

**SRI SATHYA SAI INSTITUTE OF HIGHER LEARNING
(DEEMED TO BE UNIVERSITY)**



SYLLABUS FOR M.A. (English Language and Literature)

PRASANTHI NILAYAM- 515134
Anantapur District, Andhra Pradesh
Tel: 08555- 287239
www.sssihl.edu.in

(EFFECTIVE FROM JUNE 2020 BATCH ONWARDS)

PROGRAMME OBJECTIVES:

The course aims to –

- Make students proficient in English literature and language studies.
- Equip students with the skills required to do the range of activities that constitute study of English Language and Literature.
- Introduce students to the genesis and evolution of British, American and Post-Colonial Literatures.
- Give an overview of the oeuvre of the prescribed writers.
- Sharpen critical and analytical acumen by introducing various literary theories and approaches.
- Provide an understanding of the practical usage of various grammatical structures.
- Familiarise students with the way mass media uses language to persuade, inform and entertain.
- Introduce Indian Writing in English with reference to the historical, political, social and cultural milieu of Indian subcontinent.
- Give an understanding of the scope of English Language Teaching as a discipline.
- Introduce students to Biography, Autobiography, and Life Writing Studies and familiarise them with different biographical, autobiographical, and life writing forms, methods and approaches.
- Sensitise students to environmental and ecological issues, through Eco-critical and Green Studies.
- Give a broad perspective of the development of New Literatures through a close reading of selected texts.
- Introduce the study of popular culture in an academic mode, using its theoretical approaches and varied ideological dimensions.
- Provide a comprehensive understanding of Comparative Literature as a discipline and enable students to trace the trajectory of its history and development.
- Map the nature and scope of Translation Studies as theory and activity.
- Encourage students to identify themes and concerns expressed in women's writing.
- Develop research skills and aptitude in students, and also help them identify the field of their specialisation through dissertation and project work.

PROGRAMME OUTCOMES:

By the end of the course, the students will have –

- Acquired the ability to interpret literary texts with relevant textual and contextual evidences.
- Enhanced critical reading, writing, and interpretive practices.
- Developed grammatical proficiency.
- Gained an overall idea of language use in different journalistic situations and acquired skills to write for the media.
- Attained a broad idea of key issues pertaining to second language acquisition and of English language learning, teaching and testing.
- Refined written and spoken language skills as an outcome of regular seminar presentations.
- Critical skills to appreciate the relevance of biography, autobiography, and all forms of life writing in the making of selves, self-fashioning, and self-discovery.

- Received training in undertaking eco-critical readings of literary and other cultural texts.
- Gained exposure through literature to the imminent ecological crises, and thereby, align their way of life to global needs.
- Identified and analysed the historical, social, political, and literary dynamics which foster the development of a specific genre of popular literature or of a specific theme manifest in popular literature.
- Known and analysed different trajectories that Comparative Literature has taken in different contexts as seen in the development of the French, American, Global South, and Indian schools of Comparative Literature.
- Become proficient in theorising women's experiences as they read women's writing.
- Got trained to analyse texts, with which they are linguistically familiar, focusing on aspects and issues of translation.
- Received training in theoretical and practical skills required to undertake research in English Language and Literature.

SRI SATHYA SAI INSTITUTE OF HIGHER LEARNING
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SCHEME OF INSTRUCTION & EVALUATION
M.A. (English Language and Literature)

(EFFECTIVE FROM JUNE 2020 BATCH ONWARDS)

Paper Code	Title of the Paper		Credits	Hours	Mode of Evaluation	Theory/ Practical	Max. Marks
SEMESTER 1							
PENG 101	British Literature I: 1340-1660		5	5	IE2	T	100
PENG 102	British Literature II: 1660-1798		5	5	IE2	T	100
PENG 103	Indian Writing in English		5	5	IE2	T	100
PENG 104	Structure of Modern English: Grammar		5	5	IE2	T	100
PAWR 100	Awareness Course I: Education for Life		1	2	I	T	50
	Total		21	22			450
SEMESTER 2							
PENG 201	British Literature III: 1798-1900		5	5	IE2	T	100
PENG 202	British Literature IV: 1900 to the Present		5	5	IE2	T	100
PENG 203	Literary Theory		5	5	IE2	T	100
PENG 204	Structure of Modern English: Linguistics		5	5	IE2	T	100
PAWR 200	Awareness Course II: God, Society and Man		1	2	I	T	50
	Total		21	22			450
SEMESTER 3							
PENG 301	American Literature		5	5	IE2	T	100
PENG 302	Eco-critical Studies		5	5	IE2	T	100
Elective	PENG 303 (A)	Popular Culture Studies	5	5	IE2	T	100
	PENG 303 (B)	Life Writing Studies	5	5	IE2	T	100
Elective	PENG 304 (A)	Teaching of English as a Second Language	5	5	IE2	T	100
	PENG 304 (B)	Writing for the Media	5	5	IE2	T	100
PENG 305	Dissertation: Research Methodology & Interim Review (non-credit & optional)		Non-credit	2	-	T	-
PAWR 300	Awareness Course III: Guidelines for Morality		1	2	I	T	50
	Total		21	22			450

SEMESTER 4							
PENG 401	New Literatures		5	5	IE2	T	100
PENG 402	Women's Writing		5	5	IE2	T	100
Elective	PENG 403 (A)	Comparative Literature	5	5	IE2	T	100
	PENG 403 (B)	Translation Studies	5	5	IE2	T	100
Elective Elective	PENG 404 (A)	European Classics in Translation	5	5	IE2	T	100
	PENG 404 (B)	Dissertation	5	5	IE2	D	150*
PAWR 400	Awareness Course IV: Wisdom for Life		1	2	I	T	50
	Total		21	22			500
	Grand Total		84	90			1850

* Thesis: 100 Marks; Viva Voce: 50 marks

Indicator	Legend
T, P, D	Theory/ Practical/ Dissertation
IE1	CIE and ESE; ESE single evaluation
IE2	CIE and ESE; ESE double evaluation
I	Continuous Internal Evaluation (CIE) only (Note: 'I' does not connote 'Internal Examiner')
E	End Semester Examination (ESE) only (Note: 'E' does not connote 'External Examiner')
E1, E2	ESE single evaluation / ESE double evaluation

PAPER CODE	TITLE OF THE PAPER	CREDITS	TOTAL HOURS
PENG 101	British Literature I: 1340-1660	5	65 Hours

COURSE OBJECTIVES:

The course aims to –

- Introduce students to the genesis and evolution of British Literature.
- Familiarise students with the social, political, cultural, literary and religious background of the age.
- Make students appreciate the sublime profundity of the classics of the times.
- Give an overview of the oeuvre of the writers of the specific ages prescribed thereof.
- Enthuse students to explore more writers and works of the age.
- Introduce the literary movements and the ideologies of the times.
- Sharpen critical and analytical acumen by teaching the anatomy and prosody of the genres.

COURSE OUTCOME:

By the end of the course, students will have –

- Understood the influence of the ideologies of the times on literature.
- Gained critical skills to appreciate a work of literature given the background of the age and the writer.
- Received training in analysing the form of the genre from their study of prosody.
- Refined written and spoken language as an outcome of regular seminar presentations.

CONTENTS

UNIT NO.	UNIT TITLE	UNIT CONTENTS	NO. OF PERIODS
UNIT-1	Introduction	Background to the Age: Social and Literary History	5
UNIT-2	Poetry: Intensive Study	<ul style="list-style-type: none"> ● Geoffrey Chaucer: "The Prioress", "The Doctour of Phisyk" (From <i>Prologue to the Canterbury Tales</i>) ● John Milton: <i>Paradise Lost</i>, Book I (Lines 1-339) 	12
	Poetry: Extensive Study	<p>Sonnets:</p> <ul style="list-style-type: none"> ● Edmund Spenser: Sonnet 75 from <i>Amoretti</i> ● William Shakespeare: "O how much more doth beauty beauteous seem" ● Thomas Wyatt: "I Find No Peace" ● Earl of Surrey: "The Means to Attain a Happy Life" <p>Metaphysical Lyrics:</p> <ul style="list-style-type: none"> ● John Donne: "A Valediction: Forbidding Mourning" ● George Herbert: "The Collar" 	10

		<ul style="list-style-type: none"> ● Andrew Marvell : “The Garden” 	
UNIT-3	Prose: Intensive Study	<ul style="list-style-type: none"> ● Francis Bacon: “Of Travel” ● Robert Burton: "Man's Excellency, Fall, Miseries, Infirmities; The causes of them" from First Section of <i>The Anatomy of Melancholy</i> (excerpt: “Man, the most excellent and noble creature...deserved punishment of our sins”) 	8
UNIT-4	Drama: Intensive Study	<ul style="list-style-type: none"> ● William Shakespeare: <i>King Lear</i> ● Christopher Marlowe: <i>Doctor Faustus</i> 	20
	Drama: Extensive Study	<ul style="list-style-type: none"> ● Ben Jonson: <i>The Alchemist</i> ● John Webster: <i>The Duchess of Malfi</i> 	6
UNIT-5	Fiction: Extensive Study	<ul style="list-style-type: none"> ● Thomas Nashe: <i>The Unfortunate Traveller</i> ● Thomas More: “Of Their Trades, and Manner of Life” from <i>Utopia</i> 	4

REFERENCE BOOKS

S. NO.	AUTHOR	TITLE	PUBLISHING DETAILS
1	M. H. Abrams (Editor)	<i>The Norton Anthology – English Literature</i> (Vol. 1)	W.W. Norton, 1996, 6 th ed.
2	John Webster	<i>The Duchess of Malfi</i>	Worldview, 2014, 1 st ed.
3	Christopher Marlowe	<i>The Complete Plays</i>	Penguin, 2003, 1 st ed.
4	William Shakespeare	<i>The Complete Works of William Shakespeare</i>	Octopus Books, 1986, 1 st ed.
5	Geoffrey Chaucer	<i>The Prologue to the Canterbury Tales</i>	Oxford, 1997, 1 st ed.
6	Thomas Nashe	<i>The Unfortunate Traveller</i>	Penguin, 2006, 1 st ed.
7	Ben Jonson (Ed. by Elizabeth Cock)	<i>The Alchemist</i>	Bloomsbury India, 2014, 1 st ed.

PAPER CODE	TITLE OF THE PAPER	CREDITS	TOTAL HOURS
PENG 102	British Literature II: 1660-1798	5	65 Hours

COURSE OBJECTIVES:

The course aims to –

- Introduce students to the evolution of British Literature.
- Familiarise students with the social, political, cultural, literary and religious background of the age.
- Make students appreciate the sublime profundity of the classics of the times.
- Give an overview of the oeuvre of the writers of the specific ages prescribed thereof.
- Enthuse students to explore more writers and works of the age.
- Introduce the literary movements and the ideologies of the times.
- Sharpen critical and analytical acumen by teaching the anatomy and prosody of the genres.

COURSE OUTCOME:

By the end of the course, students will have –

- Understood the influence of the ideologies of the times on literature.
- Gained critical skills to appreciate a work of literature given the background of the age and the writer.
- Received training in analysing the form of the genre from their study of prosody.
- Refined written and spoken language as an outcome of regular seminar presentations.

CONTENTS

UNIT NO.	UNIT TITLE	UNIT CONTENTS	NO. OF PERIODS
UNIT-1	Introduction	Background to the Age: Social and Literary History	5
UNIT-2	Poetry Intensive Study	<ul style="list-style-type: none"> ● Alexander Pope: Canto I & II of <i>The Rape of the Lock</i> ● Thomas Gray: "Elegy Written in a Country Churchyard" 	10
	Poetry Extensive Study	<ul style="list-style-type: none"> ● Oliver Goldsmith: "The Deserted Village" ● William Blake: "Auguries of Innocence" 	8
UNIT-3	Prose Intensive Study	<ul style="list-style-type: none"> ● Jonathan Swift: "A Modest Proposal" ● Joseph Addison: "Sir Roger at Church" ● Richard Steele: "Recollections of Childhood" 	10
	Drama	<ul style="list-style-type: none"> ● R. B. Sheridan: <i>The Rivals</i> 	10

UNIT-4	Intensive Study		
	Drama Extensive Study	<ul style="list-style-type: none"> • John Dryden: <i>Aureng-Zebe: A Tragedy</i> 	5
UNIT-5	Fiction Extensive Study	<ul style="list-style-type: none"> • Daniel Defoe: <i>Robinson Crusoe</i> • John Bunyan: <i>The Pilgrim's Progress, Part 1</i> • Samuel Richardson: <i>Pamela</i> • Tobias Smollett: <i>The Expedition of Humphrey Clinker</i> 	17

REFERENCE BOOKS

S. NO.	AUTHOR	TITLE	PUBLISHING DETAILS
1	M. H Abrams (Editor)	<i>The Norton Anthology – English Literature</i> (Vol. 1)	W. W. Norton and Co. Ltd, 1996, 6 th ed.
2	John Bunyan	<i>The Pilgrim's Progress</i>	Penguin Book, 1987, 1 st ed.
3	R. B. Sheridan (Ed. by Tiffany Stern)	<i>The Rivals</i>	Bloomsbury, 2004, 1 st ed.
4	John Dryden	<i>Aureng-Zebe: A Tragedy</i>	Stage Door, 2016, 1 st ed.
5	Samuel Richardson	<i>Pamela</i>	Penguin, 1980, 1 st ed.
6	Daniel Defoe	<i>Robinson Crusoe</i>	Fingerprint Publishing, 2017, 1 st ed.
7	Tobias Smollett	<i>The Expedition of Humphrey Clinker</i>	Hardpress, 2018, 1 st ed.

PAPER CODE	TITLE OF THE PAPER	CREDITS	TOTAL HOURS
PENG 103	Indian Writing in English and in Translation	5	65 Hours

COURSE OBJECTIVES:

The course aims to –

- Familiarise students with the major writers and literary works in Indian Writing in English from its origin in the 19th century, till date.
- Analyse the growth of Indian Writing in English with reference to the historical, political, social and cultural milieu of Indian subcontinent from the colonial days till today.
- Understand the place and contribution of Indian Writing in English in Commonwealth Literature.
- Analyse how effectively the Indian identity, both individual and collective, is represented through English language.
- Examine how various literary trends prevalent in English literature from all over the world found a natural way into Indian Writing in English during every age.
- Evaluate Indian Writing in English in post-independent India from the postcolonial perspective.

COURSE OUTCOME:

By the end of the course, students will have –

- Acquired the skills to analyse the growth of Indian Writing in English from its origin till date.
- Gained understanding of the contribution of Indian Writing in English in Commonwealth Literature.
- Studied the cultural representation of Indian identity at the individual and collective levels through Indian Writing in English.
- Comprehended the entry of various literary trends into Indian Writing in English.
- Refined their written and spoken language as an outcome of regular seminar presentations.

CONTENTS

UNIT NO.	UNIT TITLE	UNIT CONTENTS	NO. OF PERIODS
UNIT-1	Introduction	<ul style="list-style-type: none"> ● Genesis & Growth of Indian Writing in English 	3
UNIT-2	Poetry: Intensive Study	<ul style="list-style-type: none"> ● Toru Dutt: "Our Casuarina Tree" ● Rabindranath Tagore: <i>Gitanjali</i> I, II, VI ● Sri Aurobindo: Excerpt from <i>Savitri</i> - Book III, Canto IV - <i>The Vision & the Boon</i> ● A. K. Ramanujan: "Small-Scale Reflections" 	12
	Poetry: Extensive Study	<ul style="list-style-type: none"> ● Henry Derozio: "Morning After a Storm" ● Sarojini Naidu: "Indian Dancers" ● Nissim Ezekiel: "Background, Casually" 	10

		<ul style="list-style-type: none"> ● R. Parthasarathy: "I am no longer myself...with a small change of uncertainties" (From <i>Homecoming</i>) ● Keki Daruwalla: "Ghaghra in Spate" 	
UNIT-3	Prose: Intensive Study	<ul style="list-style-type: none"> ● Ananda K. Coomaraswamy: "That Beauty Is a State" from <i>The Dance of Shiva</i> ● Dr. S. Radhakrishnan: "The Emerging World Society" (Chapter 1 of <i>Religion in a Changing World</i>) ● Sri Aurobindo: "The Essence of Poetry" (Chapter II of <i>The Future Poetry</i>) 	8
UNIT-4	Drama: Intensive Study	<ul style="list-style-type: none"> ● Girish Karnad: <i>Yayati</i> 	7
	Extensive Study	<ul style="list-style-type: none"> ● Asif Currimbhoy: <i>Inquilab</i> ● Mahesh Dattani: <i>Final Solutions</i> 	8
UNIT-5	Fiction (Short): Extensive Study	<ul style="list-style-type: none"> ● Raja Rao: <i>On the Ganga Ghat</i> (Stories 1-3) ● Mulk Raj Anand: "Lady Bountiful" ● Ruskin Bond: "The Eyes Have It" 	7
	Fiction (Long): Extensive Study	<ul style="list-style-type: none"> ● Bankim Chandra Chatterjee: <i>Rajmohan's Wife</i> ● R.K. Narayan: <i>The Financial Expert</i> ● Rohinton Mistry: <i>A Fine Balance</i> ● Meena Kandasamy: <i>When I Hit You</i> 	10

REFERENCE BOOKS

S. NO.	AUTHOR	TITLE	PUBLISHING DETAILS
1	Ananda K. Coomaraswamy	<i>The Dance of Shiva: Fourteen Essays</i>	Rupa, 2013, 1 st ed.
2	Asif Currimbhoy	<i>Inquilab</i>	Writers Workshop 1979 1 st ed.
3	Meena Kandasamy	<i>When I Hit you</i>	Atlantic, 2017, 1 st ed.
4	Raja Rao	<i>On the Ganga Ghat</i>	Vision Books, 1990 1 st ed.
5	R.K. Narayan	<i>The Financial Expert</i>	Indian Thought, 2008 1 st ed.
6	Rabindranath Tagore	<i>Gitanjali</i>	UBS, 2003, 1 st ed.
7	Sri Aurobindo	<i>The Future Poetry</i>	Nesma Books, 2000, 2 nd ed.
8	Girish Karnad	<i>Yayati</i>	Oxford UP, 2007, 1 st ed.
9	Mahesh Dattani	<i>Final Solutions</i>	Penguin, 2005, 1 st ed.
10	Bankim Chandra Chatterjee	<i>Rajmohan's Wife</i>	Penguin India, 2009, 1 st ed.

PAPER CODE	TITLE OF THE PAPER	CREDITS	TOTAL HOURS
PENG 104	Structure of Modern English: Grammar	5	65 Hours

COURSE OBJECTIVES:

The course aims to –

The course aims to –

- Develop a critical approach towards grammatical proficiency.
- Provide an in-depth understanding of the rules of grammar.
- Focus on practical usage of grammar.

COURSE OUTCOME:

By the end of the course, students will have –

- Understood the practical usage of various grammatical structures.
- Analysed the usage of grammatical components.
- Acquired a comprehensive understanding of sentence-construction based on grammatical rules.
- Identified the variations in the use of English language depending upon the subject, medium and attitude.
- Refined their written and spoken language as an outcome of regular seminar presentations.

CONTENTS

UNIT NO.	UNIT TITLE	UNIT CONTENTS	NO. OF PERIODS
UNIT-1	Elements of Grammar	<ul style="list-style-type: none"> ● Parts of Speech ● Sentence Elements ● Stative and Dynamic Verbs ● Pro-forms, question, and negation 	8
UNIT-2	Verbs and the Verb Phrase	<ul style="list-style-type: none"> ● Regular verbs and inflectional rules ● Irregular verbs ● Auxiliaries ● Tense and aspect ● Mood 	15
UNIT-3	Prepositions and Prepositional Phrases	<ul style="list-style-type: none"> ● Place relations ● Time relations ● Other relations chiefly as adjunct, as disjunct, as complementation of verb or adjective 	10
UNIT-4	The Simple Sentence	<ul style="list-style-type: none"> ● Clause patterns ● Elements and their meanings ● Concord Negation ● Questions 	12

		<ul style="list-style-type: none"> ● Commands 	
	Sentence Connection	<ul style="list-style-type: none"> ● Time relaters ● Logical connectors ● Substitution ● Discourse reference ● Ellipsis in dialogue 	10
UNIT-5	The Verb and Its Complementation	<ul style="list-style-type: none"> ● Phrasal and prepositional verbs ● Complementation of adjective phrase ● Units as direct object ● Complex transitive complementation ● Ditransitive complementation 	10

REFERENCE BOOKS

S. NO.	AUTHOR	TITLE	PUBLISHING DETAILS
1	Randolph Quirk and Sidney Greenbaum	<i>A University Grammar of English</i>	Pearson 2018, 18 th ed.
2	Goold Brown	<i>The Grammar of English Grammars</i>	Manybooks.net Sixth Edition--Revised And Improved
3	Mark Fley & Diane Hall	<i>Longman Advanced Learner's Grammar</i>	Pearson Education Ltd. 2003
4	Bas Aarts Sylvia Chalker Edmund Weiner	<i>Oxford Dictionary of English Grammar</i>	OUP, 2004 ed.

PAPER CODE	TITLE OF THE PAPER	CREDITS	TOTAL HOURS
PENG 201	British Literature III: 1798-1900	5	65 Hours

COURSE OBJECTIVES:

The course aims to –

- Enable students to understand the impact of historical, political, social and cultural events of the age on its literature.
- Inculcate the practice of in-depth study of literary works by relating them to the various contemporary literary movements.
- Familiarise students with the literary terms and literary theories evolved during the century.
- Develop critical thinking and critical approach towards literary works.

COURSE OUTCOME:

By the end of the course, students will have –

- Gauged the impact of historical, political, social and cultural events of the century on its literature.
- Studied the literary works deeply and relate them to various literary movements in vogue during the century.
- Developed an understanding of literary terms and literary theories that evolved during the century.
- Acquired a critically informed approach towards literary works.
- Refined their written and spoken language as an outcome of regular seminar presentations.

CONTENTS

UNIT NO.	UNIT TITLE	UNIT CONTENTS	NO. OF PERIODS
UNIT-1	Introduction	Background to the Age: Social and Literary History	5
UNIT-2	Poetry: Intensive Study	<ul style="list-style-type: none"> ● William Wordsworth: "Tintern Abbey" ● S.T. Coleridge: "Frost at Midnight" ● Lord Byron: "Prometheus" ● Matthew Arnold: "The Scholar Gypsy" 	20
	Poetry: Extensive Study	<ul style="list-style-type: none"> ● P.B. Shelley: "Ode to the West Wind" ● John Keats: "Ode to a Nightingale" ● Alfred Lord Tennyson: "Ulysses" ● Robert Browning: "Andrea Del Sarto" ● Christina Rossetti: "In the Bleak Midwinter" ● G.M. Hopkins: "The Windhover" 	12
UNIT-3	Prose:	<ul style="list-style-type: none"> ● Charles Lamb: "Oxford in the Vacation" ● William Hazlitt: "On the Conduct of Life" 	6

	Intensive Study		
	Prose: Extensive Study	<ul style="list-style-type: none"> • Thomas De Quincey: "Literature of Knowledge & Power" • John Ruskin: "The Roots of Truth" (from <i>Unto This Last</i>) 	4
UNIT-4	Drama: Intensive Study	<ul style="list-style-type: none"> • Oscar Wilde: <i>The Importance of Being Earnest</i> 	8
UNIT-5	Fiction: Extensive Study	<ul style="list-style-type: none"> • Mary Shelley: <i>Frankenstein</i> • Charles Dickens: <i>Hard Times</i> • Emily Bronte: <i>Wuthering Heights</i> • Thomas Hardy: <i>The Return of the Native</i> • R. L. Stevenson: <i>Dr Jekyll and Mr. Hyde</i> 	10

REFERENCE BOOKS

S. NO.	AUTHOR	TITLE	PUBLISHING DETAILS
1	Charles Lamb	<i>Essays of Elia</i>	Hardpress Publishing 2013, 1 st ed.
2	Daniel Karlin	<i>The Penguin Book of Victorian Verse</i>	Penguin Publishers, 1998, Reprint.
3	Stefan Collini (Ed.)	<i>Matthew Arnold: Culture and Anarchy and Other Writings</i>	Cambridge UP, 2002, 1 st ed.
4	John Ruskin	<i>Unto This Last and Other Essays on Political Economy</i>	FQ Classics, 2007, 1 st ed.
5	G. M. Hopkins	<i>Poems of Gerald Manley Hopkins</i>	Accessible Publishing Systems, 2008 1 st ed.
6	Alfred Lord Tennyson	<i>The Works of Alfred Tennyson: Lucretius</i>	Bibliolife DBA of Biblio Bazaar II LLC, 2015, 1 st ed.
7	Oscar Wilde	<i>The Importance of Being Earnest</i>	Enhanced Media Publishing, 2016 1 st ed.
8	Mary Shelley	<i>Frankenstein</i>	Dover Publications, 1990 1 st ed.
9	Thomas Hardy	<i>The Return of the Native</i>	W.W. Norton & Company, 2006 2 nd ed.
10	Emily Bronte	<i>Wuthering Heights</i>	Amazon Classics, 2017, 1 st ed.
11	Charles Dickens	<i>Hard Times</i>	Penguin, 2003, 1 st ed.
12	R. L. Stevenson	<i>Dr Jekyll and Mr. Hyde</i>	Amazon Classics, 2017, 1 st ed.

PAPER CODE	TITLE OF THE PAPER	CREDITS	TOTAL HOURS
PENG 202	British Literature IV: 1900 to the Present	5	65 Hours
<u>COURSE OBJECTIVES:</u>			
<p>The course aims to –</p> <ul style="list-style-type: none"> ● Help students understand the impact of historical, political, social and cultural events of the age on its literature. ● Inculcate the practice of in-depth study of literary works by relating them to the various contemporary literary movements. ● Familiarise students with the literary terms and literary theories evolved during the century. ● Develop critical thinking and critical approach towards literary works. 			
<u>COURSE OUTCOME:</u>			
<p>By the end of the course, students will have –</p> <ul style="list-style-type: none"> ● Measured the impact of historical, political, social and cultural events of the century on its literature. ● Studied the literary works deeply and relate them to various literary movements in vogue during the century. ● Developed an understanding of literary terms and literary theories that evolved during the century. ● Adopted a critically informed approach towards literary works. ● Refined their written and spoken language as an outcome of regular seminar presentations. 			
CONTENTS			
UNIT NO.	UNIT TITLE	UNIT CONTENTS	NO. OF PERIODS
UNIT-1	Introduction	Background to the Age: Social and Literary History	5
UNIT-2	Poetry: Intensive Study	<ul style="list-style-type: none"> ● W. B. Yeats: “Easter 1916” ● T. S. Eliot: <i>The Waste Land</i> ● W. H. Auden: “The Unknown Citizen” ● Philip Larkin: “The Building” 	15
	Poetry: Extensive Study	<ul style="list-style-type: none"> ● Wilfred Owen: “Futility” ● Ted Hughes: “The Thought-Fox” ● Seamus Heaney: “Digging” ● Carol Ann Duffy: “Mrs. Havisham” 	8
UNIT-3	Prose: Intensive Study	<ul style="list-style-type: none"> ● Bertrand Russell: “How to Escape from Intellectual Rubbish” ● G. K. Chesterton: “The Great Shipwreck” ● George Orwell: “Politics and the English Language” 	9

UNIT-4	Drama: Intensive Study	<ul style="list-style-type: none"> ● Bernard Shaw: <i>St. Joan</i> 	8
	Drama: Extensive Study	<ul style="list-style-type: none"> ● John Osborne: <i>Look Back in Anger</i> ● Tom Stoppard: <i>Rosencrantz and Guildenstern are Dead</i> ● Caryl Churchill: <i>Top Girls</i> 	8
UNIT-5	Fiction: Extensive Study	<ul style="list-style-type: none"> ● Joseph Conrad: <i>Heart of Darkness</i> ● James Joyce: <i>A Portrait of the Artist as a Young Man</i> ● William Golding: <i>Lord of the Flies</i> ● Iris Murdoch: <i>The Green Knight</i> 	12

REFERENCE BOOKS

S. NO.	AUTHOR	TITLE	PUBLISHING DETAILS
1	Bertrand Russell	<i>Authority and the Individual</i>	Routledge, 1995, 1 st ed.
2	T. S. Eliot	<i>The Waste Land and Other Poems</i>	W.W. Norton & Company, 2004, 1 st ed.
3	John Osborne	<i>Look Back in Anger</i>	Pearson Education, 2011, 1 st ed.
4	William Golding	<i>Lord of the Flies</i>	Faber & Faber, 2012, 1 st ed.
5	Joseph Conrad	<i>Heart of Darkness</i>	W.W. Norton & Company, 2016, 5 th ed.
6	James Joyce	<i>A Portrait of the Artist as a Young Man</i>	Barnes & Noble Classics, 2004, 1 st ed.
7	W. B. Yeats	<i>Easter 1916 and Other Poems</i>	Dover, 1997, 1 st ed.
8	Iris Murdoch	<i>The Green Knight</i>	Vintage, 2000, 1 st ed.
9	Caryl Churchill	<i>Top Girls</i>	Methuen Drama, 2017, 1 st ed.
10	Ted Hughes, Simon Armitage	<i>Ted Hughes: Poems</i>	Faber, 2009, 1 st ed.
11	Martin Amis	<i>Philip Larkin: Poems</i>	Faber and Faber, 2012, 1 st ed.
12	Bernard Shaw	<i>Saint Joan</i>	Read Books Ltd, 2013, 1 st ed.
13	Tom Stoppard	<i>Rosencrantz and Guildenstern are Dead</i>	Grove Press; 50 th Anniversary edition (April 11, 2017)

PAPER CODE	TITLE OF THE PAPER	CREDITS	TOTAL HOURS
PENG 203	Literary Theory	5	65 Hours

COURSE OBJECTIVES:

The course aims to –

- Instil the spirit of critical enquiry in learners by introducing them to a range of theoretical positions and perspectives espoused by major thinkers, critics, and scholars in the respective areas.
- Familiarise students with some representative works of major theoreticians, critics and philosophers so as to help them understand the perennial relevance of these to their own critical thinking and reading activities.
- Enable students to develop analytical and interpretative skills in relation to the texts that they encounter with the help of the diverse theories and critical apparatuses that they are introduced to here.
- Introduce students to the ever-expanding area of Critical and Cultural Theory.

COURSE OUTCOME:

By the end of the course, students will have –

- Become conversant with the critical apparatuses or terminology required to explore, interpret, and express their own interrogations as they enter into a specialist study of literature.
- Learned to scrutinise, contest, and put to self-examination their own assumptions and analyses of literature and society, texts and contexts.
- Honed their critical thinking and reading skills and acquired the required wherewithal to achieve proficiency in their subject of study and engage with the key concerns and debates in the field.
- Comprehended the necessity to learn and apprise themselves of the diverse and newest critical approaches that continue to expand the increasingly interdisciplinary field of literary and cultural studies.

CONTENTS

UNIT NO.	UNIT TITLE	UNIT CONTENTS	NO. OF PERIODS
UNIT-1	Introduction to Classical, Renaissance, Enlightenment (Humanist), Romantic, Victorian and Modern Critical Approaches	<p>Background Brief and introductory discussion of the critical approaches expounded by Plato, Aristotle, Sir Philip Sydney, John Dryden, Samuel Johnson, Immanuel Kant, Samuel Taylor Coleridge, Percy Bysshe Shelley, Matthew Arnold, F. R. Leavis, and T. S. Eliot.</p> <p>Reference Text:</p> <ul style="list-style-type: none"> ● Peter Barry: “1: Theory before ‘theory’ – liberal humanism,” pp. 11-35 (In Peter Barry, <i>Beginning</i> 	5

		<i>Theory: An Introduction to Literary and Cultural Theory)</i>	
UNIT-2	The Linguistic Turn: Pivotal Approaches	<p>American New Criticism:</p> <ul style="list-style-type: none"> ● Cleanth Brooks: "Chapter 11: The Heresy of Paraphrase" from <i>The Well Wrought Urn: Studies in the Structure of Poetry</i>, pp. 1353-1365 (In William E. Cain et al., eds. <i>The Norton Anthology of Theory and Criticism</i>) <p>Russian Formalism:</p> <ul style="list-style-type: none"> ● Roman Jakobson: Excerpts from <i>Linguistics and Poetics</i>, pp. 32-39, 2nd para. end (In David Lodge, ed. <i>Modern Criticism and Theory: A Reader</i>) <p>Archetypal or Myth Criticism:</p> <ul style="list-style-type: none"> ● Northrop Frye: "The Archetypes of Literature", pp. 1445-1457 (In William E. Cain et al., eds. <i>The Norton Anthology of Theory and Criticism</i>) <p>Structuralism:</p> <ul style="list-style-type: none"> ● Ferdinand de Saussure: Excerpts from <i>Course in General Linguistics</i>, pp. 960-977 (In William E. Cain et al., eds. <i>The Norton Anthology of Theory and Criticism</i>) <p>Post Structuralism and Deconstruction:</p> <ul style="list-style-type: none"> ● Roland Barthes: "The Death of the Author," pp. 142-148 (In Roland Barthes, <i>Image-Music-Text</i>, Stephen Heath, tr.) ● Jacques Derrida: "Structure, Sign and Play in the Discourse of Human Sciences," pp. 108-123 (In David Lodge, ed., <i>Modern Criticism and Theory: A Reader</i>) 	16
UNIT-3	Psychoanalytic Criticism; Reader Response Theory	<p>Psychoanalytic Criticism:</p> <ul style="list-style-type: none"> ● Carl Gustav Jung: "On the Relation of Analytical Psychology to Poetry," pp. 990-1002 (In William E. Cain et al., eds. <i>The Norton Anthology of Theory and Criticism</i>) ● Jacques Lacan: "Seminar on Poe's 'Purloined Letter'" (In <i>Yale French Studies</i> 48, 1972; also pp. 191-206 in Jacques-Alain Miller, ed., Sylvana Tomaselli, tr., <i>The Seminar of Jacques Lacan: Book II</i>) <p>Reader Response Theory:</p> <ul style="list-style-type: none"> ● Stanley Fish: "Interpretive Communities" from "Interpreting the <i>Variorum</i>," pp. 167-173 (In Stanley 	14

		Fish, <i>Is There a Text in This Class? The Authority of Interpretive Communities</i>)	
UNIT-4	Marxism; Cultural Materialism and New Historicism	<p>Marxist Criticism:</p> <ul style="list-style-type: none"> ● Terry Eagleton: “Chapter 1: Literature and History,” pp. 1-15 (In Eagleton, <i>Marxism and Literary Criticism</i>) ● Louis Althusser: “Ideology and Ideological State Apparatuses,” pp. 127-186 (In Althusser, <i>Lenin and Philosophy and Other Essays</i>) <p>Cultural Materialism and New Historicism:</p> <ul style="list-style-type: none"> ● Raymond Williams: “Dominant, Residual and Emergent,” pp. 121-128 (In Raymond Williams, <i>Marxism and Literature</i>) ● Catherine Gallagher and Stephen Greenblatt: “Introduction,” pp. 1-19 (In Gallagher and Greenblatt, <i>In Practicing New Historicism</i>) 	15
UNIT-5	Feminist and Postcolonial Approaches	<p>Feminism:</p> <ul style="list-style-type: none"> ● Elaine Showalter: “Feminist Criticism in the Wilderness,” pp. 331-353 (In David Lodge, ed. <i>Modern Criticism and Theory: A Reader</i>) ● Barbara Smith: “Toward a Black Feminist Criticism,” pp. 20-27 (In <i>The Radical Teacher</i>, No. 7, March 1978) <p>Postcolonialism</p> <ul style="list-style-type: none"> ● Edward Said: “Introduction,” pp. 1-28 (Said, <i>Orientalism</i>) ● Chandra Talpade Mohanty: “Under Western Eyes: Feminist Scholarship and Colonial Discourses,” pp. 333-358 (In <i>boundary 2</i>, vol. 12, No. 3, <i>On Humanism and the University I: The Discourse of Humanism</i>, Spring-Autumn, 1984) 	15
REFERENCE BOOKS			
S. NO.	AUTHOR	TITLE	PUBLISHING DETAILS

1	William K. Wimsatt Jr. and Cleanth Brooks	<i>Literary Criticism: A Short History</i>	Alfred A. Knopf, 1957
2	Louis Althusser; Ben Brewster (Tr.)	<i>Lenin and Philosophy and Other Essays</i>	Monthly Review Press, 1971
3	Roland Barthes; Stephen Heath (Tr.)	<i>Image-Music-Text</i>	Fontana
4	Raymond Williams	<i>Marxism and Literature</i>	Oxford University Press, 1977

5	Barbara Smith	"Toward a Black Feminist Criticism" in <i>The Radical Teacher, No. 7 (Journal)</i>	University Library System, University of Pittsburgh, 1978
6	Edward Said	<i>Orientalism</i>	Vintage, 1978
7	Stanley Fish	<i>Is There a Text in This Class? The Authority of Interpretive Communities</i>	Harvard University Press, 1980
8	Chandra Talpade Mohanty	"Under Western Eyes: Feminist Scholarship and Colonial Discourses" in <i>boundary 2, vol. 12, No. 3, On Humanism and the University I: The Discourse of Humanism</i>	Duke University Press, Spring-Autumn, 1984
9	Ramaswami and Sethuraman (Eds.)	<i>The English Critical Tradition: An Anthology of English Literary Criticism- vol. 1 and 2</i>	Macmillan, 1986
10	Jacques-Alain Miller (Ed.); Sylvana Tomaselli (Tr.); John Forrester (Notes)	<i>The Seminar of Jacques Lacan: Book II – The Ego in Freud's Theory and in the Technique of Psychoanalysis 1954-1955</i>	W. W. Norton & Company, Inc., 1988
11	Nigel Wood and David Lodge (Eds.)	<i>Modern Criticism and Theory: A Reader</i>	Longman, 1988
12	John A. Cuddon	<i>A Dictionary of Literary Terms and Literary Theory</i>	Blackwell, 1990, 3 rd ed.
13	Terry Eagleton	<i>Literary Theory: An Introduction</i>	Blackwell, 1996, 2 nd ed.
14	Jonathan Culler	<i>Literary Theory: A Very Short Introduction</i>	Oxford University Press, 1997
15	Leela Gandhi	<i>Postcolonial Theory: A Critical Introduction</i>	Allen and Unwin, 1998
16	William E. Cain, Laurie A. Finke, Barbara E. Johnson, John McGowan, Jeffrey J. Williams, Vincent B. Leitch (Eds.)	<i>The Norton Anthology of Theory and Criticism</i>	W. W. Norton & Company, Inc., 2001
17	Catherine Gallagher and Stephen Greenblatt	<i>Practicing New Historicism</i>	University of Chicago Press, 2000
18	Terry Eagleton	<i>Marxism and Literary Criticism</i>	Routledge, 2002, Classics Series ed.
19	Christopher Butler	<i>Postmodernism: A Very Short Introduction</i>	Oxford University Press, 2002
20	Mary Eagleton	<i>A Concise Companion to Feminist Theory</i>	Blackwell, 2003

21	Peter Childs and Roger Fowler (Eds.)	<i>Routledge Dictionary of Literary Terms</i>	Routledge
22	Raman Selden, Peter Widdowson and Peter Brooker	<i>A Reader's Guide to Contemporary Literary Theory</i>	Longman/ Pearson Education, 2005, 5 th ed.
23	M. S. Nagarajan	<i>English Literary Criticism and Theory: An Introduction</i>	Orient BlackSwan, 2006
24	Pramod K. Nayar	<i>Contemporary Literary and Cultural Theory: From Structuralism to Ecocriticism</i>	Longman/ Pearson Education, 2010
25	Simon Malpas and Paul Wake (Eds.)	<i>The Routledge Companion to Critical and Cultural Theory</i>	Routledge, 2013, 2 nd ed.
26	M. A. R. Habib	<i>Literary Criticism from Plato to the Present: An Introduction</i>	Blackwell, 2017
27	Peter Barry	<i>Beginning Theory: An Introduction to Literary and Cultural Theory</i>	Viva Books, 2018, 4 th ed.

PAPER CODE	TITLE OF THE PAPER	CREDITS	TOTAL HOURS
PENG 204	Structure of Modern English: Linguistics	5	65 Hours

COURSE OBJECTIVES:

The course aims to –

- Help students grasp the complexity of language as a communication system shaped by cognitive, biological, cultural, and social factors.
- Demonstrate understanding of the concepts, theories, and methodologies used by linguists in qualitative and quantitative analyses of linguistic structure, and patterns of language use.
- Strengthen understanding of processes of language change and variation, the role of language in reflecting and constructing social identities, and the distinctive properties of human language.
- Acquire technical vocabulary and theoretical tools of the field, necessary to decipher published linguistic research.
- Explain the various theoretical frameworks that developed the study of stylistics as a linguistic means of interpreting the contents of literature and discourse.
- Enhance students' ability to adopt a qualitative and interpretive approach to appreciating a writer's or speaker's style.

COURSE OUTCOME:

By the end of the course, students will have –

- Understood and articulate general issues concerning nature & function of language. These include the basic mechanisms common to all languages: The domains of phonetics, phonology, morphology, syntax, semantics, and pragmatics.
- Learnt to analyse specific sounds & understand systematic properties of sound system of English.
- Gained competence in examining the structure and function of language as used in natural discourse.
- Acquired skills to compare and contrast languages in terms of systematic differences in phonetics, phonology, morphology, syntax, semantics, and pragmatics.
- Refined their written and spoken language as an outcome of regular seminar presentations.

CONTENTS

UNIT NO.	UNIT TITLE	UNIT CONTENTS	NO. OF PERIODS
UNIT-1	Introduction	<ul style="list-style-type: none"> ● Introduction to the Scientific Study of Language <ul style="list-style-type: none"> i. Linguistics: What and Why ii. Phases of Growth: Traditional approach, Structural approach, Cognitive Approach iii. Traditional Grammar, Comparative Philology, Modern Linguistics 	16

		<ul style="list-style-type: none"> ● Important Linguists & their major contributions <ol style="list-style-type: none"> i. Ferdinand Saussure ii. Leonard Bloomfield iii. Noam Chomsky ● Key Concepts <ol style="list-style-type: none"> i. Description – Prescription ii. Synchrony – Diachrony iii. Form – Substance iv. Competence – Performance v. I-language – E-language vi. Communicative Competence – Linguistic Competence ● Levels of Analysis <ol style="list-style-type: none"> i. Phonetics and Phonology ii. Morphology iii. Syntax iv. Semantics v. Pragmatics vi. Discourse Analysis 	
UNIT-2	An Introduction to English Semantics & Pragmatics	<ul style="list-style-type: none"> ● Zoltán Gendler Szabó: “The Distinction Between Semantics And Pragmatics” in <i>The Oxford Handbook of Philosophy of Language</i> ● Meaning, Propositions, Truth-value ● Studying Meaning: Types of Meaning, Semantics vs. Pragmatics ● Adjective Meanings, Noun Vocabulary, Figurative Language, Tense and Aspect, Modality, Scope and quantification ● Pragmatics: Conversational Implicature, Presuppositions, Speech Acts (Austin’s Speech Act Theory), Grice: Cooperative Principle, Conversational Maxims <p>(Reference: <i>An Introduction to English Semantics and Pragmatics</i> by Patrick Griffiths)</p>	10
UNIT-3	Discourse Analysis	<ul style="list-style-type: none"> ● Introduction Janet Beavin Bavelas Christine, Kenwood Bruce Phillips: “Discourse Analysis” [From: <i>Handbook of Interpersonal Communication</i> (3rd ed., pp. 102-129)] ● Key Concepts <ol style="list-style-type: none"> i. Texts & Texture ii. Texts & their Social Functions iii. Context, Culture & Communication 	12

		<ul style="list-style-type: none"> iv. Mediated, Multi-modal and Corpus-assisted Discourse Analysis v. Conversation Analysis ● Doing Discourse Analysis: Analysing texture, genres, speech acts, corpora, etc. 	
UNIT-4	Stylistics	<ul style="list-style-type: none"> ● Introduction: Key Concepts in Stylistics (From: <i>Stylistics: A Resource Book for Students</i> by Paul Simpson) ● Concepts & Theories ● Practical Stylistics: Analysis of Poetry, Analysis of Prose, Analysis of Drama, Analysis of Speech 	10
UNIT-5	Linguistics & Related Areas	<ul style="list-style-type: none"> ● Disciplines: Linguistics & Philosophy, Culture, Music, Literature, Anthropology, Natural Sciences, Sociology 	7
	Applied Linguistics	<ul style="list-style-type: none"> ● An overview of Psycholinguistics, Sociolinguistics, Media Linguistics, Neurolinguistics, Computational Linguistics, Forensic Linguistics ● Bilingualism, Multilingualism, Computer-mediated Communication (CMC), Second Language Acquisition (SLA) 	10

REFERENCE BOOKS

S. NO.	AUTHOR	TITLE	PUBLISHING DETAILS
1	Patrick Griffiths	<i>An Introduction to English Semantics and Pragmatics</i>	Edinburgh UP, 2016, 2 nd ed.
2	John I. Saeed	<i>Semantics</i>	Blackwell, 2016, 4 th ed.
3	Rodney H. Jones	<i>Discourse Analysis: A Resource Book for Students</i>	Routledge, 2012, 1 st ed.
4	Ronald Wardhaugh	<i>Introduction to Linguistics</i>	McGraw-Hill Companies, 1977
5	George Yule	<i>The Study of Language</i>	4 th ed., Cambridge University Press, 1985

PAPER CODE	TITLE OF THE PAPER	CREDITS	TOTAL HOURS
PENG 301	American Literature	5	65 Hours

COURSE OBJECTIVES:

The course aims to –

- Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of America.
- Analyse literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods of America.
- Demonstrate knowledge of the development of characteristic forms or styles of expression during different periods of American history.

COURSE OUTCOME:

By the end of the course, students will have –

- Analysed the works based on their historical and critical background.
- Appreciated the works of various authors and their specific contribution to the style and themes of the American tradition.
- Compared the American writers with the writers of the other literatures resulting in the deeper comprehension of literature in general.
- Refined their written and spoken language as an outcome of regular seminar presentations.

CONTENTS

UNIT NO.	UNIT TITLE	UNIT CONTENTS	NO. OF PERIODS
UNIT-1	Introduction	Background to the Age: Social and Literary History	5
UNIT-2	Poetry: Intensive Study	<ul style="list-style-type: none"> ● R.W. Emerson: “Brahma” ● Walt Whitman: <i>When Lilacs Last in the Dooryard Bloom’d</i> ● Robert Frost: “Birches” ● Wallace Stevens: “The Emperor of Ice-Cream” 	20
	Poetry: Extensive Study	<ul style="list-style-type: none"> ● Emily Dickinson: “Because I could not stop for Death” ● Sylvia Plath: “Mirror” ● e. e. cummings: “in Just-Spring” 	5
UNIT-3	Prose: Intensive Study	<ul style="list-style-type: none"> ● Henry David Thoreau: “Reading” (from <i>Walden, and on the Duty of Civil Disobedience</i>) ● James Baldwin: “Notes of a Native Son” 	8
UNIT-4	Drama: Intensive Study	<ul style="list-style-type: none"> ● Arthur Miller: <i>Death of a Salesman</i> 	10

	Drama: Extensive Study	<ul style="list-style-type: none"> ● Tennessee Williams: <i>The Glass Menagerie</i> ● Lorraine Hansberry: <i>A Raisin in the Sun</i> 	5
UNIT-5	Fiction: Extensive Study	<ul style="list-style-type: none"> ● Mark Twain: <i>The Adventures of Huckleberry Finn</i> ● Saul Bellow: <i>Herzog</i> ● F. Scott Fitzgerald: <i>The Great Gatsby</i> ● Ernest Hemingway: <i>The Old Man and the Sea</i> ● John Steinbeck: <i>To a God Unknown</i> ● Toni Morrison: <i>Beloved</i> 	12

REFERENCE BOOKS

S. NO.	AUTHOR	TITLE	PUBLISHING DETAILS
1	Arthur Miller	<i>Death of a Salesman</i>	Dramatists Play Service, 1952, 1 st ed.
3	Tennessee Williams	<i>The Glass Menagerie</i>	Methuen Drama, 2008, ed.
4	Mark Twain	<i>Adventures of Huckleberry Finn: Tom Sawyer's Comrade</i>	U of California Press, 1985, 1 st ed.
5	Lorraine Hansberry	<i>A Raisin in the Sun</i>	Perma-Bound Books, 1984, 2 nd ed.
6	John Steinbeck	<i>To a God Unknown</i>	Penguin India, 2000, 1 st ed.
7	Saul Bellow	<i>Herzog</i>	Penguin Classics, 2019, 1 st ed.
8	F. Scott Fitzgerald	<i>The Great Gatsby</i>	E-Bookarama, 2018, 1 st ed.
9	Ernest Hemingway	<i>The Old Man and the Sea</i>	World Heritage Publishers, 2015, 1 st ed.
10	Toni Morrison	<i>Beloved</i>	Vintage Classics, 2014, 1 st ed.

PAPER CODE	TITLE OF THE PAPER	CREDITS	TOTAL HOURS
PENG 302	Eco-critical Studies	5	65 Hours

COURSE OBJECTIVES:

The course aims to –

- Introduce students to Eco-criticism, a relevant critical theory of the post-modern era through literary texts.
- Train students to approach social issues from an eco-critical perspective.
- Familiarise students with how literary texts can enhance sensitivity towards Nature.
- Introduce the concept of the anthropocene.
- Improve awareness towards ecological issues.

COURSE OUTCOME:

By the end of the course, students will have –

- Received training in undertaking eco-critical readings of literary and other cultural texts.
- Developed sensitivity towards ecological concerns.
- Increased understanding of environmental issues that plague the society.
- Gained exposure to the imminent ecological crises, and thereby, align their way of life to global needs.

CONTENTS

UNIT NO.	UNIT TITLE	UNIT CONTENTS	NO. OF PERIODS
UNIT-1	Introduction	<ul style="list-style-type: none"> ● Introduction to Ecocriticism: Definition, History, Scope and Importance ● Cheryll Glotfelty: “Literary Studies in an Age of Environmental Crisis” [From: <i>The Ecocriticism Reader: Landmarks in Literary Ecology</i>] ● Lawrence Buell, Ursula Heise, & Karen Thornber: “Literature & Environment” 	10
	Key Terms	<ul style="list-style-type: none"> ● Greg Garrard: “Positions” (Chapter 2 of <i>Ecocriticism</i>) ● Pramod K. Nayar: “Ecocriticism” (from <i>Contemporary Literary and Cultural Theory: From Structuralism to Ecocriticism</i> pp. 328-345) ● Oikos, Oikopoetics, Ecofeminism, Ecosophy, Ecowar, Ecosphere, Ecospirituality, Ecodefense, Deep Ecology, Cultural and Literary Ecology, Pastoral and Wilderness, Mindscales and Landscapes, Greenpeace, Material Ecocriticism, Environmental 	10

		Humanities, Environmental Arts, Cli-fi, Poco-Eco (Postcolonial Ecocriticism), Anthropocene	
UNIT-2	Poetry: Intensive Study	<ul style="list-style-type: none"> ● Samuel Taylor Coleridge's "The Rime of the Ancient Mariner" alongside Jim McKusick's "Coleridge and the Economy of Nature," (<i>Studies in Romanticism</i> 35 (1996): 375-392) ● Ted Hughes' "Pike" and "Thrushes" alongside Y. Reddick's "Hughes, Ecocriticism and Eco-poetry" (Chapter 2 of <i>Ted Hughes: Environmentalist and Eco-poet</i>) ● Keki N. Daruwalla's "Ghaghra in Spate" alongside Bidhan Mondal's "Painting Riverscapes with the colour of Poetry: the Unvarnished Reality in K N Daruwalla's River Poems" 	10
UNIT-3	Prose: Intensive Study	<ul style="list-style-type: none"> ● Rachel Carson: <ul style="list-style-type: none"> i. "A Fable for Tomorrow" (from <i>Silent Spring</i>) ii. "The Obligation to Endure" (from <i>Silent Spring</i>) ● "Chief Seattle's Speech of 1854" 	10
UNIT-4	Drama: Intensive Study	<ul style="list-style-type: none"> ● Theresa J. May: "Greening the Theater: Taking Ecocriticism from Page to Stage" ● Una Chaudhuri: "There Must Be a Lot of Fish in That Lake": Toward an Ecological Theater" ● Henrik Ibsen: <i>An Enemy of the People</i> 	10
UNIT-5	Fiction: Extensive Study	<ul style="list-style-type: none"> ● Kamala Markandeya's <i>Nectar in a Sieve</i> alongside Patil Sangita Sharnappa's "Reconstructing Ecofeminism: A Study of Kamala Markandeya's <i>Nectar in a Sieve</i>" ● Amitav Ghosh: <i>The Hungry Tide</i> alongside Story 9, Part I: Stories <i>The Great Derangement: Climate Change and the Unthinkable</i> ● Adam Trexler: "Mediating Climate Change: Ecocriticism, Science Studies, And <i>The Hungry Tide</i>" (Chapter 11 of <i>The Oxford Handbook of Ecocriticism</i>) 	15
<p>Suggested Practical Work (in lieu of CIE-III Seminar)</p> <ul style="list-style-type: none"> ● Select a literary text and present an eco-critical perspective on it. ● Nature Writing: A Field trip that leads to significant creative writing on Nature ● Watch documentaries like <i>Queen of Trees/ When Plants Fight Back</i> (any suitable documentary from naturedocumentaries.org) and write commentaries on them. ● Make short nature documentaries. 			
REFERENCE BOOKS			

S. NO.	AUTHOR	TITLE	PUBLISHING DETAILS
1	Cheryll Glotfelty & Harold Fromm	<i>The Ecocriticism Reader</i>	The University of Georgia Press, 1996
2	Jonathan Bate	<i>Romantic Ecology: Wordsworth and the Environmental Tradition</i>	Routledge, 2013
3	Bill Devall and George Sessions	<i>Deep Ecology: Living as if Nature Mattered</i>	Peregrine Smith, 1985
4	Peter Berg and Raymond Dasmann	"Reinhabiting California" <i>Resurgence & Ecologist</i> , Vol. 7	1977
5	Van Andruss	<i>Home! A Bioregional Reader</i>	New Society Publishers, 1990
6	Greg Garrard	<i>Ecocriticism: New Critical Idiom Series</i>	Routledge, 2004
7	Eds. Lorraine Anderson and Thomas S. Edwards	<i>At Home on This Earth: Two Centuries of US Women's Nature Writing</i>	UP of New England, 2002, 1 st ed.

PAPER CODE	TITLE OF THE PAPER	CREDITS	TOTAL HOURS
PENG 303 (A)	Popular Culture Studies	5	65 Hours

COURSE OBJECTIVES:

The course aims to –

- Introduce a range of theoretical approaches to study popular culture, exploring the intersection between everyday life, mass media, and broader political and historical contexts.
- Explain different understandings of culture and popular culture.
- Understand and analyse a variety of different theoretical approaches to popular culture.
- Understand political and ideological dimensions of popular culture.
- Comprehend concepts of race, class and gender as they relate to popular culture.
- Apply course components to critical thinking about the popular culture experiences in your day-to-day existence.
- Explore how popular culture, in all its various forms, not only reflects the world around us but also how it influences the way we perceive the world.
- Examine a wide range of subjects (such as film, television, music, advertising, the internet, and geography) using a wide range of critical approaches (such as genre theory, gender studies, semiotics, and political economy), so we can better understand how contemporary popular culture shapes our lives.

COURSE OUTCOME:

By the end of the course, students will have –

- Identified and analysed the historical, social, political, and literary dynamics which foster the development of a specific genre of popular literature or of a specific theme manifest in popular literature.
- Got introduced to themes and concerns which define the genre, reflect the culture, characterise the history of the genre, extend across cultures, and / or appeal to a given culture or subculture.
- Acquired familiarity with the literary strategies, both conventional and emergent, that exemplify the literature.
- Discussed the critical responses to the genre: responses from the literary / critical mainstream, the general public, and authorities of the genre.
- Examined ways in which the popular genre affects the target audience within that public and impacts the development of mainstream literature.
- Explored the connection between popular culture and social values.
- Understood the role of popular culture and the way it reflects and influences culture and society.
- Examined the social and cultural context of popular culture products and practices.

CONTENTS			
UNIT NO.	UNIT TITLE	UNIT CONTENTS	NO. OF PERIODS
UNIT-1	Introduction	<ul style="list-style-type: none"> ● John Storey: “What is Popular Culture?” (from <i>Cultural Theory and Popular Culture, An Introduction</i>, 1-16) ● Raymond Williams: “‘Culture’ and ‘Masses’” (from <i>Popular Culture: A Reader</i>, 25-33) ● Dwight MacDonal: “A Theory of Mass Culture” ● C. Lee Harrington & Denise D. Bielby: “Constructing the Popular: Cultural Production and Consumption” ● Raymond Williams: “On High and Popular Culture” 	15
UNIT-2	Popular Culture and Canonical Literature	<ul style="list-style-type: none"> ● Jonathan Gil Harris: “Shakespeare – Act I: <i>Khaandaans</i>” from <i>Masala Shakespeare</i> ● William Shakespeare’s <i>Hamlet</i> and 2019 Disney animation movie <i>The Lion King</i> ● Daniel Defoe’s <i>Robinson Crusoe</i> and Robert Zemeckis’ 2000 adventure film <i>Cast Away</i> 	12
UNIT-3	Popular Culture and Graphic Novels	<ul style="list-style-type: none"> ● “The Evolution of the Graphic Novel: 5 Questions for Pop Culture Lecturer Christopher Murray” by Britannica Editors - February 2, 2011 ● <i>Bhimayana: Incidents in the Life of Bhimrao Ramji Ambedkar</i> published in 2011 by Navayana alongside B. R. Ambedkar’s <i>Waiting for a Visa</i> ● Raymond Queneau: <i>Exercises in Style</i> (1947) alongside Matt Madden’s <i>99 Ways To Tell a Story: Exercises in Style</i> 	15
UNIT-4	Popular Culture and Genre Fiction	<ul style="list-style-type: none"> ● Literary Fiction vs. Genre Fiction: An Overview ● Davidd Glover And Scott Mc Cracken: “Introduction” (from <i>The Cambridge Companion to Popular Fiction</i>) ● Peter Swirski: “Popular and Highbrow Literature: A Comparative View” ● Detective Novel: ● Agatha Christie: <i>Murder on the Orient Express</i> and the 2017 mystery thriller directed by Kenneth Branagh ● Fantasy Novel: ● J.K. Rowling: <i>Harry Potter and the Philosopher's Stone</i> ● Cyberpunk Story: ● William Gibson: “Burning Chrome” 	13
UNIT-5	Popular Culture and	Class struggle in Popular Culture:	10

Cultural Theory	<ul style="list-style-type: none"> ● Rachel D. Godsil, Jessica MacFarlane, Brian Sheppard: <i>Pop Culture, Perceptions and Social Change: A Research Review</i> ● Mark Twain: <i>The Prince and the Pauper</i> and Andy Tennant's 1995 American family comedy adaptation <i>It Takes Two</i> <p>Ethnicity in Popular Culture:</p> <ul style="list-style-type: none"> ● John Storey: "Race, Racism and Representation" (from Chapter 8 of <i>Cultural Theory and Popular Culture: An Introduction</i> pp. 167-180) ● Solomon Northup: <i>Twelve years a Slave</i> & 2013 biographical period-drama film <i>12 Years a Slave</i> <p>Postmodernism in Popular Culture:</p> <ul style="list-style-type: none"> ● Dominic Strinati: "Chapter 6" (from <i>An Introduction to Theories of Popular Culture</i> pp. 216-240) ● Contemporary popular culture and postmodernism: Architecture, Cinema, Television, Advertising, Pop music, Consumerism and Media-saturation, New Middle-class Occupations, Discourse and Popular Culture, The 'dialogical' approach to Popular Culture, Cultural Populism 	
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REFERENCE BOOKS

S. NO.	AUTHOR	TITLE	PUBLISHING DETAILS
1	Raiford A. Guins and Omayra Zaragoza Cruz	<i>Popular Culture: A Reader</i>	Sage, 2005, 1 st ed.
2	John Storey	<i>Cultural Theory and Popular Culture, An Introduction</i>	Routledge, 2018, 8 th ed.
3	Dominic Strinati	<i>An Introduction to Theories of Popular Culture</i>	Routledge, 2004, 2 nd ed.
4	Jonathan Gil Harris	<i>Masala Shakespeare: How a Firangi Writer Became Indian</i>	Aleph Book Company, 2018
5	William Shakespeare	<i>Hamlet</i>	Maple, 2013
6	Daniel Defoe	<i>Robinson Crusoe</i>	Harper Collins, 2010
7	William Gibson	<i>Burning Chrome</i>	Harper Voyager, 2003
8	Agatha Christie	<i>Murder on the Orient Express</i>	Harper Collins, 2017

9	Jim McGuigan	<i>Raymond Williams on Culture and Society: Essential Writings</i>	Sage, 2014, 1 st ed.
10	J.K Rowling	<i>Harry Potter and the Philosopher's Stone</i>	Bloomsbury, 2014
11	Solomon Northup	<i>Twelve Years a Slave</i>	Fingerprint, 2017
12	Paul A` Cantore	<i>Commerce and Culture: Lecture Series on YouTube</i>	https://www.youtube.com/playlist?list=PLAQxhdShp7eBEdOr9LW0vhNuPqSITduaw
13	Srividya Natarajan, S. Anand, et.al.	<i>Bhimayana: Incidents in the Life of Bhimrao Ramji Ambedkar</i>	Navayana, 2011
14	B. R. Ambedkar	<i>Waiting for a Visa</i>	Notion, 2019, 1 st ed.
15	Raymond Queneau	<i>Exercises in Style</i>	New Directions, 2013
16	Matt Madden	<i>99 Ways To Tell a Story: Exercises in Style</i>	Jonathan Cape, 2006
17	Eds. David Glover and Scott Mc Cracken	<i>The Cambridge Companion to Popular Fiction</i>	Cambridge UP, 2012
18	Rachel D. Godsil, Jessica MacFarlane, Brian Sheppard	<i>Pop Culture, Perceptions and Social Change: A Research Review</i>	Liz Manne Strategy, 2015
19	Arthur Conan Doyle	<i>The Hound of the Baskervilles</i>	Wordsworth , 1999
20	Mark Twain	<i>The Prince and the Pauper</i>	Maplem 2014

PAPER CODE	TITLE OF THE PAPER	CREDITS	TOTAL HOURS
PENG 303 (B)	Life Writing	5	65 Hours
<u>COURSE OBJECTIVES:</u>			
<p>The course aims to –</p> <ul style="list-style-type: none"> ● Introduce students to Biography, Autobiography, and Life Writing Studies and familiarise them with newly recognised forms of life writing. ● Map the nature and scope of Bio/Autobiography and Life Writing Studies as they intersect with disciplines such as Postcolonial Studies, Gender Studies, Disability Studies, and Dalit Studies. ● Contextualise the topics in the broader area of the subject including self in relation to society, the role of memory in life writing, and autobiography as a site of resistance and a mode of rewriting history. 			
<u>COURSE OUTCOME:</u>			
<p>By the end of the course, students will have –</p> <ul style="list-style-type: none"> ● Appreciated the relevance of biography, autobiography, and other forms of life writing in the making of selves, self-discovery, self-recovery, and self-fashioning ● Understood the nuances involved in life writing practices across different cultures, times, and regions, subject to patterns of beliefs and idealisations in the formation of the subject ● Analysed the methodological and historical contexts that help create biographies, autobiographies and other forms of life writing ● Conducted dialogues between a gamut of life writing practices (including biography and autobiography) and disciplinary perspectives drawn from Religious Studies, History, Oral History, Anthropology, Sociology, Gender Studies, Postcolonial Studies, Dalit Writing, Cultural Studies, Disability Studies, and Medical Humanities ● Engaged with the critical, theoretical, and methodological issues raised by biography, autobiography, and such forms of life writing as diaries, journals, oral history, memoirs, and testimonies 			
CONTENTS			
UNIT NO.	UNIT TITLE	UNIT CONTENTS	NO. OF PERIODS
UNIT-1	Introduction	<ul style="list-style-type: none"> ● Barbara Caine: <ul style="list-style-type: none"> a) “Auto/biography and Life Writing” (in <i>Biography and History</i>, pp. 66-84) b) “Interpreting and Constructing Lives” (from <i>Biography and History</i>, pp. 85-102) 	10

		<ul style="list-style-type: none"> ● Laura Marcus, "The Law of Genre" (from <i>Auto/biographical Discourses: Theory, Criticism, Practice</i>, pp. 229-72) 	
UNIT-2	Autobiography, Literature and History	<ul style="list-style-type: none"> ● Linda Anderson, "Introduction" (from Linda Anderson, <i>Autobiography</i>, pp. 1-17) ● James Olney: <ul style="list-style-type: none"> ● "Autobiography and the Cultural Moment: A Thematic, Historical, and Bibliographical Introduction" (from <i>Autobiography: Essays Theoretical and Critical</i>, pp. 3-27) ● "Some Versions of Memory/ Some Versions of Bios: The Ontology of Autobiography" (from <i>Autobiography: Essays Theoretical and Critical</i>, pp. 236-267) ● Benjamin Franklin: Excerpt from <i>Autobiography</i>, pp. 5-63 ● M. K. Gandhi: Excerpt from <i>The Story of My Experiments with Truth</i>, Part I, Chapters II-IX 	15
UNIT-3	Marginalised Identities and Postcolonial Life Writing	<ul style="list-style-type: none"> ● Sandra Lila Maya Rota: "The limits of postcolonial autobiography and the empowering capacity of life-writing for the postcolonial subject" ● Pramod K. Nayar: "The Poetics of Postcolonial Atrocity: Dalit Life Writing, <i>Testimonio</i>, and Human Rights" ● V. S. Naipaul: "Indian Autobiographies" ● Richard Wright: <i>Black Boy</i> (Chapter 1, pp. 9-44) ● Sharankumar Limbale: <i>The Outcaste</i>, pp. 1-39 ● Olaudah Equiano: <i>The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African: Written by Himself. Vol. I & II</i>, 1789, pp. 19-179 	14
UNIT-4		<ul style="list-style-type: none"> ● Mary G. Mason: "The Other Voice: Autobiographies of Women Writers" ● Susannah B. Mintz: "Introduction" (pp. 1-23) and "auto/body/ography" (pp. 23-47) 	14

	Women and Life Writing	<ul style="list-style-type: none"> ● Binodini Dasi: <i>My Story and My Life as an Actress</i>, pp. 61-83 (an excerpt) ● Michelle Obama: <i>Becoming More</i> (Excerpt from: <i>Becoming</i> Chapters 19-24) 	
UNIT-5	Emergent Forms of Life Writing	<ul style="list-style-type: none"> ● Hélène Cixous: “Albums and Legends” (from <i>Rootprints: Memory and Life Writing</i>, Tr. Eric Prenowitz, pp. 177-207) ● G. Thomas Couser: “Rhetoric and Self-Representation in Disability Memoir” (from <i>Memoir: An Introduction</i>, pp. 31-48) ● Pramod K. Nayar: “Autobiogenography: Genomes and Life Writing” (from <i>a/b: Auto/Biography Studies</i>, 31: 3, 2016, pp. 509-525) 	12
		<ul style="list-style-type: none"> ● Stephen Hawking: <i>My Brief History</i> ● Haben Girma: <i>Haben: The Deafblind Woman Who Conquered Harvard Law</i> 	

REFERENCE BOOKS

S. NO.	AUTHOR	TITLE	PUBLISHING DETAILS
1	Benjamin Franklin; (W. Macdonald (Ed.))	<i>Autobiography</i>	J. M. Dent and Sons, 1960
2	Hippolyte Delehaye	<i>The Legends of the Saints</i>	Fordham University Press, 1962
3	Richard Wright	<i>Black Boy</i>	Picador, 1968
4	A. O. J. Cockshut	<i>Truth to Life: The Art of Biography in the Nineteenth Century</i>	Collins, 1974
5	James Olney (Ed.)	<i>Autobiography: Essays Theoretical and Critical</i>	Princeton University Press, 1980
6	Linda Wagner-Martin	<i>Telling Women’s Lives: The New Biography</i>	Rutgers University Press, 1980
7	Carolyn G. Heilbrun	<i>Writing a Woman’s Life</i>	Norton Press, 1988
8	Bella Brodzki and Celeste Schenck (Eds.)	<i>Life/Lines: Theorizing Women’s Autobiography</i>	Cornell University Press, 1988
9	Eric Homberger and John Charmley (eds.)	<i>The Troubled Face of Biography</i>	Macmillan, 1988

10	M. K. Gandhi	<i>Autobiography or the Story of My Experiments with Truth</i>	Navajivan Trust, 1993
11	Laura Marcus	<i>Auto/biographical Discourses: Theory, Criticism, Practice</i>	Manchester University Press, 1994
12	Hélène Cixous and Mireille Calle-Gruber; Eric Prenowitz (Tr.)	<i>Rootprints: Memory and Life Writing</i>	Routledge, 1997. 1 st print ed.
13	Binodini Dasi	<i>My Story and My Life as an Actress</i>	Kali for Women, 1998
14	Equiano, Olaudah; Werner Sollors (Eds.)	<i>The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African, Written by Himself. Vol. I & II, 1789</i>	Norton, 2001
15	Linda Anderson	<i>Autobiography</i>	Routledge, 2001
16	Sharankumar Limbale; Santosh Bhoomikar (Tr.)	<i>The Outcaste</i>	Oxford University Press, 2003
17	Susannah B. Mintz	<i>Unruly Bodies: Life Writing by Women with Disabilities</i>	The University of North Carolina Press, 2007
18	G. Thomas Couser	<i>Signifying Bodies: Disability in Contemporary Life Writing</i>	The University of Michigan Press, 2009
19	Barbara Caine	<i>Biography and History</i>	Palgrave Macmillan, 2010
20	G. Thomas Couser	<i>Memoir: An Introduction</i>	Oxford University Press, 2012
21	Gillian Whitlock	<i>Postcolonial Life Narratives: Testimonial Transactions</i>	Oxford University Press, 2015
22	Ricia Anne Chansky and Emily Hipchen (Eds.)	<i>The Routledge Auto/Biography Studies Reader</i>	Routledge, 2016
23	Leigh Gilmore	<i>Tainted Witness: Why We Doubt What Women Say About Their Lives</i>	Columbia University Press, 2017
24	Rigoberta Menchu Elisabeth Burgos-Debray (Ed.), Ann Wright (Tr.)	<i>I, Rigoberta Menchu: An Indian Woman in Guatemala</i>	Verso, 2010, 2 nd ed.
25	Haben Girma	<i>Haben: The Deafblind Woman Who Conquered Harvard Law</i>	Twelve, 2019
26	Stephen Hawking	<i>My Brief History</i>	Bantam, 2013

27	Michelle Obama	<i>Becoming</i>	Penguin Random House, 2018
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PAPER CODE	TITLE OF THE PAPER	CREDITS	TOTAL HOURS
PENG 304 (A)	Teaching of English as a Second Language	5	65 Hours

COURSE OBJECTIVES:

The course aims to –

- Give students an understanding of the scope of English Language Teaching as a discipline.
- Introduce key issues pertaining to Second Language Acquisition.
- Provide a broad overview of English language learning, teaching and testing.
- Make students aware of the specific challenges of teaching English in India.

COURSE OUTCOME:

By the end of the course, students will have –

- Learnt the methods of teaching ESL.
- Acquired the skills to apply the materials used to teach ESL.
- Comprehended the methods of assessing ESL students.
- Understood the teaching scenario in India as far as ESL teaching is concerned.
- Gained hands-on experience in curriculum design.
- Refined their written and spoken language as an outcome of regular seminar presentations.

CONTENTS

UNIT NO.	UNIT TITLE	UNIT CONTENTS	NO. OF PERIODS
UNIT-1	Introduction to TESL & Teaching English in India	<ul style="list-style-type: none"> ● History of English Language Teaching: 1900 to the Present Day ● History of ELT in India ● Challenges of teaching English in India ● The future of English teaching in India ● First language acquisition (Chapter 13 of Yule) ● Second language acquisition/learning (Chapter 14 of Yule) 	10
UNIT-2	Theories of Language Learning	<ul style="list-style-type: none"> ● Behaviouristic theory ● Nativist Theory & Universal Grammar ● Krashen's Monitor Theory ● Selinker's Interlanguage Theory ● Cognitive Theory 	15

		<ul style="list-style-type: none"> ● Schumann's Acculturation Theory ● Constructivist Theory 	
UNIT-3	Language Teaching Methods	<ul style="list-style-type: none"> ● The Grammar-Translation Method ● The Direct Method ● The Audio-lingual Method ● Suggestopedia ● The Silent Way ● Community Language Learning (CLL) ● The Total Physical Response Method (TPR) ● The Communicative Approach ● The Lexical Approach <p>Practicum: Preparation of Lesson Plans</p>	10
UNIT-4	Syllabus and Curriculum	<ul style="list-style-type: none"> ● Curriculum & Syllabus: Difference ● Principles of Curriculum Design for TESL ● Types of Syllabus: Pre-determined & Emergent Syllabi, Grammatical/ Structural Syllabus, Lexical Syllabus, Situational Syllabus, Text-based Syllabus, Skill-based Syllabus, Notional-Functional Syllabus, Task-based Syllabus, Learner-generated Syllabus, Mixed Syllabus, Online-course Syllabus <p>Practicum: Syllabus Design</p>	10
	Materials Development for the Teaching of English	<ul style="list-style-type: none"> ● Perspectives on Materials Construction ● Kinds of Material: Graded, Adapted, Authentic Materials ● Materials for the Development of LSRW Skills ● Materials for Teaching Study Skills, Grammar, Vocabulary, etc ● Selecting & Adapting Materials for Evaluation <p>Practicum: Materials Development/ Evaluating Text-books</p>	10
UNIT-5	Language Testing and Assessment	<ul style="list-style-type: none"> ● Evaluation, Assessment and Measurement ● Principles of Language Testing ● Types of Language Tests ● Designing Tests in English <p>Practicum: Designing Tests</p>	10
REFERENCE BOOKS			
S. NO.	AUTHOR	TITLE	PUBLISHING DETAILS

1	A. P. R. Howatt & Henry Widdowson	<i>A History of English Language Teaching</i>	Oxford UP, 2014
2	C. J. Brumfit	<i>Problems and Principles of English Teaching</i>	Pergamon P, 1980
3	H. H. Stern	<i>Fundamental Concepts of Language Teaching</i>	Oxford UP, 2015
4	Diane Larsen-Freeman	<i>Techniques and Principles in Language Teaching</i>	Oxford UP, 2011
5	W. Littlewood	<i>Communicative Language Teaching: An Introduction</i>	Cambridge UP, 1981

PAPER CODE	TITLE OF THE PAPER	CREDITS	TOTAL HOURS
PENG 304 (B)	Writing for the Media	5	65 Hours

COURSE OBJECTIVES:

The course aims to –

- Help students develop basic critical and analytical media writing skills and learn to effectively structure messages for a specific audience.
- Teach the basics of journalistic reporting, writing and editing.
- Give an understanding of the basic elements of digital storytelling and writing for online audiences.
- Train specifically to write different types of leads, basic news stories, short feature stories etc.
- Provide guidance to conduct interviews that elicit information and quotes for use in news and feature stories.
- Sensitise the students to Media ethics.

COURSE OUTCOME:

By the end of the course, students will have –

- Demonstrated proper media writing and editing styles.
- Acquired skills to modify writing styles to fit various media platforms.
- Gained understanding of ethics, and responsibilities of media writing.
- Understood the similarities and differences among all forms of media writing.
- Recognised, critiqued, and produced writing that delivers accurate, clear and concise information to a mass audience.
- Developed interviewing and researching skills that will enable them to gather accurate information.

CONTENTS

UNIT NO.	UNIT TITLE	UNIT CONTENTS	NO. OF PERIODS
UNIT-1	Introduction	<ul style="list-style-type: none"> ● Journalism & Mass media: a Brief Overview ● Print, Broadcast and Digital Media: Similarities and Differences ● News, Newsworthiness, News Value 	6
	Media Writing Style and Language Conventions	<ul style="list-style-type: none"> ● Journalese ● Principles of Good Writing, Rules for Clear Written Communication, Common Writing Errors ● Ideas for Writing, Kinds of Writing: Narrative Writing: telling stories – Nonfiction, Descriptive Writing, Explanatory Writing, Persuasive Writing, Argumentative Writing 	8

		<ul style="list-style-type: none"> ● Journalistic Writing Style: The Language of Journalism – concrete, specific, active, clear, democratic, non-sexist, non-racist 	
UNIT-2	Newsgathering, Reporting Ethically	<ul style="list-style-type: none"> ● The Basics Principles of Reporting ● Modern-day Issues: Sources, Fake news, Sponsored Content ● Libel and Media Law ● Ethics in Media Writing 	10
UNIT-3	Hard News Story and Feature Writing in the Media	<ul style="list-style-type: none"> ● Hard News vs. Soft News ● Writing Headlines, Leads, Captions, Bylines ● News Story Structure: Nut Grafs, 5 Ws & 1H, Inverted Pyramid ● Writing Book Reviews and Film Reviews ● Techniques of Writing Columns and Editorials for Newspapers and Magazines ● News Features / How to Write a Feature Article 	15
UNIT-4	Electronic News Writing: Radio and Television	<ul style="list-style-type: none"> ● Writing a Radio News Script ● Packaging Content for a Television Story ● Split-Page Script Format 	6
	Writing for Digital Media	<ul style="list-style-type: none"> ● Digital Storytelling: Structure, Tone, Multimedia Content ● Blog Writing ● Evaluating Wikipedia, Editing an Online Article, Peer Reviewing 	7
UNIT-5	The Art of Interviewing	<ul style="list-style-type: none"> ● How to prepare for different kinds of Interviewing: celebrity, victim, eye witnesses, officials etc. ● Interviewing for Deadline Stories and Follow-up Stories ● Preparing to cover Press Conferences, Speeches, and Meetings, with and without the benefit of advance preparation 	7
	Ad Copywriting	<ul style="list-style-type: none"> ● Print Ad Copywriting ● Radio Ad Copywriting ● TV Ad Copywriting ● Web Ad Copywriting 	6
<p>Suggested Practical Work (in lieu of CIE-III Seminar)</p> <ul style="list-style-type: none"> ● Select a National Daily and present an overview of its style. ● Feature Writing: Choose a relevant and topical idea and do research for a significant article. ● Study ads for their language aspect and write commentaries on them. ● Make short packaged news stories. 			

REFERENCE BOOKS			
S. NO.	AUTHOR	TITLE	PUBLISHING DETAILS
1	Quinn Stephen	<i>Convergent Journalism: The Fundamentals of Multimedia Reporting</i>	Lang Publishing, 2005
2	Batty Craig and Cain Sandra	<i>Media Writing: A Practical Introduction</i>	Palgrave Macmillan, 2010
3	Stovel G.	<i>Writing for Mass Media</i>	Allyn and Bacon, 2006, 6 th ed.
4	Ted White	<i>Broadcast News: Writing, Reporting, and Producing</i>	St Martins Press, 1993
5	Scott A Kuehn & Andrew Lingwall	<i>The Basics of Media writing: A Strategic Approach</i>	Sage Publications, 2018

PAPER CODE	TITLE OF THE PAPER	CREDITS	TOTAL HOURS
PENG 305*	Dissertation: Research Methodology & Interim Review	Non-Credit	2 hours/wk= 30 hrs

* (Exclusive to students doing Dissertation)

COURSE OBJECTIVES:

The course aims to –

- Orient students towards research.
- Develop critical thinking skills, academic writing skills and research aptitude in students.
- Sharpen students' critical thinking skills.
- Familiarise students with practical criticism and its application in literature and language.

COURSE OUTCOME:

By the end of the course, students will have –

- Acquired skills for literary and critical research.
- Obtained acquaintance with the key critical and interpretative approaches.
- Become competent to apply critical approaches to literary sources to build interpretive opinions.
- Learnt critical evaluation, writing, and interpretive practices, which assists expression of ideas in an informed manner.
- Developed finer appreciation of literary interpretation.

Guidelines:

- Understand basic Research Methodology from the relevant suggested reading material.
- Decide area of work. Work can be on any area covered by English Language or Literature Studies.
- Present seminar on Dissertation topic and literature review for 25 marks at the end of Semester III, to be approved by three faculty members of the Department inclusive of the Project Supervisor.

REFERENCE BOOKS*

S. NO.	AUTHOR	TITLE	PUBLISHING DETAILS
1	Delia Da Sousa Correa & W. R. Owens (Eds.)	<i>The Handbook to Literary Research</i>	Routledge, 1999
2	M. P. Sinha	<i>Research Methods in English</i>	Atlantic Publishers, 2004
3	H. V. Deshpande	<i>Research in Literature and Language: Philosophy, Areas and Methodology</i>	Notion Press, 2018, Kindle ed.
4	Alison Mackey & Susan M. Gass	<i>Second Language Research: Methodology and Design</i>	Lawrence Erlbaum Associates, Publishers, 2005

*Choice may be made based on Language or Literature Research

PAPER CODE	TITLE OF THE PAPER	CREDITS	TOTAL HOURS
PENG 401	Post-Colonial Literature	5	65 Hours
<u>COURSE OBJECTIVES:</u>			
<p>The course aims to –</p> <ul style="list-style-type: none"> ● Give a broad perspective of the development in literature of the 'others'. ● Introduce to the new literature through a close reading of selected texts. ● Approach the selected texts for their literary value and cultural and cross-cultural importance. ● Study the texts from a cross-cultural perspective, listening to voices heard outside an Indian context and through a comparative study. 			
<u>COURSE OUTCOME:</u>			
<p>By the end of the course, students will have –</p> <ul style="list-style-type: none"> ● Become competent to practically analyse any literary work by identifying different aspects of literature in English. ● Acquired skills to interpret a literary text intensively and distinguish its salient features. ● Gained insights to compare and contrast the style of writers across the globe. 			
CONTENTS			
UNIT NO.	UNIT TITLE	UNIT CONTENTS	NO. OF PERIODS
UNIT-1	Introduction	<ul style="list-style-type: none"> ● Background to the Course: Social and Literary History 	15
	Poetry: Intensive Study	<ul style="list-style-type: none"> ● Canada: A. M. Klein: "Indian Reservation: Caughnawaga" ● Australia: Judith Wright: "Eve to Her Daughters" ● Nigeria: Gabriel Okara: "The Mystic Drum" ● Australia: Judith Wright: "Eve to Her Daughters" ● Caribbean: Derek Walcott: "A Far Cry from Africa" 	
UNIT-2	Poetry: Extensive Study	<ul style="list-style-type: none"> ● New Zealand: Allen Curnow : "House and Land" ● Sri Lanka: Jean Arasanayagam: "Apocalypse" ● Singapore: Edwin Thumboo: "May 1954" from <i>Ulysses by the Merlion</i> (1979)" 	10
UNIT-3	Prose: Intensive Study	<ul style="list-style-type: none"> ● Kenya: Ngugi wa Thiong'o : "The Language of African Theatre" from Decolonisation of the Mind ● Australia: Sally Morgan: Selection from My Place – "What People Are We?" 	10
UNIT-4	Drama: Intensive Study	<ul style="list-style-type: none"> ● Canada: George Ryga: <i>The Ecstasy of Rita Joe</i> ● Nigeria: Wole Soyinka: <i>Kongi's Harvest</i> 	10

	Drama: Extensive Study	<ul style="list-style-type: none"> ● Ghana: Ama Ata Aidoo : <i>Anowa</i> 	5
UNIT-5	Fiction:	<ul style="list-style-type: none"> ● Australia: Patrick White: <i>Voss</i> ● South Africa: Nadine Gordimer: "Six Feet of the Country" ● Nigeria: Chinua Achebe: <i>Things Fall Apart</i> ● Caribbean: VS Naipaul: <i>A House for Mr Biswas</i> ● Canada: Margaret Atwood: <i>The Handmaid's Tale</i> 	15

REFERENCE BOOKS

S. NO.	AUTHOR	TITLE	PUBLISHING DETAILS
1	Wole Soyinka	<i>Kongi's Harvest</i>	Oxford University Press, 1967, 1st ed.
2	Chinua Achebe	<i>Things Fall Apart</i>	RHUS, 1994, 2 nd ed.
3	V.S. Naipaul	<i>A House for Mr. Biswas</i>	Picador, 2016, Kindle ed.
4	Patrick White	<i>Voss</i>	RHUK, 1994, 2 nd ed.
5	Sally Morgan	<i>My Place</i>	Little, Brown Book Group, 1982, 1 st ed.
6	Nadine Gordimer	<i>Six Feet of the Country</i>	Penguin Books, 2000 1 st ed.
7	Margaret Atwood	<i>The Handmaid's Tale</i>	Vintage Digital, 2012, Kindle ed.

PAPER CODE	TITLE OF THE PAPER	CREDITS	TOTAL HOURS
PENG 402	Women's Writing	5	65 Hours
<u>COURSE OBJECTIVES:</u>			
<p>The course aims to –</p> <ul style="list-style-type: none"> ● Introduce students to a selection of Literature and Theory by women. ● Encourage students to identify themes and concerns expressed in women's writing. ● Enable students to demonstrate stereotypes in the representation of women and the rewriting of myths. ● Highlight the difference and the uniqueness of 'gyno texts' in contrast with 'andro texts'. 			
<u>COURSE OUTCOME:</u>			
<p>By the end of the course, students will have –</p> <ul style="list-style-type: none"> ● Increased familiarity with gender as a critical term and concept while analysing literary texts. ● Learnt to identify stereotypical representations of women in texts. ● Attained proficiency in theorising women's experiences as they read women's writing. ● Gained proper understanding of the creative process of women as writers. 			
CONTENTS			
UNIT NO.	UNIT TITLE	UNIT CONTENTS	NO. OF PERIODS
UNIT-1	Introduction	History and Growth of Women's Writing	4
UNIT-2	Poetry: Intensive Study	<ul style="list-style-type: none"> ● Kishwar Naheed: "I Am Not That Woman" ● Genny Lim: "Wonder Woman" ● Kamala Das : "An Introduction" ● Adrienne Rich: "Snapshots of a Daughter-in-Law" 	8
	Poetry: Extensive Study	<ul style="list-style-type: none"> ● Aemelia Lanyer: "Eve's Apology in Defense of Women" (from <i>Salve Deus Rex Judaeorum</i> in Norton Anthology, ll. 777-808) ● Tahereh Saffarzadeh: "Birthplace" ● Nellie Wong: "When I Was Growing Up" ● Anne Sexton: "Young" 	7
UNIT-3	Prose: Intensive Study	<ul style="list-style-type: none"> ● Chandra Talpade Mohanty: " Under Western Eyes: Feminist Scholarship & Colonial Discourses." (from <i>Feminism Without Borders</i>) ● Sandra Gilbert and Susan Gubar: "Infection in the Sentence: The Woman Writer and the Anxiety of Authorship" (from <i>The Mad Woman in the Attic</i>) ● Virginia Woolf: "A Room of One's Own" 	8

	Prose: Extensive Study	<ul style="list-style-type: none"> ● Nivedita Menon: "Feminists & Women" (from <i>Seeing like a Feminist</i>) ● Bell Hooks: "Continued Devaluation of Black Womanhood" (from <i>Ain't I a Woman?</i>) ● Alice Walker: "In Search of our Mother's Garden" ● Chimamanda Ngozi Adichie: <i>We Should All Be Feminists</i> 	3
UNIT-4	Drama: Extensive Study	<ul style="list-style-type: none"> ● Manjula Padmanabhan: <i>Harvest</i> ● Marsha Norman: <i>Night Mother</i> 	5
UNIT-5	Fiction: Extensive Study	<ul style="list-style-type: none"> ● Charlotte Bronte: <i>Jane Eyre</i> ● Jean Rhys: <i>Wide Sargasso Sea</i> ● Rokeya Sakhawat Hossain: "Sultana's Dream" ● Mahasweta Devi: "Draupadi" ● Charlotte Perkins Gilman: "The Yellow Wallpaper" ● Katherine Anne Porter: "The Jilting of Granny Weatherall" ● Shashi Deshpande: "The Stone Women" (from <i>The Intrusion and Other Stories</i>) 	25

REFERENCE BOOKS

S. NO.	AUTHOR	TITLE	PUBLISHING DETAILS
1.	Sandra M. Gilbert and Susan Gubar (eds.)	<i>The Norton Anthology of Literature by Women: The Traditions in English, Vol. 1</i>	W. W. Norton & Company, 2007, 3 rd ed.
2.	Chimamanda Ngozi Adichie	<i>We Should All Be Feminists</i>	Fourth Estate, 2014, 1 st ed.
3.	Charlotte Bronte	<i>Jane Eyre</i>	Amazing Reads, 2017, 1 st ed.
4.	Jean Rhys	<i>Wide Sargasso Sea</i>	Penguin UK, 2000, 1 st ed.
5.	Manjula Padmanabhan	<i>Harvest</i>	Hachette India, 2017, 1 st ed.
6.	Shashi Deshpande	<i>Intrusion and Other Stories</i>	Penguin India, 2000, 1 st ed.
7	Linda Wagner, Martin & Cathy N. Davidson (Eds.)	<i>The Oxford Book of Women's Writing in the United States</i>	Oxford University Press, 1999, 1 st ed.

8	Chandra Talpade Mohanty	<i>Feminism Without Borders</i>	Duke University Press, 2003, 1 st ed.
9	Bell Hooks	<i>Ain't I a Woman?</i>	Routledge, 2014, 2 nd ed.
10	Nivedita Menon	<i>Seeing Like a Feminist</i>	Penguin India, 2012, 1 st ed.

PAPER CODE	TITLE OF THE PAPER	CREDITS	TOTAL HOURS
PENG 403 (A)	Comparative Literature	5	65 Hours

COURSE OBJECTIVES:

The course aims to –

- Introduce students to Comparative Literature as a discipline, enable them to trace the trajectory of its history and development, and familiarise them with the different schools of Comparative Literature
- Help students understand the issues and problems that are attendant upon the disciplinary configuration and methodological approaches adopted by comparatists of different schools, even as the discipline is moving towards a new sense of a newer World Literature.
- Map the nature and scope of Comparative Literature as both theory and praxis and familiarise students with the theoretical and methodological issues that have been under discussion in the field, with focus on current developments that intersect with Comparative Literature such as multiculturalism, globalisation, postcoloniality, and linguistic and cultural hegemony.
- Enable students in locating different texts in their own specific contexts, thereby engaging in constructive dialogues with the larger traditions with which the texts interact.

COURSE OUTCOME:

By the end of the course, students will have –

- Followed the different trajectories that Comparative Literature has taken in different contexts as seen in the development of the French, American, Global South, and Indian schools of Comparative Literature.
- Learnt different methods of approaching authors, texts, works, genres, periods, and movements across contexts and cultures while at the same time negotiating with the frameworks in which they are situated.
- Analysed texts focusing on their particular and immediate contexts while at the same time broadening the contexts so as to be able to see the interconnections between languages, literatures, and cultures.
- Appreciated the relevance of doing Comparative Literature studies in the Indian multilingual and multicultural matrices.
- Understood the nuances involved at the levels of both theory and praxis while doing Comparative Literature, as the discipline itself is moving towards becoming once again World Literature, though driven by newer contexts, congealing under a newer paradigm.

CONTENTS

UNIT NO.	UNIT TITLE	UNIT CONTENTS	NO. OF PERIODS
UNIT-1	Introduction	<ul style="list-style-type: none"> ● Johann Wolfgang von Goethe and J. P. Eckermann: “Conversations on World Literature” (from David Damrosch et. al. (Eds.), <i>The Princeton Sourcebook in Comparative Literature: From the European Enlightenment to the Global Present</i>, pp. 17-25) 	15

		<ul style="list-style-type: none"> ● Susan Bassnett: "How Comparative Literature Came into Being?" (from <i>Comparative Literature: A Critical Introduction</i>, pp. 12-30) ● René Wellek: "The Crisis of Comparative Literature" (from <i>The Princeton Sourcebook of Comparative Literature: From the European Enlightenment to the Global Present</i>, pp. 161-172) ● Steven Tötösy de Zepetnek: "A New Comparative Literature as Theory and Method" (from <i>Comparative Literature: Theory, Method, Application</i>, pp. 13-41) ● George Steiner: "What Is Comparative Literature?" (from <i>What Is Comparative Literature: An Inaugural Lecture Delivered Before the University of Oxford</i>, pp. 1-19) 	
UNIT-2	Comparative Literature: Theoretical Debates in the Emerging Global Context	<ul style="list-style-type: none"> ● Gayatri Chakravorty Spivak: "Crossing Borders" (from <i>Death of a Discipline</i>, pp. 1-23) ● Franco Moretti: "Conjectures on World Literature" (from <i>New Left Review</i> 1, Jan – Feb 2000, pp. 54-64) ● Emily Apter: "Chapter 16: A New Comparative Literature" (from <i>The Translation Zone: A New Comparative Literature</i>, pp. 243-251) 	12
UNIT-3	Comparative Literature: Theoretical Debates in the Indian Context	<ul style="list-style-type: none"> ● Rabindranath Tagore: "Visva Sahitya" (from <i>Journal of Contemporary Thought</i>, No. 34. Winter 2011, pp. 213-225) ● Sisir Kumar Das: "Comparative Literature in India: A Historical Perspective" (from <i>Sahitya: Journal of the Comparative Literature Association of India</i>, No. 1, February 2011, pp. 18-29) ● "Amiya Dev: 'Comparative Literature from Below' (from <i>Jadavpur Journal of Comparative Literature</i> 29, 1991, pp. 319–328) ● Swapan Majumdar: "Comparative Literature: Indian Dimensions" (from <i>Sahitya: Journal of the Comparative Literature Association of India</i>, No. 1, February 2011, pp. 30-37) ● P. P. Raveendran. "Genealogies of Indian Literature" (from <i>EPW</i>, Vol. XLI. No. 25, June 24-29, 2006, pp. 2558-2563) 	12
UNIT-4	Comparative Literature: Texts and Contexts – I	<ul style="list-style-type: none"> ● S. Joseph: "A Letter to Malayalam Poetry" (from <i>No Alphabet in Sight: New Dalit Writing from South India</i>) ● K. Satchidanandan: "Stammer" (from <i>So Many Births</i>, K. Satchidanandan (Tr.)) <p>Selections of texts in the Lyric Mode for studies in a comparative framework from Sangam Poetry, Sufi Poetry, and Bhakti Poetry</p>	12

UNIT-5	Comparative Literature: Texts and Contexts – II	<ul style="list-style-type: none"> • Selections of texts in the Narrative Mode from the following anthologies for studies in a comparative framework: <ul style="list-style-type: none"> a) Paula Richman (Comp. and Ed.): <i>Ramayana Stories in Modern South India: An Anthology</i>; b) A. K. Ramanujan (Comp. and Ed.): <i>Folktales from India: A Selection of Oral Tales from Twenty-Two Languages</i>; c) Husain Haddawy (Tr.) and Daniel Heller-Roazen and Muhsin Mahdi (Eds.): <i>The Arabian Nights</i> 	14
	Critical Terms	<ul style="list-style-type: none"> • Influence, Reception, Interliterariness, Analogy, Thematology, Genealogy, Polygenesis 	

REFERENCE BOOKS

S. NO.	AUTHOR	TITLE	PUBLISHING DETAILS
1.	Vladimir Propp; Laurence Scott (Tr.); Louis A. Wagner (Ed.)	<i>Morphology of the Folktale</i>	University of Texas Press; The American Folklore Society; and Indiana University 1968 2 nd Edition
2.	Harry Levin	<i>Grounds for Comparison</i>	Harvard University Press 1972
3.	Andrew Welsh	<i>Roots of Lyric: Primitive Poetry and Modern Poetics</i>	Princeton University Press 1978 2019: Princeton Legacy Library Edition
4.	V. K. Gokak	<i>The Concept of Indian Literature</i>	Munshiram Manoharlal Publishers 1979
5.	Amiya Dev and Sisir Kumar Das (Eds.)	<i>Comparative Literature: Theory and Practice</i>	Indian Institute of Advanced Studies/ New Delhi: Associated Press 1989
6.	Chandra Mohan (Ed.)	<i>Aspects of Comparative Literature: Current Approaches</i>	India Publishers & Distributors 1989
7.	Amiya Dev	<i>Jadavpur Journal of Comparative Literature 29</i>	Jadavpur University 1991
8.	A. K. Ramanujan (Ed.)	<i>Folktales from India: A Selection of Oral Tales from Twenty-Two Languages</i>	Pantheon Books, Random House 1991
9.	Susan Bassnett	<i>Comparative Literature: A Critical Introduction</i>	Blackwell 1993
10.	Charles Bernheimer (Ed.)	<i>Comparative Literature in the Age of Multiculturalism</i>	The Johns Hopkins University Press 1995
11.	George Steiner	<i>What Is Comparative Literature? An Inaugural Lecture Delivered Before the University of Oxford (1994)</i>	Clarendon Press 1995
12.	Steven Tötösy de Zepetnek	<i>Comparative Literature: Theory, Method, Application</i>	Rodopi 1998

13.	Earl Miner and Amiya Dev	<i>The Renewal of Song: Renovation in Lyric Conception and Practice</i>	Seagull Books 2000
14.	K. Satchidanandan (Author and Translator)	<i>So Many Births</i>	Konarak Publishers 2001
15.	Gayatri Chakravorty Spivak	<i>Death of a Discipline</i>	Columbia University Press 2003
16.	Haun Saussy (Ed.)	<i>Comparative Literature in an Age of Globalization: The American Comparative Literature Association Report on the State of the Discipline, 2004</i>	The Johns Hopkins University Press 2006
17.	Emily Apter	<i>The Translation Zone: A New Comparative Literature</i>	Princeton University Press 2006
18.	Paula Richman (Comp. and Ed.)	<i>Ramayana Stories in Modern South India: An Anthology</i>	Indiana University Press, 2008
19.	David Damrosch, Natalie Melas, and Mbongiseni Buthelezi (Eds.)	<i>The Princeton Sourcebook in Comparative Literature: From the European Enlightenment to the Global Present</i>	Princeton University Press, 2009
20.	Husain Haddawy (Tr.), Daniel Heller-Roazen (Ed.), and Muhsin Mahdi (Ed.)	<i>The Arabian Nights</i>	W. W. Norton & Company 2010 Norton Critical Edition
21.	Ali Behdad and Dominic Thomas (Eds.)	<i>A Companion to Comparative Literature</i>	Wiley-Blackwell 2011
22.	E. V. Ramakrishnan	<i>Locating Indian Literature: Texts, Traditions, Translations</i>	Orient BlackSwan 2011
23.	K. Satyanarayana and Susie Tharu (Eds.)	<i>No Alphabet in Sight: New Dalit Writing from South India</i>	Penguin Books 2011
24.	Walter J. Ong (with additional chapters by John Hartley)	<i>Orality and Literacy: The Technologizing of the Word</i>	Routledge 2012 (1982) 30 th Anniversary Edition
25.	RizioYohannan Raj (Ed.)	<i>Quest of a Discipline: New Academic Directions for Comparative Literature</i>	Foundation Books, Cambridge University Press 2012
26.	Steven Tötösy de Zepetnek and Tutun Mukherjee (Eds.)	<i>Companion to Comparative Literature, World Literatures, and Comparative Cultural Studies</i>	Foundation Books, Cambridge University Press 2013
27.	Soma Mukherjee (Ed.)	<i>Comparative Literature: Terms and Concepts</i>	Centre for Advanced Study in Comparative Literature (Phase II), Jadavpur University, 2015
28.	Debjani Ganguly	<i>This Thing Called the World: The Contemporary Novel as Global Form</i>	Duke University Press, 2016

PAPER CODE	TITLE OF THE PAPER	CREDITS	TOTAL HOURS
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PENG 403 (B)	Translation Studies	5	65 Hours
<p><u>COURSE OBJECTIVES:</u></p> <p>The course aims to –</p> <ul style="list-style-type: none"> ● Introduce students to Translation Studies as a discipline that has undergone a plethora of shifts in approach. ● Map the nature and scope of Translation Studies as theory and activity in a changing transnational scenario. ● Familiarise students with new developments in the area as it has gained increasing significance as a cultural and political activity in addition to being a linguistic exercise. ● Contextualise the practice of translation located as it is in the intersectional crossroads of disciplines such as Comparative Literature, Cultural Studies, Postcolonial Studies, Post structuralism, Literary Theory, Linguistics and Gender Studies. 			
<p><u>COURSE OUTCOME:</u></p> <p>By the end of the course, students will have –</p> <ul style="list-style-type: none"> ● Acquired skills to analyse texts, with which they are linguistically familiar, focusing on aspects and issues of translation. ● Understood the nuances involved in translational activities undertaken across languages and cultures. ● Considered the relevance of literary and cultural translation in the Indian multicultural and multilingual situation. ● Engaged with the political and philosophical thought that continuously calls into question the relationship of translation to larger questions of survival of languages and cultures. 			
CONTENTS			
UNIT NO.	UNIT TITLE	UNIT CONTENTS	NO. OF PERIODS
UNIT-1	Introduction	<ul style="list-style-type: none"> ● Susan Bassnett: “History of Translation Theory” (from <i>Translation Studies</i>, pp. 47-81) ● Eugene A. Nida: “Principles of Correspondence” (from <i>The Translation Studies Reader</i>, pp. 141-155) ● Roman Jakobson: “On Linguistic Aspects of Translation” (from <i>The Translation Studies Reader</i>, pp. 126-131) ● George Steiner, “Chapter One: Understanding as Translation” (from <i>After Babel: Aspects of Language and Translation</i>, pp. 1-50) 	14
UNIT-2	The Indian Context - I	<ul style="list-style-type: none"> ● Sri Aurobindo: “On Translating Kalidasa” (from “The Poetry of Kalidasa,” <i>Early Cultural Writings - Part Two: On Literature</i>, pp. 239-263) 	12

		<ul style="list-style-type: none"> ● K. Ayyappa Paniker: "The Anxiety of Authenticity: Reflections on Literary Translation" (from <i>Indian Literature</i>, Vol. 37, No. 4 (162), July-August 1994, pp. 128-138) ● P. P. Raveendran: "Decolonisation and the Dynamics of Translation: An Essay in Historical Poetics" (from <i>Indian Literature</i>, Vol. 53, No. 4 (252), July-August 2009, pp. 214-225) 	
UNIT-3	The Indian Context - II	<ul style="list-style-type: none"> ● Shantha Ramakrishna: "Cultural Transmission through Translation: An Indian Perspective" (from <i>Changing the Terms: Translating in the Postcolonial Era</i>, pp. 87-100) ● Ganesh Devy: "Translation and Literary History: An Indian View" (from <i>Post-Colonial Translation: Theory and Practice</i>, pp. 182-188) ● T. Vijay Kumar: "Translation as Negotiation: The Making of Telugu Language and Literature" (from <i>History of Translation in India</i>, pp. 13-32) 	12
UNIT-4	Indian Literary Works In Translation: Poetry and Drama	<ul style="list-style-type: none"> ● H. S. Shivaprakash (Tr.): <i>I Keep Vigil of Rudra: The Vachanas</i> ● A. K. Ramanujan (Tr.): <i>Speaking of Śiva</i> ● Vinay Dharwadker (Tr.): <i>Kabir: The Weaver's Songs</i> ● Ranjit Hoskote (Tr.): <i>I, Lalla: The Poems of Lal Ded</i> ● Gurajada Venkata Appa Rao: <i>Kanyasulkam</i> (Trs. C. Vijayasree and T. Vijay Kumar) 	15
UNIT-5	Indian Literary Works In Translation: Short and Long Fiction	<ul style="list-style-type: none"> ● Kumudini (Ranganayaki Thatham): Letters from Lady Sita: Sartorial Dilemmas: Letters from Lady Sita, (from <i>Ramayana Stories in Modern South India: An Anthology</i>, Tr. Paula Richman) ● Mahasweta Devi: "Breast-Giver" (Stanadayini) (from <i>Breast Stories</i>, Tr. Gayatri Chakravorti Spivak) ● O. Chandu Menon: <i>Indulekha</i> (Tr. Anitha Devasia) ● M. K. Indira: Phaniyamma (Tr. Tejaswini Niranjana) 	
REFERENCE BOOKS			
S. NO.	AUTHOR	TITLE	PUBLISHING DETAILS
1.	Sri Aurobindo	"On Translating Kalidasa" in "The Poetry of Kalidasa," <i>Early Cultural Writings - Part Two: On Literature</i> , pp. 239-263	www.aurobindo.ru 1890-1910
2.	M. K. Indira, Tr.	<i>Phaniyamma</i> (1976)	Kali for Women, 1989
3.	Tejaswini Niranjana	<i>Siting Translation: History, Post-Structuralism, and the Colonial Context</i>	University of California Press, 1992

4.	Gayatri Chakravorty Spivak	<i>Outside in the Teaching Machine</i>	Routledge, 1993
5.	K. Ayyappa Paniker	"The Anxiety of Authenticity: Reflections on Literary Translation" in <i>Indian Literature</i> (Journal)	Sahitya Akademi, July-August 1994 Vol. 37, No. 4 (162)
6.	Avadhesh K. Singh (Ed.)	<i>Translation: Its Theory and Practice</i>	Creative Books, 1996
7.	Mahasweta Devi, Gayatri Chakravorty Spivak (Tr.)	<i>Breast Stories</i>	Seagull Books, 1997
8.	George Steiner	<i>After Babel: Aspects of Language and Translation</i>	Oxford University Press 1998 (1975), 3 rd edition
9.	Susan Bassnett and Harish Trivedi (Eds.)	<i>Post-Colonial Translation: Theory and Practice</i>	Routledge, 1999
10.	Sherry Simon and Paul St-Pierre	<i>Changing the Terms: Translating in the Postcolonial Era</i>	University of Ottawa Press, 2000
11.	Edwin Gentzler	<i>Contemporary Translation Theories</i>	Multilingual Matters, 2001, 2 nd edition
12.	Gurajada Venkata Appa Rao, Trs. C. Vijayasree and T. Vijay Kumar	<i>Kanyasulkam</i>	Book Review Literacy Trust 2002 (1 st performance: 1892; 1 st publication: 1897)
13.	Susan Bassnett	<i>Translation Studies</i>	Routledge 3 rd edition 2002
14.	Rukmini Bhaya Nair (Ed.)	<i>Translation, Text and Theory: The Paradigm of India</i>	Sage 2002
15.	Vinay Dharwadker (Tr.)	<i>Kabir: The Weaver's Songs</i>	Penguin Classics edition Penguin Books 2003
16.	Sujit Mukherjee	<i>Translation as Recovery</i>	Pencraft International 2004
17.	Lawrence Venuti (Ed.)	<i>The Translation Studies Reader</i>	Routledge 2004 3 rd edition

18.	O. Chandu Menon, Anitha Devasia (Tr.)	<i>Indulekha</i>	Oxford University Press 2005 (Tr.), 1889 (1 st pub.)
19.	Paula Richman (Comp. and Ed.)	<i>Ramayana Stories in Modern South India: An Anthology</i>	Indiana University Press 2008
20.	P. P. Raveendran	“Decolonisation and the Dynamics of Translation: An Essay in Historical Poetics” in <i>Indian Literature</i> (Journal)	Sahitya Akademi Vol. 53, No. 4 (252) July-August 2009
21.	H. S. Shivaprakash (Tr.)	<i>I Keep Vigil of Rudra: The Vachanas</i>	Penguin Books Penguin Classics Edition 2010
22.	Mona Baker (Ed.)	<i>Critical Readings in Translation Studies</i>	Routledge 2010
23.	E. V. Ramakrishnan	<i>Locating Indian Literature: Texts, Traditions, Translations</i>	Orient BlackSwan 2011
24.	Ranjit Hoskote (Tr.)	<i>I, Lalla: The Poems of Lal Ded</i>	Penguin Books Penguin Classics edition 2011, 2013
25.	Jeremy Munday	<i>Introducing Translation Studies: Theories and Applications</i>	Routledge, 2016 4 th edition
26.	Tariq Khan (Ed.)	<i>History of Translation in India</i>	National Translation Mission, CIIL, 2017

PAPER CODE	TITLE OF THE PAPER		CREDITS	TOTAL HOURS
PENG 404 (A)	European Classics in Translation		5	65 Hours
<u>COURSE OBJECTIVES:</u>				
<p>The course aims to –</p> <ul style="list-style-type: none"> ● Provide a comprehensive view of the perennial unity in the diversity of human experience as demonstrated in the texts of European Literature prescribed for study. ● Help students nurture the ability to read and appreciate a variety of classical literary texts in translation. ● Enhance knowledge of inflections, grammatical constructions, and vocabulary items found on the average page of a classical literary text. ● Familiarise students with the styles of authors in the major genres of prose and poetry. ● Develop an understanding of the classics in a historical context. 				
<u>COURSE OUTCOME:</u>				
<p>By the end of the course, students will have –</p> <ul style="list-style-type: none"> ● Developed appreciation for the classics and their historical contexts. ● Acquired competency to compare various styles and techniques employed by authors across climes and times. ● Identified the stylistic differences between classics and other texts. ● Refined their written and spoken language as an outcome of regular seminar presentations. 				
CONTENTS				
UNIT NO.	UNIT TITLE	UNIT CONTENTS	NO. OF PERIODS	
UNIT-1	Introduction Intensive Study	Background to the Study of European Classics <ul style="list-style-type: none"> ● Charles Augustin Sainte-Beuve: "What Is a Classic?" ● T. S. Eliot: "What is a Classic?" ● Italo Calvino: "Why Read the Classics?" (from <i>Why Read the Classics?</i>) 	10	
UNIT-2	Poetry: Intensive Study	<ul style="list-style-type: none"> ● Greek – Homer: "The Shield of Achilles" [From The Iliad, Book XVIII, Trans. Alexander Pope] ● Latin – (Publius Vergilius Maro) Virgil: <i>Aeneid</i>, Book I - ll. 1-76 (Tr. John Dryden) ● Greek – George Seferis: "On a Winter Ray" 	12	
UNIT-3	Drama: Intensive Study	<ul style="list-style-type: none"> ● Greek – Sophocles: <i>Antigone</i> (Tr. E.H. Plumtre) ● German – Johann Wolfgang Goethe: <i>Faust</i>, Book I ● Norwegian – Henrik Ibsen: <i>A Doll's House</i> 	18	
UNIT-4	Drama: Extensive Studies	<ul style="list-style-type: none"> ● French: (Jean-Baptiste Poquelin) Moliere: <i>The Misanthrope</i> 	10	

		<ul style="list-style-type: none"> ● Russian: Anton Pavlovich Chekhov: <i>The Cherry Orchard</i> 	
UNIT-5	Fiction: Extensive Study	<ul style="list-style-type: none"> ● Russian <ul style="list-style-type: none"> ● Fyodor Mikhailovich Dostoevsky: <i>Notes from Underground</i> ● Leo Nikolayevich Tolstoy: <i>Resurrection</i> (Tr. Louise Maude) ● Austrian – Franz Kafka: <i>The Metamorphosis</i> ● French – Albert Camus: <i>The Stranger</i> 	15

REFERENCE BOOKS

S. NO.	AUTHOR	TITLE	PUBLISHING DETAILS
1	Johann Wolfgang Von Goethe	<i>Faust, Book 1</i>	Anchor 1962
2	Henrik Ibsen	<i>A Doll's House</i>	Maple, 2011
3	Fyodor Dostoevsky	<i>Notes from Underground and the Double</i>	Penguin, 2009
4	Leo Nikolayevich Tolstoy	<i>Resurrection</i>	BiblioLife, 2008
5	Franz Kafka	<i>Metamorphosis and Other Stories</i>	Penguin Classics, 2019
6	Albert Camus	<i>The Stranger</i>	Vintage, 1989 Reissue
7	Charles Augustin Sainte-Beuve:	The Classic: Sainte-Beuve and the Nineteenth-Century Culture Wars	OUP, 2007
8	T. S. Eliot:	<i>On Poets and Poetry</i>	Faber & Faber Reprint edition 1957
9	Italo Calvino	<i>Why Read the Classics?</i>	Penguin Modern Classics Paperback, 2009
10	Homer:	<i>The Iliad</i>	Penguin, 2003
11	Virgil	<i>Aeneid, Book I - II</i>	Penguin, 2012
12	George Seferis	<i>Complete Poems</i>	Carcanet Classics; 2 nd New edition, 2018
13	Sophocles	<i>Antigone</i>	OUP UK, 2010 Reissue

PAPER CODE	TITLE OF THE PAPER	CREDITS	TOTAL HOURS
PENG 404 (B)	Dissertation	5	65 HOURS

COURSE OBJECTIVES:

The course aims to –

- Orient students towards research.
- Introduce students to basic research skills.
- Develop critical thinking skills, academic writing skills and research aptitude in students.
- Sharpen students' critical thinking skills.
- Familiarise students with practical criticism and its application in literature and language.

COURSE OUTCOME:

By the end of the course, students will have –

- Acquired skills for literary and critical research.
- Obtained acquaintance with the key critical and interpretative approaches.
- Become competent in applying critical approaches to literary sources to build interpretive opinions.
- Got trained in critical evaluation, writing, and interpretive practices, which assists expression of ideas in an informed manner.
- Developed finer appreciation of literary interpretation.

Guidelines:

- Submit Dissertation of a minimum of 50-75 pages as a spiral bound document printed on both sides, fifteen days before ESE begins. Formatting rules: 1 inch margin on all sides with 12 size font (any sans serif font) & 1.50 line space
- Make a presentation for approximately 15-20 min. soon after the submission.
The presentation will be followed by a *viva voce* marked for 25 marks by a three member Department committee which will consist of the Head of the Department, the Dissertation Guide and any other faculty member(s).

REFERENCE BOOKS

S. NO.	AUTHOR	TITLE	PUBLISHING DETAILS
1	MLA	<i>MLA Handbook Eighth Edition</i>	The Modern Language Association of America, 2016, Kindle ed.