours: 15x4=60 Examination duration: 3 Hours Maximum Marks: 100 Marks Internal Assessment: 20 Marks Term End Examination: 80 Marks
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Course Level Learning Outcome:

Students at the end of the Course will be able to :

- CO 1:** Explain the concepts : World Literature, National Literature, Comparative Literature and Vishwa Sahitya
- CO 2:** Appreciate the human and literary values and the connectedness and diversity of human experiences as reflected in literature coming from different parts of the world
- CO 3:** Analyse and interpret literary texts in their contexts and locate them while also receiving them in light of their own literary traditions

Course Content:

Module no.	Content	CONTACT Hours	CO
I	Concepts: World Literature, National Literature, Comparative Literature and Vishwa Sahitya	15	1
II	Albert Camus: <i>The Stranger</i>	15	2,3
III	Pablo Neruda: Select Poems – ‘I Do not Love You Except Because “I Love You” and “Ode to Sadness” Rainer M Rilke: ‘Duino Elegies’ (first two elegies)	15	2,3
IV	Jose Saramago: <i>Cain</i>	15	3

Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	3	2	3	3	3	3	3	1	2	2
CO 2	2	3	2	2	2	3	3	3	3	2	2
CO 3	3	2	3	2	3	3	2	3	3	2	2
Average	2.7	2.7	2.4	2.4	2.7	3	2.7	3	2.4	2	2

Suggested Readings:

Rabindranath Tagore. *Vishwa Sahitya*, Sarkar & Sons, 1993.

David Damrosch. *How to Read World Literature*, Wiley Blackwell, 2002.

Lillian Helander Hornbush. *The Reader's Companion to World Literature*, Penguin, 2002.

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

Albert Camus. *The Stranger*

Anton Chekhov. *The Cherry Orchard*

Pablo Neruda. Select Poems – ‘I Do not Love You Except Because “I Love You” and “Ode to Sadness”

Rainer M Rilke. ‘Duino Elegies’

Jose Saramago. *Cain*

COURSE STRUCTURE FOR 2-YEARS PG(COURSE WORK)

Major-23

Title of the Paper: Nineteenth Century European Realism

Course Code: ENG-DE-4820/ ENG-DE-5220

Course Level Learning Objectives:

The course will seek to achieve the following objectives:

LO-1: To make learners understand the historical context of the emergence of Realism and related literary movements in Nineteenth-century Europe and engage in discussions and debates about the legacy of European Realism, exploring its lasting influence on literature, culture, and society.

LO-2: To analyze key texts of European Realism to identify themes, techniques, and characteristics associated with the movement and explore the social, economic, and political conditions that influenced the development of European Realism and its impact on society.

LO-3: To evaluate the diversity within European Realism, recognizing different regional, cultural, and stylistic variations and compare and contrast European Realism with other literary movements of the Nineteenth century, highlighting similarities and differences.

LO-4: To critically examine modern interpretations and reassessments of European Realism, considering contemporary perspectives and critiques identify the challenges faced by Nineteenth-century European Realism and analyze the reasons for its decline in the Twentieth century.

L(3)+T(1)+P(0)per week

Credits: 4

Total CONTACT Hours: 15x4=60

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Internal Assessment: 20 Marks

Term End Examination: 80 Marks

Course Level Learning Outcomes:

At the end of the courses students will be able to:

CO 1: Demonstrate an awareness of the emergence of Realism and literary movements in Europe in the Nineteenth Century by engaging with key texts of European Realism.

CO 2: Gain a deeper understanding of the social economic and political conditions which gave rise to this movement

CO 3: Recognise the diversity within this broad literary movement while discerning the underlying affinities and patterns.

CO 4:Examine modern reassessments of European Realism and identify the challenges it faced and explore the causes of its decline in the Twentieth century.

Course Content:

Module no.	Content	CONTACT Hours	CO
I	George Eliot: <i>Middlemarch</i>	15	2,3
II	Fyodor Dostoyevsky: <i>Crime and Punishment</i>	15	1,3
III	Honore de Balzac: <i>Old Goriot</i>	15	2,4
IV	Guy de Maupassant: 'The Umbrella' Anton Chekov: 'The Lament' R. L. Stevenson: 'Will O' the Mill' Oscar Wilde: 'The Nightingale and the Rose'	15	3,4

Suggested Topics for Background Reading and Class Presentation

- History, Realism and the Novel Form
- Ethics and Fiction
- Prose, Fiction and its readership in the Nineteenth Century
- Politics and the Russian Novel: Slavophiles and Westernizers
- Portrayal of the Emerging European City
- Nation and Narration in Early Twentieth Century Novel
- The Avant-Garde

Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	3	2	3	3	3	3	3	1	2	2
CO 2	2	3	2	2	2	3	3	3	3	2	2
CO 3	3	2	3	2	3	3	2	3	3	2	2
CO 4	2	1	1	2	3	3	2	3	1	2	2
Average	2.5	2.25	2	2.25	2.75	3	2.5	3	2	2	2

Suggested Readings

George Eliot: *Middlemarch*

Fyodor Dostoyevsky: *Crime and Punishment*

Honore de Balzac: *Old Goriot*

Guy de Maupassant: Selected Short Stories

R. L. Stevenson: 'Will O' the Mill'

COURSE STRUCTURE FOR 2-YEARS PG(COURSE WORK)

Major 24

Title of the paper: SCIENCE FICTION AND DETECTIVE LITERATURE

Course Code: ENG-DE-4830/ ENG-DE-5230

Course Level Learning Objectives:

LO-1:To understand the concepts : Science fiction and Detective Literature and related concepts of genre, implied audience, plot construction, linguistic texture, authorial identity, publication context and socio-cultural context

LO-2:To appreciate the human and literary values and the connectedness and diversity of human experiences in the context of progress, the role of technology in our life, and the interaction between technology and human behaviour

LO-3:To analyse and interpret literary texts in their contexts and locate them for a richer response to them in light of social and historical construction of crime

L(3)+T(1)+P(0)per week

Credits: 4

Total CONTACT Hours: 15x4=60

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Internal Assessment: 20 Marks

Term End Examination: 80 Marks

Course Level Learning Outcome:

Students at the end of the Course will be able to :

CO 1: Explain the concepts and philosophical , social and psychological issues intrinsic to the two genres :Science fiction and Detective Literature and related concepts of genre, implied audience, plot construction, , linguistic texture, authorial identity, publication context and socio-cultural context

CO 2:Appreciate the human and literary values and the connectedness and diversity of human experiences as reflected in different texts dealing with the concepts of progress, the role of technology in our life , and the interaction between technology and human behaviour

CO 3:Analyse and interpret literary texts in their contexts and locate them while also receiving them in light of social and historical construction of crime

Course Content:

Module no.	Content	CONTACT Hours	CO
I	Science fiction and Detective Literature and related concepts of genre, implied audience, plot construction, , linguistic texture, authorial identity, publication context and socio-cultural context	15	1
II	Margaret Atwood: <i>The Handmaid's Tale</i> William E. Burton: 'The Secret Cell'	15	2,3
III	Arthur Conan Doyle: <i>The Hound of the Baskervilles</i> Ray Bradbury: 'The Flying Machine'	15	1,2
IV	E. A. Poe: 'The Murders in the Rue Morgue' Manjula Padmanabhan: 'Escape' Arup Kumar Dutta: <i>The Blind Witness</i> .	15	1,3

Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3		1	3	2	3	3	3	1	2	2
CO 2	2	3	2	2	2	3	3	3	3	1	2
CO 3	3	2	3	2	3	3	2	3	3	1	1
Average	2.4	1.7	2	2.4	2.4	3	2.4	3	2.4	1.4	1.7

Suggested Readings:

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

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

Robert A. Heinlein, 'On the Writing of Speculative Fiction'. https://mab333.weebly.com/uploads/3/2/3/1/32314601/writing_sf_-_01_on_the_writing_of_speculative_fiction.pdf

Joy Palmer. 'Tracing Bodies: Gender, Genre, and Forensic Detective Fiction'.

Margaret Atwood. *The Handmaid's Tale*

Manjula Padmanabhan. 'Escape'

Arthur Conan Doyle. The Hound of the Baskervilles

Arup Kumar Dutta. *The Blind Witness*.

COURSE STRUCTURE FOR 2-YEARS PG (COURSE WORK)

Minor 8

Title of the paper: RESEARCH PUBLICATION ETHICS

Course Code: ENG-RC-4810/ ENG-RC-5210

Course Level Learning Objectives:

LO-1: To introduce the learners to the various ethical issues related to Research and Publication.

LO-2 To acquaint the learners with the good practices in research and publication.

Course Level Learning Outcome:

Students at the end of the Course will be able to:

L(3)+T(1)+P(0)per week
Credits: 4
Total CONTACT Hours: 15x4=60
Examination duration: 3 Hours
Maximum Marks: 100 Marks
Internal Assessment: 20 Marks
Term End Examination: 80 Marks

CO 1: Identify and tackle the problems associated with the process of research and publication.

CO 2: Incorporate the good practices in research and publication.

Course Content:

Module no.	Content	Learning hours	CO
I	PHILOSOPHY AND ETHICS 1. Introduction to Philosophy: definition, nature and scope, concept, branches 2. Ethics: Definition, moral philosophy, nature of moral judgements and reactions	30	1
II	SCIENTIFIC CONDUCT 1. Ethics with respect to science and research 2. Intellectual honesty and research integrity 3. Scientific misconducts: Falsification, Fabrication and Plagiarism (FFP)	30	1

	<p>4. Redundant publications: duplicate and overlapping publications, salami slicing</p> <p>5. Selective reporting and misrepresentation of data</p>		
III	<p>PUBLICATION ETHICS</p> <p>1. Publication ethics: definition, introduction and importance</p> <p>2. Best practices/standards setting initiatives and guidelines: COPE, WAME etc.</p> <p>3. Conflicts of interest</p> <p>4. Publication misconduct: Definition, concept, problems that lead to unethical behaviour and vice versa, types</p> <p>5. Violation of publication ethics, authorship and contributorship</p> <p>6. Identification of publication misconduct, complaints and appeals</p> <p>7. Predatory publishers and journals</p>	30	2
IV	<p>PRACTICE</p> <p>OPEN ACCESS PUBLISHING (4hrs.)</p> <p>1. Open access publications and initiatives</p> <p>2. SHERPA/RoMEO online resource to check publisher copyright & self-archiving policies</p> <p>3. Software tool to identify predatory publications developed by SPPU</p> <p>4. Journal finder/journal suggestion tools viz. JANE, Elsevier Journal Finder, Springer Journal Suggester, etc.</p> <p>PUBLICATION MISCONDUCT (4 hrs.)</p> <p>A. Group Discussions (2 hrs.)</p> <p>1. Subject specific ethical issues, FFP, authorship</p> <p>2. Conflicts of interest</p> <p>3. Complaints and appeals: examples and fraud from India and abroad</p>	30	2

	<p>B. Software tools (2 hrs.) 1. Use of plagiarism software like Turnitin, Urkund and other open source software Tools</p> <p>DATABASES AND RESEARCH METRICS (7 hrs) A. Databases (4hrs.) 1. Indexing databases 2. Citation databases: Web of Science, Scopus etc. B. Research Metrics (3hrs.) 1. Impact factor of journal as per Journal Citation Report, SNIP, SJR, IPP, Cite Score 2. Metrics: h-index, g index, i10 index, altmetrics</p>		
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Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	1		3	3	3	3		3		3	3
CO 2	1	2	3	3	3	3	2		2	3	3
Average	1	1	3	3	3	3	1	1.5	1	3	3

Suggested Readings:

Bird, A. (2006). *Philosophy of Science*, Routledge.

McIntyre, Alasdair. (1967). *A Short History of Ethics*. London.

Chaddah, P. (2018). *Ethics in Competitive Research: Do not get scooped; do not get plagiarized*.

COURSE STRUCTURE FOR 2-YEARS PG (COURSE WORK)

NCr F Cred it Level	SEMES TER	Semester-III						
		Course	Cours e Code	Course Title	Credi ts	LTP	EXAM PATTE RN INTERN AL(20 Marks) +END- SEM (80Mark s)= 100 Marks	REMA RKS
6.5	3rd							
		Course 1	ENG- CC- 6310	POETRY	04	3-1-0		
		Course 2	ENG- CC- 6320	DRAMA	04	3-1-0		
		Course 3	ENG- CC- 6330	FICTION	04	3-1-0		
		Course 4	ENG- CC- 6340	NON- FICTION AND PROSE	04	3-1-0		
		Course 5	ENG- CC- 6350	LINGUISTIC S AND LANGUAGE TEACHING	04	3-1-0		
				Total Credits	20			

SEMESTER- III

Course 1

ENG-CC-6310

Poetry

Course Level Learning Objectives:

LO 1: To give the students a first - hand knowledge of major poetical works from the fourteenth to the eighteenth century.

LO 2: To provide the students with the knowledge of the political, economic, social and intellectual background so as to study poetry as representative texts of the age.

LO 3: To acquaint the students with the evolution and development of English poetry along with the literary movements, and to encourage further reading so as to obtain a greater understanding.

L(3)+T(1)+P(0)per week

Credits: 4

Total CONTACT Hours: 15x4=60

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Internal Assessment: 20 Marks

Term End Examination: 80 Marks

Course Level Learning Outcomes:

CO 1: The students will acquire a first-hand knowledge of major poetical works from the fourteenth to the sixteenth century with a fair understanding of the social, political, economic, and intellectual background of the period in this paper.

CO 2: They will become acquainted with the different stages in the evolution of different forms of poetry and literary movements included in this paper.

CO 3: The interest to study poetry will enable them to develop the skill of interpreting poetic text, poetic language and literary temperament of the age.

Course Content:

Module no.	Content	CONTACT Hours	CO
I	1. *Geoffrey Chaucer: <i>The Prologue to The Canterbury Tales</i> (Cult Edition, OUP) 2. *John Milton: <i>Paradise Lost, Book I</i> (Orient Longman) 3. John Donne: 'The Canonization' 4. Andrew Marvell: 'To His Coy	15	1,2,3

	Mistress' 5. Alexander Pope: <i>The Rape of the Locke</i> (Cantos I & II)		
II	1. William Blake: 'Nurse's Song' & 'Holy Thursday' (both from <i>Songs of Innocence and Experience</i>), 'The Lamb' (from section on Songs of Innocence) and 'The Tyger' (from section on Songs of Innocence) 2. Thomas Gray: 'Elegy Written in a Country Churchyard' 3. S. T. Coleridge: 'The Rime of the Ancient Mariner' 4. *William Wordsworth: <i>The Prelude</i> , Book I (first 101 lines) 5. *P. B. Shelley: 'Ode to the West Wind' 6. John Keats: 'Ode on a Grecian Urn'	15	1,3
III	1. *Alfred Tennyson: 'Ulysses' 2. *Robert Browning: 'My Last Duchess' 3. Matthew Arnold: 'The Scholar Gipsy' 4. Dante Gabriel Rossetti: 'The Blessed Damozel' 5. Elizabeth Barrett Browning: 'How Do I Love Thee?' 6. Thomas Hardy: 'The Darkling Thrush'	15	1,2,3
IV	1. W. B. Yeats: 'Leda and the Swan' 2. T. S. Eliot: <i>Four Quartets</i> 3. Ezra Pound: 'In a Station of the Metro' 4. W. H. Auden: 'September 1, 1939' 5. Louis McNiece: 'Prayer Before Birth' 6. Dylan Thomas: 'Fernhill' 7. *Philip Larkin: 'Church Going' 8. *Ted Hughes: 'Hawk Roosting', 'Thought Fox'	15	1,2

- For Explanation with reference to the context

Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	2	1	3	2	3	3	3	1	1	2
CO 2	2	3	2	2	2	3	3	3	3	1	2
CO 3	3	2	3	2	3	3	2	3	3	1	1
Average	2.7	2.4	2	2.4	2.4	3	2.7	3	2.4	1	1.7

Background Reading:

Bennet, Joan *Five Metaphysical Poets*, Cambridge, CUP, 1971

Ford, Boris(ed). *The Pelican Guide to English Literature Vols 1,2 and 3* Penguin, 1954

Keast, William R (ed) *Seventeenth Century English Poetry: Modern Essays in Criticism*, London, OUP 1962.

Martz, Louis L. *The Poetry of Meditation: A Study in English Religious Literature of the Seventeenth Century*. New Haven, Yale University Press, 1962.

Jack, Ian *Augustan Satire: Intention and Idiom in English Poetry 1660-1750*. Oxford, Clarendon Press, 1966.

Stephen, Leslie *English Literature and Society in the Eighteenth Century*. London, Duckworth 1966.

Wiley, Basil. *17th Century Background*.

Leishman L. B. *The Monarch of Wit*.

Fish, Stanley. *Surprised by Sin*. Abraham M H (ed) *English Romantic Poetry: Modern Essays in Criticism*. Oxford: OUP, 1975.

----- *Natural Supernaturalism: Tradition and Revolution in Romantic Literature*. New York: Norton, 1973.

Bate, W.J. *From Classic to Romantic: Premises of taste in 18th Century England*. Cambridge: Harvard University Press, 1946.

Furst, Lilian R. *Romanticism in Perspective*. London: Macmilam, 1969.

Lerner, Laurence. *The Victorian*. Middlesex: Penguin Books, 1981.

Hough, Graham. *The Last Romantics*. London: Methuen, 1961.

Willey, Basil. *Nineteenth Century Studies: Coleridge to Mathew Arnold*. New York:
Columbia University Press, 1949.

Praz, Mario. *The Romantic Agony*

Wilson, A. N. *The Victorians*

Course-2
ENG-CC-6320
DRAMA

Course Level Learning Objectives

LO 1: To give the students a first - hand knowledge of the major texts of drama of the period.

LO 2: To provide the students with the knowledge of the political, economic, social and intellectual background so as to enable to study drama as representative of the age.

LO 3: To acquaint the students with the evolution and development of drama as a literary genre, and to encourage further reading so as to obtain a greater understanding.

L(3)+T(1)+P(0)per week Credits: 4 Total CONTACT Hours: 15x4=60 Examination duration: 3 Hours Maximum Marks: 100 Marks Internal Assessment: 20 Marks Term End Examination: 80 Marks
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Course Level Learning Outcomes:

CO 1: Students will develop a fair understanding of the political, economic, social and intellectual background so as to enable to study drama as representative of the age.

CO 2: They will become acquainted with the evolution and development of drama as a literary genre, and will be equipped with the skills required for further reading so as to obtain a greater understanding.

CO 3: They will come to know how modern drama provides a new taste to the readers differing from the traditional drama in 16th & 17th Centuries.

Course Content:

Module no.	Content	CONTACT Hours	CO
I	1. William Shakespeare: <i>King Lear, Twelfth Night</i> 2. Christopher Marlowe: <i>The Jew of Malta</i>	15	1,2
II	1. Ben Jonson: <i>The Way of the World</i>	15	1,2,3

	2. William Congreve: <i>The Way of the World</i> 3. John Dryden: <i>All for Love</i>		
III	1. G. B. Shaw: <i>Major Barbara</i> 2. T. S. Eliot: <i>The Family Reunion</i>	15	1,3
IV	1. Ionesco: <i>The Chairs</i> 2. Bertolt Brecht: <i>Mother Courage</i> 3. Harold Pinter: <i>The Birthday Party</i>	15	1,3

Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	2	1	3	2	3	3	3	1	1	2
CO 2	2	3	2	2	2	3	3	3	3	1	2
CO 3	3	2	3	2	3	3	2	3	3	1	1
Average	2.7	2.4	2	2.4	2.4	3	2.7	3	2.4	1	1.7

BACKGROUND READING

- Sengupta, S.C *Shakespearean Comedy*, OUP, Delhi

 Aspects of Shakespearean Tragedy, OUP, Delhi
 Shakespeare manual, OUP, Delhi
- Lucas, F.L. Seneca and the Elizabethan Tragedy, Folcraft, 1923.
- Learner, Lawrence Shakespeare's tragedies: An Anthology of Modern Criticism. London
Penguin, 1963.
- Knight, Wilson G. The Wheel of Fire, Interpretations of Shakespearean Tragedy; Oxford,
Oxford University Press, 1930
- Bradley, A.C. Shakespearean Tragedy: Rupa Publication, Calcutta
- Bate, W.J. From Classic to Romantic: Premises of Taste in Eighteenth Century
England. Cambridge, Harvard University Press, 1946.
- Gosse, Edmund *A History of Eighteenth Century Literature Sixteen Sixty to Seventeenth
Eighty*. Carot Stream, Somerset Press, 1930.
- Nicoll, Allardyce *A History of English Drama Vol.3* Cambridge, OUP, 1946.

The Cambridge Companion to Shakespeare.

Brown, John Russell (ed). *Modern British Dramatists*. Eaglewood, Cliffs, NJ, Prentice-Hall, 1968.

Brustein, Robert *The Theatre of Revolt: An Approach to the Modern Drama* New York,
Atlantic Monthly Press

Esslin, Martin: *The Theatre of the Absurd*

Fraser, G.S. *The Modern Writer and His World*. London, Curtis Brown Ltd., 1961

Course-3

ENG-CC-6330

FICTION

Course Level Learning Objectives:

LO 1: To give the students a first - hand knowledge of the major works of prose from the Seventeenth to the Nineteenth Century.

LO 2: To provide the students with the knowledge of the political, economic, social and intellectual background so as to enable him to study fiction as representative texts of the age.

LO 3: To acquaint the students with the evolution and development of fiction as a literary genre, and to encourage further reading so as to obtain a greater understanding.

L(3)+T(1)+P(0)per week
Credits: 4
Total CONTACT Hours: 15x4=60
Examination duration: 3 Hours
Maximum Marks: 100 Marks
Internal Assessment: 20 Marks
Term End Examination: 80 Marks

Course Level Learning Outcomes:

CO 1: The students will acquire a first-hand knowledge of the major works of prose from the Seventeenth Century to the present

CO 2: They will develop a fair understanding of the political, economic, social and intellectual background so as to enable them to study fiction as representative texts of the age.

CO 3: They will become acquainted with the evolution and development of fiction as a literary genre, and will be equipped with the skills required for further reading so as to obtain scope for understanding its types and subtypes in continental and national contexts of social, political, psychological, existential and other theoretical paradigms.

Course Content:

Module no.	Content	CONTACT Hours	CO
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I	Daniel Defoe : <i>Robinson Crusoe</i> Henry Fielding : <i>Tom Jones</i> Jane Austen : <i>Emma</i>	15	1,2,3
II	Charles Dickens : <i>Hard Times</i> Emily Bronte : <i>Wuthering Heights</i> Thomas Hardy : <i>The Return of the Native.</i>	15	2,3
III	Mary Shelly's : <i>Frankenstein.</i> E. M. Forster : A <i>Passage to India</i> D. H. Lawrence : <i>Women in Love</i>	15	1,3
IV	James Joyce: : A <i>Portrait of the Artist as a Young Man</i> William Golding: : <i>Lord of the Flies</i> Kingsley Amis : <i>Lucky Jim</i>	15	2,3

Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	2	2	3	2	3	3	3	2	1	2
CO 2	2	3	2	2	2	3	3	3	2	2	2
CO 3	3	2	3	2	3	3	2	3	3	3	2
Average	2.7	2.4	2.4	2.4	2.4	3	2.7	3	2.4	2	2

Background Reading:

Allen, Walter

The English Novel: A Short Critical History penguin

Books, 1958

Casebook Series

- Cross, Wilbur *The Development of English Novel* Ludhiana, Kalyani Publishers, 1997
(Indian reprint)
- Ford, Boris(ed) *The Modern Age (The Pelican Guide to English Literature Vol.7)* Middle
Sex, Penguin Books
- Forster, E.M. *Aspects of the Novel.*
- Fraser, G.S. *The Modern Writer and His World.* London, Curtis Brown Ltd., 1961.
- Hough, Graham *The Last Romantics.* London, Methuen, 1961.
- Kermode, Frank. *Lawrence.* Fontana.
- Kettle, Arnold *An Introduction to English Novel vol.I: To George Eliot.* London:
Hutchinson, 1951.
- Kettle, Arnold. *Introduction to the English Novel, Vols. -1 and 2.* Macmillan.
- Lerner, Laurence *The Victorian.* Middlessex, Penguin Books, 1981.
- Mukherjee, M *Re-reading Jane Austen,* Orient Longman, 1991.
- Neill, Diana. *Twentieth Century Fiction*

New York, Columbia University Press, 1949.
- Sambrook, James *The 18th Century 1700-1786.* London & New York, Longman, 1986.
- Stephen, Leslie *English Literature and Society in the Eighteenth Century:* London,
Duckworth 1966.
- Watt, Ian *The Rise of the Novel: Studies in Defoe, Richardson and Fielding,* London
Chatto&Windus, 1957.
- Willey, Basil *Nineteenth Century Studies: Coleridge to Matthew Arnold.*
- Young, G.M. *Portrait of an Age: Victorian England 2ed.* Oxford, OUP, 1960

Course-4

ENG-CW-6340

Non-Fiction and Prose Writing

Course Level Learning Objectives:

LO 1: To give the students a first - hand knowledge of the major works of non-fiction and prose from the Seventeenth to the Nineteenth Century.

LO 2: To provide the students with the knowledge of the political, economic, social and intellectual background so as to enable them to study fiction as representative texts of the age.

LO 3: To acquaint the students with the evolution and development of non-fiction as a literary genre, and to encourage further reading so as to obtain a greater understanding.

L(3)+T(1)+P(0)per week

Credits: 4

Total CONTACT Hours: 15x4=60

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Internal Assessment: 20 Marks

Term End Examination: 80 Marks

Course Level Learning Outcomes:

CO 1: The students will acquire a first-hand knowledge of the major works of non-fictional prose from the Seventeenth Century to the present

CO 2: They will develop a fair understanding of the political, economic, social and intellectual background so as to enable them to study non-fiction as representative texts of the age.

CO 3: They will become acquainted with the evolution and development of non-fictional prose as a literary genre, and will be equipped with the skills required for further reading so as to obtain scope for understanding its types and subtypes in continental and national contexts of social, political, psychological, existential and other theoretical paradigms.

Course Content:

Module no.	Content	CONTACT Hours	CO
I	1. Francis Bacon: 'Of Love', 'Of Simulation and Dissimulation' 2. Addison and Steele: 'The Spectator's Account of Himself' 3. John Locke: 'On Human Understanding' from <i>Essay Concerning Human Understanding</i> 4. Charles Lamb: 'Dream Children: A Reverie'	15	1,2
II	1. J. S. Mill: 'What is Utilitarianism?' from <i>Utilitarianism</i> . 2. George Orwell: 'Reflections on Gandhi' 3. C. E. M. Joad: 'Civilization and History' 4. Aldous Huxley: 'Politics and Religion'	15	1,3
III	1. Robert Lynd: 'The Pleasures of Ignorance' 2. G. K. Chesterton: 'What's Wrong with the World', 'Worship of the Wealthy' 3. A. G. Gardiner: 'Prophets, Priests and Kings', 'Pillars of Society' 4. Hilaire Belloc: 'The Eye Witness', 'The Apprentice'	15	2,3
IV	1. Benjamin Franklin: <i>The Autobiography of Benjamin Franklin</i> 2. David Leeming: <i>James Baldwin – A biography</i> 3. Julia Briggs: <i>Virginia Woolf: An Inner Life</i>	15	1,2

Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	2	2	3	2	3	3	3	2	1	2
CO 2	2	3	2	2	2	3	3	3	2	2	2
CO 3	3	2	3	2	3	3	2	3	3	3	2
Average	2.7	2.4	2.4	2.4	2.4	3	2.7	3	2.4	2	2

Background Reading:

- Bate, W.J. *From Classic to Romantic: Premises of Taste in Eighteenth Century England*. Cambridge, Harvard University Press, 1946.
- Ford, Boris (ed). *The Pelican Guide to English Literature Vols. 1, 2, 3 and 4*
- Gosse, Edmund. *A History of Eighteenth-Century Literature (1660 – 1780)* Carot Stream, Somerset Press, 1930.
- Penguin, 1954.
- Stephen, Leslie. *English Literature and Society in the Eighteenth Century*: London, Duckworth 1966.
- Vickers, Brain. *Francis Bacon and Renaissance Prose*. Cambridge, CUP, 1968.
- Walker, Hugh. *Essays and Essayists*. S. Chand, New Delhi.

Course-5

ENG-CC-6350

LINGUISTICS AND LANGUAGE TEACHING

Course Level Learning Objectives:

LO 1:To provide postgraduate students with a comprehensive understanding of Linguistics and English Language Teaching (ELT).

LO 2:To impart foundational knowledge of Linguistics, its branches, goals, and practical applications.

LO 3:To familiarize students with English Phonology and its application in language teaching.

LO 4:To introduce students to key concepts in sociolinguistics, ESL education, and bilingual/multilingual perspectives, particularly within the Indian context.

LO 5:To equip students with the necessary skills to effectively teach English at both school and post-school levels, including designing course materials, implementing teaching methodologies, and conducting language assessments.

L(3)+T(1)+P(0)per week

Credits: 4

Total CONTACT Hours: 15x4=60

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Internal Assessment: 20 Marks

Term End Examination: 80 Marks

Course Level Learning Outcomes:

After completion of the course, students will:

CO 1:Demonstrate a solid understanding of Linguistics, including its branches, applications, and contributions of major linguists.

CO 2: Apply foundational knowledge of English Phonology in language teaching contexts and develop a nuanced understanding of sociolinguistic concepts and their implications for language education.

CO 3: Gain proficiency in ELT principles, including approaches, methods, syllabus design, material development, and language assessment.

CO 4: Acquire insights into the historical and developmental aspects of English language teaching in India.

CO 5: Possess the necessary pedagogical skills to teach English effectively across various proficiency levels, focusing on listening, speaking, reading, and writing skills.

Course Content:

Module no.	Content	CONTACT Hours	CO
I	Linguistics: Objectives, Scope, and Applications Introduction to Modern Linguistics, covering Phonetics, Phonology, Morphology, Syntax, and Semantics.	15	1,2
II	Sociolinguistics and Psycholinguistics Exploration of sociolinguistic concepts such as Dialects, Register, Pidgin, and Creole. Introduction to Psycholinguistics, Language Acquisition, and Multilingualism.	15	2,3
III	Language Teaching: Principles and Practices Syllabus Design, Teaching Methodologies, Material Development, and Testing and Evaluation.	15	2,3,5
IV	English in India & The Teaching of English Examination of the Role and Status of English in India, Language Policy, and ELT Planning. Focus on Teaching Listening, Speaking, Reading, and Writing (LSRW) Skills.	15	4,5

Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3		3	3	3	1	2	3	3	3	3
CO 2	2	3	2	3	2	3	3	2	3	3	3
CO 3	3	1	3	3	3	3	2	3	3	3	2
CO 4	3	2	3	3	2	2	1	3	3	2	3
CO 5		2	3	3	3	1	1	3	2	2	2
Average	2.2	1.6	2.8	3	2.6	2	1.8	2.8	2.8	2.6	2.6

Background Reading:

A selection of recommended texts covering various aspects of linguistics and language teaching, including:

Verma, S.K. & Krishnaswamy, N. *Modern Linguistics: An Introduction*. Madras. Macmillan, 1992.

Jones, Daniel. *The Outline of English Phonetics*. New Delhi, Kalyani Publishes, 1972.

Balasubramanian, T. *A Textbook of English Phonetics for Indian students*. Madras. Macmillan, 1981.

Varshney R.L. *An introductory Text Book of Linguistics and Phonetics*. 2012

Fasrold, R. *Sociolinguistics of Language*. Oxford Blackwell, 1990.

Nagaraj, Geetha. *English Language Teaching: Approaches Methods Techniques*. Calcutta, Orient Longman, 1996.

Krishnaswamy, N. & Krishnaswamy, L. *Methods of Language Teaching*. Macmillan, 2006.

Stern, H.H. *Fundamental Concepts of Language Teaching*. Oxford. Oxford University Press, 1983.

Howatt, A.P.R. *A History of English Language Teaching*. Oxford. Oxford University Press, 1984.

Littlewood, W.T. *Communicative Language Teaching*. Cambridge, OUP, 1981.

Richards, J.C & Rodgers, T.S. *Approaches & Methods in Language Teaching*. Cambridge, OUP, 1986.

Richards, J.C. *Curriculum Development in Language Teaching*. Cambridge, OUP, 2001.

Byrne, D. *Teaching Writing Skills*. London: Longman (new edn) 1988.

Krishnaswamy. *Teaching Spoken English & Communication Skills*. Madras T.R. Publications, 1995.

Howatt, A.P.R. *A History of English Language Teaching*. Oxford: OUP, 2010.

Nunan, D. *Syllabus Design* (Oxford University Press, Oxford, 1994.)

Saraswathi, V. *English Language Teaching: Principles and Practice*. Orient Longman, 2004.

Note: The background reading list provides supplementary resources for further exploration and enrichment of the course content.

COURSE STRUCTURE FOR 2-YEARS PG (COURSE WORK)

NCr F Cred it Level	SEMES TER	Semester-IV						
		Course	Cours e Code	Course Title	Credi ts	LTP	EXAM PATTE RN INTER NAL(20 Marks) +END- SEM (80Mar ks)= 100 Marks	REMA RKS
6.5	4th							
		Course 1	ENG- CC- 6410	LITERARY CRITICISM AND THEORY	04	3-1-0		
		Course 2	ENG- CC- 6420	AMERICAN LITERATUR E	04	3-1-0		
		Course 3	ENG- CC- 6430	WOMEN'S WRITING	04	3-1-0		
		Course 4	ENG- CC- 6440	MODERN INDIAN INTELLECT UAL TRADITION	04	3-1-0		
		Course 5	ENG- CC- 6450	LITERATUR ES IN TRANSLATI ON	04	3-1-0		
				Total Credits	20			

SEMESTER- IV

Course-1

ENG-CC-6410

Literary Criticism and Theory

Course Level Learning Objectives:

CO 1: To acquaint the students with the works of significant critics from Aristotle to contemporary theorists

CO 2: To familiarize the students with important critical movements and enable them to apply principles of criticism to literary texts.

CO 3: To encourage to undertake further reading in critical movements and critical theory.

L(3)+T(1)+P(0)per week

Credits: 4

Total CONTACT Hours: 15x4=60

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Internal Assessment: 20 Marks

Term End Examination: 80 Marks

Course Level Learning Outcomes:

CO 1: The students will become acquainted with the works of significant critics from Aristotle to contemporary theorists

CO 2: They will develop a fair understanding of the important critical movements and will be able to apply principles of criticism to literary texts.

CO 3: They will be equipped with the background knowledge required to undertake further reading in critical movements and critical theory

Course Content:

Module no.	Content	CONTACT Hours	CO
I	1. Plato : 'Republic Book X', (Plato's Objection to Poets & Poetry) 2. Aristotle : 'Poetics' (Butcher's/Bywater's translation) (Aristotle's views on tragedy) 3. S.T.Coleridge : From	15	

	<i>'Biographia Literaria'</i> (Chapter XIV)		
II	1. T.S.Eliot : <i>'Frontiers of Criticism'</i> 2. Hulme : <i>'Romanticism and Classicism'</i> 3. Northrop Fry : <i>'Myth, Fiction and Displacement'</i> 4. William Empson : <i>'The Seventh Type of Ambiguity'</i>	15	
III	1. Ferdinand de Saussure : from <i>'Course in General Linguistics'</i> 2. Jacques Derrida : <i>'Structure, Signa and Play in the Discourse of the Human Sciences'</i> 3. C. Jung : <i>'On the Concept of the Archetype'</i>	15	
IV	1. Terry Eagleton : <i>'Introduction' from Literary Theory: An Introduction</i> 2. Jean Baudillard : <i>'The Precission of Simulacra'</i> 3. Edward Said : <i>'Introduction' to Orientalism</i>	15	

Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	Remarks
CO 1	I		I			I	3
CO 2		I	I			I	3
CO 3		I	I			I	3

Most of the essays included in literary criticism are available in the English Critical tradition, Vol. I & II edited by S.Ramaswamy and V.S. Sethuraman (Macmillan, 1986), *Modern Criticism and Theory: A Reader* by David Lodge & *Modern Literary Theory: A Reader* ed. by Phillip Rice and Patricia Waugh

Background Reading:

- Abrams, M.H. *The Mirror and the Lamp: Romantic Theory and the Critical Tradition*. Oxford, OUP, 1953.
- Atkins, John W.H. *Literary Criticism in Antiquity* 2 vols. Cambridge, CUP, 1934
- Bate, Walter.J. *Criticism: The Major Texts*. New York,
- Cuddon, J. *A Dictionary of Literary Terms and Literary Theory*
- Eagleton, Terry *Literary Theory: An Introduction*
- Freud, Sigmund *Interpretation of Dreams*. Wordsworth Classics. 1997.
- George, A.G. *Critics and Criticism* Bombay, Asia Publishing House, 1971.
- Gilbert, Allan H *Literary Criticism: Plato to Dryden*. Detroit, WSU Press, 1962.
- Halliwell, Stephen *Aristotle's Poetics*. London, Gerald Duckworth & Co. Ltd., 1986.
- Harcourt Brace and Jovanovich, 1948.
- Scott-James, R.A *The Making of Literature*, New Delhi, Allied Publishing Ltd. 1963.
- Wimsatt, WK Jr. & Brooks *Literary Criticism: A Short History*; Delhi, OUP, 1964.

Course 2

ENG-CC-6420

American Literature

Course Level Learning Objectives:

LO 1: To give the students first-hand knowledge of major texts of American Literature.

LO 2: To provide the students with a broad perspective of the development of American Literature in the nineteenth and twentieth century in relation to American experience.

L(3)+T(1)+P(0)per week

Credits: 4

Total CONTACT Hours: 15x4=60

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Internal Assessment: 20 Marks

Term End Examination: 80 Marks

Course Level Learning Outcomes:

CO 1: The students will acquire a first-hand knowledge of major texts of American Literature.

CO 2: They will gain a broad perspective of the development of American Literature in the nineteenth and twentieth century in relation to American experience.

CO 3: The students will be able to critically analyse the socio-cultural and historical context of American literature

Course Content:

Module no.	Content	CONTACT Hours	CO
I	1 Walt Whitman : 'Out of the Cradle Endlessly Rocking', 'I Hear America Singing'; 2 Robert Frost : 'Mending Wall', 'After Apple Picking', 3 Emily Dickinson: 'I Died for Beauty', 'Because I	15	1,3

	<i>Could Not Stop for Death</i> . 4 Sylvia Plath : <i>'Daddy'</i> , 5. Maya Angelou : <i>Still I Rise, My Arkansas</i>		
II	Eugene O'Neill : <i>The Long Day's Journey into the Night</i> Tennessee Williams : <i>A Street Car Named Desire</i>	15	2,3
III	Nathaniel Hawthorne <i>The Scarlet Letter</i> Mark Twain <i>The Adventures Huckleberry Finn</i>	15	1,3
IV	William Faulkner : <i>The Sound and the Fury</i> Ralph Ellison <i>Invisible Man</i>	15	2,3

Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	2	2	2	3	2	2	3	3	1	1	2
CO 2	2	3	2	2	2	3	3	3	2	2	2
CO 3	3	2	3	2	3	3	2	3	3	3	2
Average	2.4	2.4	2.4	2.4	2.4	2.7	2.7	3	2	2	2

Background Reading:

Samuelson, Fisher & Reninger Vaid (ed) : An Anthology of American Literature of the Nineteenth Century, Delhi. Eurasia.

Spiller, R.E. et al, eds *A Literary History of United States*, 4 Vols: New York. Macmillan, 1948.

- Hacker, L.M. and Helene S. *The Shaping of American Tradition:*
Zahlereds Columbia University Press, 1947.
- Miller, Pery *The Transcendentalists:* Harved University Press.
(The Introduction to the Athology is useful to the study of
several transcendentalists from Hawthorne onwards), 1950.
- Mathiessen, F.O. *American Renaissance, Art and Expression in the Age of*
Emerson and Whitman: Oxford University Press, 1941.
- Marx, Leo *The Machine in the Garden: Technology and the Pastoral Ideal in*
America : New York, Oxford University Press, 1967.
- Bigsby C.W.E. *A Critical Introduction to Twentieth Century American Drama.* 2 Vols.
New York: Cambridge University Press, 1982.
- Bogan, Louise *Achievements in American Poetry 1900-1950:* Eurasia Publishing
House, 1951.
- Ford, Boris, (ed) *The New Pelican Guide to English Literature* Vol.9.
(This Volume deals exclusively with American
Literature), 1988.
- Egbert S.Oliver(ed) *An Anthology of American Literature 1890-1965*, Eurasia
publishing House, New Delhi)
- Vendler Helen(ed) *Faber Book of Contemporary American Poetry;*

Course 3

ENG-CC-6430

Women's Writing

Course Level Learning Objectives:

LO 1: To give the students first-hand knowledge of the major works of fiction of women writers.

LO 2: To provide the students with the knowledge of the political, economic, social and intellectual background of women's writing.

LO3: To acquaint the students with feminist theory and women's fiction as a markedly different form.

L(3)+T(1)+P(0)per week

Credits: 4

Total CONTACT Hours: 15x4=60

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Internal Assessment: 20 Marks

Term End Examination: 80 Marks

Course Level Learning Outcomes:

CO 1: The students will acquire a first-hand knowledge of the major works of fiction of women writers.

CO 2: They will develop a fair understanding of the political, economic, social and intellectual background of women's writing.

CO 3: They will become acquainted with feminist theory and women's fiction as a markedly different form.

Course Content:

Module no.	Content	CONTACT Hours	CO
I	Virginia Woolf Simone de Beauvoir Helene Cixous Judith Butler	15	1,3
II	Toni Morrison : <i>Beloved</i> Alice Walker : <i>The Color Purple</i>	15	2,3
III	Jhumpa Lahiri : <i>An Unaccustomed Earth</i> Mahasweta Devi : <i>The Breast Giver</i>	15	2,3
IV	Buchi Emecheta : <i>Joys of Motherhood.</i> Bessie Head : <i>Maru</i>	15	1,2

Prescribed Reading

Texts (any edition)

Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	2	2	3	2	3	3	3	2		3
CO 2	2	3	2	2	2	3	3	3	2	1	2
CO 3	3	2	3	2	3	3	2	3	3	2	2
Average	2.7	2.4	2.4	2.4	2.4	3	2.7	3	2.4	1	2.4

Background Reading:

Mary Eagleton: *Feminist Literary Theory: A Reader.* 1996.

Maggie Humm: *Feminist Criticism: Women as Contemporary Critics*. New York: St. Martin's Press.

Catherine Belsey and Jane Moore (ed.): *The Feminist Reader: Essays in gender and the Politics of Literary Criticism*. New York: Basil Blackwell.

Kate Millet : *Sexual Politics*.

Elaine Showalter : *A Literature of their Own*

LuceIrigaray : *Sexes and Genealogies*. New York: Columbia University Press.

Jasbir Jain : *The Fiction of Anita Desai and Feminizing Political Discourse*

Rajeswari Sundarajan: *Signposts*

Judithn Butler : *Gender Trouble : Feminism and Subversion of Identities*

Mary Jacobus : *Women Writing and Writing about Women*.

Susie Tharu and Latha Mani: *Women Writing In India*

Course 4

ENG-CC-6440

Modern Indian Intellectual Traditions

Course Level Learning Objectives:

LO 1: To give the student first-hand knowledge of the texts on nation and narration.

LO 2: To introduce the student to various strands of narratives of nation through significant texts in a chronological order.

LO 3: To give the student an understanding of the relation between nation as a significant site of production and growth of narratives.

L(3)+T(1)+P(0)per week

Credits: 4

Total CONTACT Hours: 15x4=60

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Internal Assessment: 20 Marks

Term End Examination: 80 Marks

Course Level Learning Outcomes:

CO 1: The students will acquire a first-hand knowledge of the texts on nation and narration.

CO 2: They will develop a fair understanding of various strands of narratives of nation through significant texts in a chronological order.

CO 3: They will understand the relation between nation as a significant site of production and growth of narratives.

Course Content:

Module no.	Content	CONTACT Hours	CO
I	Sri Aurobindo : 'Indian Renaissance' from <i>Between Tradition and Modernity</i> . Tagore :From <i>Nationalism</i> . Anand K. Coomaraswamy: "Indian Nationality", The Influence of Modern Europe on Indian Art" From <i>Essays in National Idealism (1911)</i> .	15	1,2,3
II	Gandhi : From <i>Hind Swaraj</i> Chapters: 4, 6, 7, 8,	15	2,3

	<p>& 13</p> <p>Nehru : <i>From Discovery of India.</i></p> <p>B.R. Ambedkar : ‘Caste, Class and Democracy’ from <i>Essential Ambedkar</i>. Oxford.</p>		
III	<p>Ashish Nandy : From Outside Imperium: Gandhi’s Cultural Critique of the West from Traditions, Tyranny and Utopias.</p> <p>Partha Chatterjee : ‘Nation and its pasts’ and ‘Histories and nations’ from <i>Nation and its Fragments</i>.</p> <p>Sudipta Kaviraj : ‘Imaginary Institution of India’ from <i>Subaltern Studies, Vol. VII</i>.</p>	15	2,3
IV	<p>Homi Bhabha: :From Nation and Narration</p> <p>Sanjeev Sanyal : “Waiting for a Thousand Years” and “From Independence to Freedom” from The Indian Renaissance.</p> <p>Harsh Madhusudan and Rajeev Mantri: “From Civilization to Nation” from A New Idea of India: The Civilizational Republic.</p>	15	1,3

Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	2	2	3	3	3	3	3		1	3
CO 2	2	2	2	2	2	3	3	3	2	2	2
CO 3	3	2	3	2	3	3	2	3	3	2	2
Average	2.4	2	2.4	2.4	2.7	3	2.7	3	1.6	1.6	2.7

Background Reading:

Allen, Richard & Harish Trivedi: *Nation & Society*.

Anderson, Benedict: *Imagined Communities*

Aurobindo: *Foundations of Indian Culture (1953)*.

Balagangadhara, S. N.: *Heathen in his Blindness*, Brill, 1994.

Balagangadhara, S. N.: *Reconceptualizing India Studies*, Oxford University Press, 2012.

Dallmayr, Fred & G.N. Devy: *Between Tradition and Modernity: India's Search for Identity*. Sage Publications.

Hobsbaum, Eric: *Nation and Nationalism since 1780*.

Madhusudan, Marsh and Rajeev Mantri: *A New Idea of India: The Civilizational Republic*, Penguin, 2023.

Nandy, Ashish: *Illegitimacy of Nationalism*

Sanyal, Sanjeev: *The Indian Renaissance*, Penguin, 2008.

Course 5
ENG-CC-6450
Literatures in Translation

Course Level Learning Objectives:

LO 1:To give the students a first-hand knowledge of major texts of Indian and World literature in translation.

LO 2:To provide the students with the knowledge of the political, economic, social and intellectual background so as to study them as representative texts of the culture and age.

LO 3:To enable him to understand the growth of Indian writing in translation and encourage further reading

L(3)+T(1)+P(0)per week
Credits: 4
Total CONTACT Hours: 15x4=60
Examination duration: 3 Hours
Maximum Marks: 100 Marks
Internal Assessment: 20 Marks
Term End Examination: 80 Marks

Course Level Learning Outcomes:

CO 1: The students will acquire a first-hand knowledge of major texts of Indiaand world literature in translation.

CO 2: They will develop a fair understanding of the political, economic, social and intellectual background so as to study them as representative texts of the culture and age.

CO 3: They will become acquaintedwith the growth of Indian writing in translationand will be equipped to undertake further reading so as to obtain a greater understanding.

Course Content:

Module no.	Content	CONTACT Hours	CO
I	1. Khalil Gibran: from <i>Prophet</i> ('Love', 'Marriage', 'Children') 2. Pablo Neruda: 'Death Alone', 'Furies and Suffering' 3. Charles Baudelaire: 'The Balcony', 'Lethe' 4. Sophocles: <i>Antigone</i>	15	1,3
II	1. Franz Kafka: <i>The Metamorphosis</i> 2. Gabriel Garcia Marquez: <i>One Hundred Years of Solitude</i>	15	2,3
III	1. Kalidasa: <i>Meghadootam</i> 2. Ramakanta Rath: 'A Poem for Sriradha', 3. Gagan Gill: 'The Girl's Desire Moves among the Bangles'	15	1,2
IV	1. Fakir Mohan Senapati: <i>Six Acres and a Half</i> 2. Chandu Menon: <i>Indulekha</i> 3. Y. D. Thongchi: <i>Silent Lips, Murmuring Lips</i>	15	2

Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	2	1	2	2	2	3	3	2	1	2

CO 2	2	3	2	3	2	3	3	3	2	1	2
CO 3	3	2	3	2	3	3	2	3	3	3	2
Average	2.7	2.4	2	2.4	2.4	2.7	2.7	3	2.4	1.7	2

Background Reading:

(All the poems included in Module III except *Meghadootamare* available in *The Penguin New Writing in India* ed. Aditya Behl and David Nicholls)

Benjamin, Walter. *Charles Baudelaire*.

Coomarswamy, A.K. *Introduction to Indian Art 2*. ed. Munshir

Devy, G.N. *Indian literary Criticism; theory and Interpretation* Orient Longman Manoharlal, New Delhi, 1969

----- . *After Amnesia: Change and Continuity in Indian criticism*. Orient Longman, New Delhi.
Fakir Mohan Senapati- *Six Acre and a Half*

Kapoor, Kapil: *Literary Theory: Indian Conceptual Framework*. East West Press, New Delhi, 1998.

Mukharjee, M. *Early Novels in India*. Sahitya Akademi

Mukherjee, Sujit. *Translation as recovery*. Orient Longman.

Pablo Neruda. *Selected Poems: A Bilingual Edition* . 1970. Penguin 1975

Punja, S. *Many Indias Many Literatures*. Worldview. New Delhi.

Sahitya Academy: *East & West Poetics at Work*