



# Department of English and Foreign Language Guru Ghasidas Vishwavidyalaya

(A Central University Established under the Central Universities Act, 2009 No.25 of 2009)  
Koni, Bilaspur-495009 (C.G.) Website: www.ggu.ac.in

## Minutes of the Meeting of Board of Studies (BoS)

Academic Year : 2021-2022

School : School of Studies in Arts

Department : English and Foreign Language

Date and Time : 28 October 2021, 4.00 p.m.

Venue : Room number 26, UTD and with expert joining via Google Meet

The following members were present in the meeting:

1. Professor Bhavatosh Indra Guru (online) –External Expert
2. Professor Manish Shrivastava--Member
3. Dr. Anurag Chauhan-- Chairman
4. Dr Shabana Yasmeen Khan--Member

Other teachers of the department, Dr Prasenjit Panda and Dr Ashutosh Singh were also present.

The following points were discussed during the meeting:

1. Discussion over and approval of syllabus for M.A. English (CBCS)
2. The following new courses of M.A. English were introduced in the FIRST Semester:
  - ESPAO1 Disability Studies
  - ESPAO2 Popular Culture
  - ESPAO3 Indian Classical Literature
  - ESPAO4 Environmental Literature

The external expert had seen the syllabus and had given his approval for it through e-mail which was considered by the BOS. The Board of Studies discussed over the proposed syllabus and approved it. The approved syllabus is attached herewith.

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अंग्रेजी विभाग/Department of English  
गुरु घासीदास विश्वविद्यालय  
Guru Ghasidas Vishwavidyalaya  
बिलासपुर (छ.ग.)/Bilaspur (C.G.)

(Anurag Chauhan)  
Chairman BoS and Head of the Department



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## Minutes of the Meeting of Board of Studies (BoS)

Academic Year : 2021-2022

School : School of Studies in Arts

Department : English and Foreign Language

Date and Time : 24 December 2021, 12.30 p.m.

Venue : Room number 26, UTD and online

The following members were present in the meeting:

1. Professor Bhavatosh Indra Guru (online) –External Expert
2. Professor Manish Shrivastava--Member
3. Dr. Anurag Chauhan-- Chairman
4. Dr Shabana Yasmeen Khan--Member

Other teachers of the department, Dr Prasenjit Panda and Dr Ashutosh Singh were also present.

Discussion over and approval of syllabus for B.A. English (CBCS) and of pre-Ph.D. coursework

The following new courses of B.A. English Hons. were introduced in the FIRST and SECOND Semesters:

B.A.ENGLISH HONS.

### SEMESTER I

ESUAA1 English Communication

ESUAA12 English Language

ESUAL1 Soft Skill Development and Power Point Presentation

ESUAT1 Indian Classical Literature

ESUAT2 European Classical Literature

ESUAG1 Academic Writing

### SEMESTER II

ESUBA2 English through Literature

ESUBL2 Listening and Speaking Skill

ESUBT3 Indian Writing in English

ESUBT4 British Poetry and Drama: 14th to 17th Centuries

ESUBG2 Language, Literature and Culture

The external expert had seen the syllabi and had given his approval for them which was considered by the BOS. The Board of Studies discussed over the proposed syllabi and approved them. The approved syllabi are attached herewith.

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(Anurag Chauhan)

Chairman BoS and Head of the Department



BA ENGLISH HONS. UNDER CBCS SCHEME

Department of English & Foreign Language  
Guru Ghasidas Vishwavidyalaya  
(A Central University)  
Bilaspur (C.G.) 495009

Structure of B. A. Honours - English  
under  
Choice Based Credit System (CBCS)

w.e.f. Academic Session 2021-22

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**B.A. ENGLISH (HONS.)**  
**Scheme of Examination and Semester wise courses**

Semester	Course	Course Code	Course Name	Credits	L/T/P	MARKS DISTRIBUTION
I	C1	ESUAT1	Indian Classical Literature	5	4(L)+1(T)	<b>100</b> (70 Marks : End Sem +30 Marks : Internal assessment)
	C2	ESUAT2	European Classical Literature	5	4(L)+1(T)	<b>100</b> (70 Marks : End Sem +30 Marks : Internal assessment)
	GE1	ESUAG1	Academic Writing and For the students from other Composition	5	4(L)+1(T)	<b>100</b> (70 Marks : End Sem +30 Marks : Internal assessment)
	AEC1	ESUAA1	English Communication	2	2(L)	<b>100</b> (70 Marks : End Sem +30 Marks : Internal assessment)
		ESUAA12	English Language	2	2(L)	<b>100</b> (70 Marks : End Sem +30 Marks : Internal assessment)
	SEC1	ESUAL1	Soft Skill Development and Power Point Presentation	2	2(L)	<b>100</b> (70 Marks : End Sem +30 Marks : Internal assessment)
	Additional Credit Course		May be chosen from a pool of ACC courses, as notified by the University			
	<b>Total</b>			<b>19</b>		
II	C3	ESUBT3	Indian Writing in English	5	4(L)+1(T)	<b>100</b> (70 Marks : End Sem +30 Marks : Internal assessment)
	C4	ESUBT4	British Poetry and Drama: 14th to 17th Centuries	5	4(L)+1(T)	<b>100</b> (70 Marks : End Sem +30 Marks : Internal assessment)

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						Internal assessment)
	GE2	ESUBG2	Language, Literature and Culture	5	4(L)+1(T)	<b>100</b> (70 Marks : End Sem +30 Marks : Internal assessment)
	AEC2	ESUBA2	English through Literature	2	2(L)	<b>100</b> (70 Marks : End Sem +30 Marks : Internal assessment)
	SEC2	ESUBL2	Listening and Speaking Skill	2	2(L)	<b>100</b> (70 Marks : End Sem +30 Marks : Internal assessment)
	Additional Credit Course		May be chosen from a pool of ACC courses, as notified by the University			
	<b>Total</b>			<b>19</b>		
III	C5	ESUCT5	American Literature	5	4(L)+1(T)	<b>100</b> (70 Marks : End Sem +30 Marks : Internal assessment)
	C6	ESUCT6	Popular Literature	5	4(L)+1(T)	<b>100</b> (70 Marks : End Sem +30 Marks : Internal assessment)
	C7	ESUCT7	British Poetry and Drama: 17th and 18th Centuries	5	4(L)+1(T)	<b>100</b> (70 Marks : End Sem +30 Marks : Internal assessment)
	GE3	BSUCG3	Media and Communication Skills	5	4(L)+1(T)	<b>100</b> (70 Marks : End Sem +30 Marks : Internal assessment)
	AEC3	ESUCA3	Soft Skills	2	2(L)	<b>100</b> (70 Marks : End Sem +30 Marks : Internal assessment)
	Additional		May be chosen from a pool of			

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	Credit Course	ACC courses, as notified by the University			
	Total				
IV	C8	ESUDT8	British Literature: 18th Century	5	4(L)+1(T) <b>100</b> (70 Marks : End Sem +30 Marks : Internal assessment)
	C9	ESUDT9	British Romantic Literature	5	4(L)+1(T) <b>100</b> (70 Marks : End Sem +30 Marks : Internal assessment)
	C10	ESUDT10	British Literature: 19th Century	5	4(L)+1(T) <b>100</b> (70 Marks : End Sem +30 Marks : Internal assessment)
	GE4	ESUDG4	Text and Performance	5	4(L)+1(T) <b>100</b> (70 Marks : End Sem +30 Marks : Internal assessment)
		ESUDG41	Language and Linguistics	5	4(L)+1(T) <b>100</b> (70 Marks : End Sem +30 Marks : Internal assessment)
		ESUDG42	Contemporary India: Women and Empowerment	5	4(L)+1(T) <b>100</b> (70 Marks : End Sem +30 Marks : Internal assessment)
		ESUDG43	Gender and Human Rights	5	4(L)+1(T) <b>100</b> (70 Marks : End Sem +30 Marks : Internal assessment)
	AEC4	ESUDA4	Business Communication in English	2	2(L) <b>100</b> (70 Marks : End Sem +30 Marks : Internal assessment)
	Internship *		During Summer <sup>†</sup>	6**	
	Additional		May be chosen from a pool of		

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	Credit Course		ACC courses, as notified by the University			
	Total			22 + 6		
V	C11	ESUET11	Women's Writing	5	4(L)+1(T)	<b>100</b> (70 Marks : End Sem +30 Marks : Internal assessment)
	C12	ESUET12	British Literature: The Early 20th Century	5	4(L)+1(T)	<b>100</b> (70 Marks : End Sem +30 Marks : Internal assessment)
	DSE1	ESUED1	1. Modern Indian Writing in English Translation	5	4(L)+1(T)	<b>100</b> (70 Marks : End Sem +30 Marks : Internal assessment)
		ESUED11	2. Literature of the Indian Diaspora	5	4(L)+1(T)	<b>100</b> (70 Marks : End Sem +30 Marks : Internal assessment)
		ESUED12	3. Literary Criticism	5	4(L)+1(T)	<b>100</b> (70 Marks : End Sem +30 Marks : Internal assessment)
		ESUED13	4. Literary Theory	5	4(L)+1(T)	<b>100</b> (70 Marks : End Sem +30 Marks : Internal assessment)
		ESUED14	5. Literature and Cinema	5	4(L)+1(T)	<b>100</b> (70 Marks : End Sem +30 Marks : Internal assessment)
		ESUED15	6. World Literature s	5	4(L)+1(T)	<b>100</b> (70 Marks : End Sem +30 Marks : Internal assessment)
	DSE2	ESUED2	1. Science fiction and	5	4(L)+1(T)	<b>100</b> (70 Marks : End Sem +30

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			Detective Literature			Marks : Internal assessment)
		ESUED21	2. Research Methodology	5	4(L)+1(T)	<b>100</b> (70 Marks : End Sem +30 Marks : Internal assessment)
		ESUED22	3. British Literature: Post World War II	5	4(L)+1(T)	<b>100</b> (70 Marks : End Sem +30 Marks : Internal assessment)
		ESUED23	4. Nineteenth Century European Realism	5	4(L)+1(T)	<b>100</b> (70 Marks : End Sem +30 Marks : Internal assessment)
		ESUED24	5. Partition Literature	5	4(L)+1(T)	<b>100</b> (70 Marks : End Sem +30 Marks : Internal assessment)
		ESUED25	6. Travel Writing	5	4(L)+1(T)	<b>100</b> (70 Marks : End Sem +30 Marks : Internal assessment)
		ESUED26	7. Autobiography	5	4(L)+1(T)	<b>100</b> (70 Marks : End Sem +30 Marks : Internal assessment)
	AEC5	ESUEA5	Technical Writing	2	2(L)	<b>100</b> (70 Marks : End Sem +30 Marks : Internal assessment)
	Additional Credit Course		May be chosen from a pool of ACC courses, as notified by the University	2-4		
	Total			22		
VI	C13	ESUFT13	Modern European Drama	5	4(L)+1(T)	<b>100</b> (70 Marks : End Sem +30 Marks : Internal assessment)





C14	ESUFT14	Postcolonial Literatures	5	4(L)+1(T)	100 (70 Marks : End Sem +30 Marks : Internal assessment)
DSE3	ESUFD3	Science fiction and Detective Literature/Research Methodology / British Literature: Post World War II / Nineteenth Century European Realism/ Partition Literature /Travel writing / Autobiography	5	4(L)+1(T)	100 (70 Marks : End Sem +30 Marks : Internal assessment)
Seminar	ESUFS	Seminar will be conducted by the faculty members of the department in which a student has to defend/present a topic allotted to him/her by the course coordinator. Every student has to present minimum 2 presentations. The seminar classes will preferably be conducted for 2 hours during a working day in a week.	2	1(L)+1(T)	50 Marks
Dissertation/Project	ESUFD	Topic and Supervisor/Advisor will be allotted by the Head. Dissertation submission will be followed by a presentation and Viva-voce.	6	3(L)+3(T)	100 (70 Dissertation + 30 Viva-Voce)
Additional Credit Course		May be chosen from a pool of ACC courses, as notified by the University	2-4		
Total			23		
MOOC's			2-5		

  
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- see language as a major source of transmitting culture
- show the understanding of literature in the form of extrapolation (see the relevance of a story, poem, play etc in their own lives)
- show how cultures and languages are interrelated especially through their presentation of differences .

#### COURSE CONTENT

Unit I – Braj Kachru. “The Alchemy of English”. *The Post-Colonial Studies Reader*. Eds. Ashcroft, Griffiths and Tiffin. Pp. 291-295.

Unit II – Gauri Viswanathan. “The Beginnings of English Literary Study in British India”. *The Post-Colonial Studies Reader*. Pp. 431-437.

Unit III – Raja Rao. Foreword. *Kanthapura* (“Language and Spirit” in *The Post-Colonial Studies Reader*, pp. 296-7.

Unit IV – Ngugi Wa Thiongo. “The Language of African Literature”. *The Post-Colonial Studies Reader*. Pp. 285-290.

Unit V – Lawrence Lipking. “Aristotle’s Sister: A Poetics of Abandonment”. *Critical Inquiry* Vol. 10, No. 1, Canons (Sep., 1983), pp. 61-81. Accessed on JSTOR.

#### 1V. Ability Enhancement Course

##### Semester I

##### Paper 1: English Language

##### Course Level Learning Outcomes

The purpose of this course is to introduce students to the theory, fundamentals and tools of communication and to develop in them vital communication skills which should be integral to personal, social and professional interactions. One of the critical links among human beings and an important thread that binds society together is the ability to share thoughts, emotions and ideas through various means of communication: both verbal and non-verbal. In the context of rapid globalization and increasing recognition of social and cultural pluralities, the significance of clear and effective communication has substantially enhanced.

The present course hopes to address some of these aspects through an interactive mode of teaching-learning process and by focusing on various dimensions of communication skills. Some of these are:

Language of communication, various speaking skills such as personal communication, social interactions and communication in professional situations such as interviews, group discussions and office environments, important reading skills as well as writing skills such as report writing, note-taking etc.



While, to an extent, the art of communication is natural to all living beings, in today's world of complexities, it has also acquired some elements of science. It is hoped that after studying this course, students will find a difference in their personal and professional interactions.

The recommended readings given at the end are only suggestive; the students and teachers have the freedom to consult other materials on various units/topics given below. Similarly, the questions in the examination will be aimed towards assessing the skills learnt by the students rather than the textual content of the recommended books.

### COURSE CONTENT

1. **Introduction:** Theory of Communication, Types and modes of Communication
2. **Language of Communication:**  
Verbal and Non-verbal  
(Spoken and Written)  
Personal, Social and Business  
Barriers and Strategies  
Intra-personal, Inter-personal and Group communication
3. **Speaking Skills:**  
Monologue  
Dialogue  
Group Discussion  
Effective Communication/ Mis- Communication  
Interview  
Public Speech
4. **Reading and Understanding**  
Close Reading Comprehension  
Summary Paraphrasing  
Analysis and Interpretation  
Translation (from Indian language to English and vice-versa) Literary/Knowledge Texts
5. **Writing Skills**  
Documenting  
Report Writing  
Making Notes  
Letter writing

### Recommended Readings:

1. *Fluency in English* - Part II, Oxford University Press, 2006.
2. *Business English*, Pearson, 2008.
3. *Language, Literature and Creativity*, Orient Blackswan, 2013.
4. *Language through Literature* (forthcoming) ed. Dr. Gauri Mishra, Dr Ranjana Kaul, Dr Brati Biswas





Paper 2: English Communication

Learning outcomes-

- To develop a deep understanding of the fundamentals of communication in business world.
- To understand basic rules of business etiquette and how to follow them, both in person and online.
- To improve communication skills by appreciating the importance of speaking, and learning essential techniques to improve the same.
- To develop good presentation and interview skills by learning the essential steps for its planning and preparation.
- To enhance writing skills of the learners by enabling them to write effective resume and other forms of business correspondence.

Unit-I Communication in Business

- i. Role of communication in the business world
- ii. Patterns of business communication

UNIT- II Business Correspondence-

- i. Business letters
- ii. Writing memos
- iii. Writing minutes
- iv. Writing agenda
- v. Writing circulars
- vi. Writing notices
- vii. Writing CV
- viii. E-communication

UNIT-3 Etiquettes of Communication

- i. Etiquettes of Telephonic Communication
- ii. Office Etiquettes
- iii. E-mail Etiquettes
- iv. Meeting and Social Etiquettes

UNIT-4 Oral Communication

- i. Placement interview
- ii. Presentation skills

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Suggested Readings:

1. Bhatia, R.C., Business Communication, New Delhi: Ane Books Pvt Ltd
2. Scot, Q. Contemporary Business Communication, New Delhi: Biznatra
3. Parikh, JP et al, Business Communication: Basic Concepts and Skills Hyderabad: Orient Blackswan
4. Ramon & Prakash, Business Communication, Oxford.
5. Sydney Greenbaum Oxford English Grammar, Oxford
6. Successful Communications, Malra Treece (Allyn and Bacon)
7. Effective Technical Communication, M. Ashraf Rizvi.
8. Anjanee Sethi & Bhavana Adhikari, Business Communication, Tata McGraw Hill
9. Creative English for Communication, Krishnaswamy N, Macmillan
10. Communication skills, Sanjay Kumar, Pushpalata, 1st Edition, Oxford Press, 2011
11. Organizational Behaviour, Stephen .P. Robbins, 1st Edition, Pearson, 2013
12. The Ace of Soft Skills: Attitude, Communication and Etiquette for success, Gopala Swamy Ramesh, 5th Edition, Pearson, 2013





Paper 3: Language through Literature

Learning Objectives

- ❖ Develop an understanding of the relationships between studies in language and literature.
- ❖ Foster a lifelong interest in and enjoyment of language and literature.
- ❖ To enhance students basic knowledge of various figure of speeches
- ❖ Develop skills in interpretation, analysis and evaluation.
- ❖ To make students how to use literature in English communication skills

**Unit 1:** Understanding the Relationship between Language and Literature through Vocabulary, Literal versus Metaphorical Meaning etc.

**Unit 2:** Literary Devices

Figures of Speeches: Metaphor, Simile, Alliteration, Metonymy etc.

**Unit 3:** Rhetorical Devices

Introduction to Rhetoric, Structure and Style etc.

**Unit 4:** Study of Literary Texts: Dramas, Poetry, Fictions, Short Stories etc.

Suggested Readings

Hill, McGraw. *Language Through Literature*. McGraw, 2001.

Simpson, Paul. *Language Through Literature: An Introduction*. Routledge, 1996.

Martino, Emilia Di. *Studying Language Through Literature*. Cambridge, 2014.

Kaul, Ranjana. *Language Through Literature*. Delhi Publication House, 2019.

Howie, H. S. (1993). Critical thinking: A critical skill for students. *Reading TODAY*, 24.

Paper 4: Soft Skills

Course Level Learning Outcomes

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


- Communicate with others effectively
- Exhibit qualities of leadership
- Take responsibility to undertake a work and complete it.
- Aware of their own weaknesses
- Work in groups either as members or leaders
- Think critically or laterally and solve problems
- Be flexible to the needs of others
- Negotiate with others to solve problems (conflict resolution)
- Cope with pressure and yet produce results

COURSE CONTENT

Teamwork  
Emotional Intelligence  
Adaptability-Leadership  
Problem solving

Suggested Readings

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### V. Skill Enhancement Course

#### Semester 1

##### Paper 1: Soft Skill Development and Power Point Presentation

- Soft Skills: Communication: Verbal and Non-Verbal, Teamwork, Problem Solving, Decision-Making, Ability, Time Management, Negotiation and Conflict Resolution, Persuasion
- Mock interview
- Emotional Intelligence
- Group discussion
- PowerPoint Presentation: techniques and application
- Digital Literacy: Using web for development of individuals.

#### RECOMMENDED READINGS

- Keep Talking: Friederike Klippel, CUP
- Speaking power point. The new language of business by Bruce k Gabriella.
- Presentation Zen by Garr Reynolds.
- Slide:ology: The Art and Science of Creating Great Presentations. Nancy Duarte
- Bridging the Soft Skills Gap by Bruce Tuglan.
- Personality Development and Soft Skills. BY Braun Mitra
- Communication skills by Sanjay kumar
- Professional speaking Skills: Aruna Koneru, OUP

#### Semester 2

##### Paper 2: Listening and Speaking Skills

**About the Course/Objective of the Course:** Learning any Language involves the growth and development of four major language skills, popularly known as LSRW, i.e. Listening, Speaking, Reading and Writing. Without these skills the language acquirement process remains incomplete and unsuccessful. This course will focus on the first two skills and make the learners aware of their importance. Listening as a skill surprisingly is often neglected. But it is the first major skill through which everyone learns to utter his/her first sounds. This course will— attempt to explain the significance of Listening as a skill, strategies of listening, and types of listening, as well as it will highlight on the various barriers to Listening. This course will also elaborate on the second language skill, i.e. Speaking. Everyone nourishes a dream of speaking fluently and speaking with confidence. In order to focus on fluency and confidence, often we forget that Speaking is a skill and that needs proper understanding and training. This course will highlight how developing one language skill is dependent on the development of another language skill—e.g. Speaking depends on the development of Listening skills. This course will attempt to reflect on the various stages of Speaking, Sub-skills of Speaking.

#### **Course outcome:**

- The students will get a holistic view of the four Language skills
- The students will learn the importance of Listening as a major Language Skill.
- The students will be able to adopt various strategies of Listening and learn about various types of Listening
- The students will be able to understand that interdependence of the Language skills
- They will learn about various stages of Speaking and its purposes
- They will also know about the major sub-skills of Speaking.

**Course Credit: 2**

**Syllabus:**

**Unit-1.**

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- i. General Introduction to Language Skills— LSRW
- ii. General concepts of Oracy, Literacy and Linguacy
- iii. What are Receptive Skills and Productive Skills?
- iv. How are the four skills interdependent on each other?

Unit-2.

- i. What is listening?
- ii. Why Listening is a skill?
- iii. Strategies of Listening.
- iv. Types of Listening
- v. Importance of Listening and idea of Active Listening?

Unit-3.

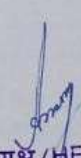
- i. What is Speaking?
- ii. Speaking as a skill
- iii. Various Stages of Speaking
- iv. Purpose of Speaking
- v. Sub-skills of Speaking

Unit-4.

- i. Practicing Listening
- ii. Practicing Speaking

Suggested Readings:

1. *Listening*. Anne Anderson & Tony Lynch. Oxford University Press, 2003.
2. *Listening in Everyday life: A Personal and Professional Approach*. Eds. Michael Purdy and Deborah Borisoff. University Press of America, 1997.
3. *Reasons for Listening*. David Scarborough. Cambridge University Press, 1984.
4. *Listening Effectively: Achieving High Standards in Communication*. John A. Kline. Prentice Hall, 2003.
5. *The Power of Listening*. Mary Hartley. Jaico Publishing House, 2016.
6. *Listening Skills Training*. Lisa J. Downs. ASTD Press, 2008.
7. *Essential Speaking Skills*. Joanna Baker and Heather Westrup. Continuum, 2008.
8. *Little Red Book of Effective Speaking Skills*. Terry O' Brien. Rupa Publications, 2011.
9. *Speaking*. James Schofield and Anna Osborn. Collins, 2011.
10. *Handbook of Communicative Competence*. Eds. Gert Rickheit and Hans Strohner. Mouton de Gruyter, 2008.

  
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Department of English & Foreign Language  
Guru Ghasidas Vishwavidyalaya  
(A Central University)  
Bilaspur (C.G.) 495009

M.A. in English  
under  
Choice Based Credit System (CBCS)

w.e.f Academic Session 2021-22

Structure of M.A. in English under Choice Based Credit System (CBCS)

**Programme Structure**

M.A. English - a four-semester Postgraduate Programme is of 82 credits weightage consisting of Core Courses (CC), Discipline Specific Elective Courses (DSE), Open Elective Courses (OEC), Research Methodology, and Dissertation with Viva Voce.

COURSES	CREDITS (Theory +Tutorial)	Marks
<b>CORE COURSES</b> (10 PAPERS)	10X4=40	100 (70 ESE+ 30 Internal Assessment) Total Marks: 100x10=1000
<b>DISCIPLINE SPECIFIC COURSES</b> (5 PAPERS)	5X5=25	100 (70 ESE+ 30 Internal Assessment) Total Marks: 5x100=500
<b>OPEN ELECTIVE COURSES</b> (TO BE OFFERED TO OTHER DEPARTMENTS)	1X5=5	100 (70 ESE+ 30 Internal Assessment) Total Marks: 1x100=100
<b>RESEARCH METHODOLOGY</b> (ONE PAPER)	1X2=2	100 (70 ESE+ 30 Internal Assessment) Total Marks: 100
<b>DISSERTATION &amp; VIVA-VOCE</b>	10	150 (100 Dissertation + 50 Viva - Voce) Total Marks: 150
<b>Total</b>	<b>82 Credits</b>	

However, in DSE course titled "Linguistics", only 40 marks shall be reserved for theory (End-Semester Examination), 30 marks for Practical/Viva-voce Exam and 30 marks for internal assessment. There will be 85 credits in the PG Programme.

**OPEN ELECTIVE COURSES:**

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- The open elective courses to be offered in any one semester will depend on faculty availability and student preference.
- The Students of M.A.in English can opt for OEC course from among courses offered by OTHER departments.

Pattern of Evaluation

- Each paper (Core, DSE, RM, and OE) will be of 100 marks out of which 70 marks shall be allocated for End semester examination and 30 marks for internal assessment. End-Semester Examination will be of 70 Marks

Section A:

Ten Objective-Type Questions to be answered in a word or sentence each- 10x2=20

Section B:

There will be 8 questions and out of that 5 questions to be attempted- 10x5=50

Internal Assessment will be of 30 Marks

Internal Assessment will consist of Internal Test, Seminar Presentation and Project

- However, in DSE course - "Linguistics": 40 marks shall be reserved for End-Semester Examination, 30 marks for Practical/Viva-voce Exam and 30 marks for internal assessment.

- Dissertation & Viva Voce: 150 Marks

100 marks will be for dissertation and 50 marks will be for Viva-Voce Exam.

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**SCHEME OF EXAMINATION**

Course	Code	Title	CREDITS (Lecture +Tutorial)	MARKS
<b>SEMESTER I</b>				
CORE COURSE-1	ESPAT1	Poetry I (Chaucer to Blake)	<b>4 Credits</b> (3 Lectures+ 1 Tutorial)	100 (70 ESE+ 30 Internal Assessment)
CORE COURSE-2	ESPAT2	Drama- I (Marlowe to Wilde excluding Shakespeare)	<b>4Credits</b> (3 Lectures+ 1 Tutorial)	100 (70 ESE+ 30 Internal Assessment)
CORE COURSE-3	ESPAT3	Prose	<b>4Credits</b> (3 Lectures+ 1 Tutorial)	100 (70 ESE+ 30 Internal Assessment)
CORE COURSE-4	ESPAT4	Fiction I (Defoe to Hardy)	<b>4Credits</b> (3 Lectures+ 1 Tutorial)	100 (70 ESE+ 30 Internal Assessment)
OPEN ELECTIVE COURSE	ESPAO1	<b>OEC 1(OPTION-A):</b> Disability Studies	<b>5 Credits</b> (4 Lectures+ 1 Tutorial)	100 (70 ESE+ 30 Internal Assessment)
	ESPAO2	<b>OEC 2(OPTION-B):</b> Popular Culture	<b>5 Credits</b> (4 Lectures+ 1 Tutorial)	100 (70 ESE+ 30 Internal Assessment)
	ESPAO3	<b>OEC 3(OPTION-C):</b> Indian Classical Literature	<b>5 Credits</b> (4 Lectures+ 1 Tutorial)	100 (70 ESE+ 30 Internal Assessment)
	ESPAO4	<b>OEC 4(OPTION-D):</b> Environmental Literature	<b>5 Credits</b> (4 Lectures+ 1 Tutorial)	100 (70 ESE+ 30 Internal Assessment)
<b>SEMESTER II</b>				
CORECOURSE-5	ESPBT5	Poetry II (Wordsworth to Arnold)	<b>4 Credits</b> (3 Lectures+ 1 Tutorial)	100 (70 ESE+ 30 Internal Assessment)
CORECOURSE-6	ESPBT6	Drama II (Shakespeare)	<b>4 Credits</b> (3 Lectures+ 1 Tutorial)	100 (70 ESE+ 30 Internal Assessment)
CORE COURSE-7	ESPBT7	Fiction II	<b>4 Credits</b> (3 Lectures+ 1 Tutorial)	100 (70 ESE+ 30 Internal Assessment)
DISCIPLINE SPECIFIC COURSE -1	ESPBD1	DSE 1: Linguistics	<b>5 Credits</b> (4 Lectures+ 1 Tutorial)	100 (40 ESE+ 30 marks for Practical/Viva-voce Exam+30 Internal Assessment)
<b>SEMESTER III</b>				
CORE COURSE-8	ESPCT8	Poetry III (Hopkins to Ted	4 Credits	100





		Hughes)	(3 Lectures+ 1 Tutorial)	(70 ESE+ 30 Internal Assessment)
CORECOURSE-9	ESPCT9	Drama III (Twentieth Century Drama)	4 Credits (3 Lectures+ 1 Tutorial)	100 (70 ESE+ 30 Internal Assessment)
DISCIPLINE SPECIFIC COURSE-2	ESPCD2	DSE 2 (Option A) : Literary Criticism & Theory I	5 Credits (4 Lectures+ 1 Tutorial)	100 (70 ESE+ 30 Internal Assessment)
	ESPCD3	DSE 3 (Option B): Cultural Studies	5 Credits (4 Lectures+ 1 Tutorial)	100 (70 ESE+ 30 Internal Assessment)
DISCIPLINE SPECIFIC COURSE-3	ESPCD4	DSE 4 (Option A) : Indian Literature in English I	5 Credits (4 Lectures+ 1 Tutorial)	100 (70 ESE+ 30 Internal Assessment)
	ESPCD5	DSE 5 (Option B) : American Literature- I	5 Credits (4 Lectures+ 1 Tutorial)	100 (70 ESE+ 30 Internal Assessment)
	ESPCD6	DSE 6 (Option C) :Indian Diaspora Writing	5 Credits (4 Lectures+ 1 Tutorial)	100 (70 ESE+ 30 Internal Assessment)
	ESPCD7	DSE 7 ( Option D) Women Writing	5 Credits (4 Lectures+ 1 Tutorial)	100 (70 ESE+ 30 Internal Assessment)
	ESPCD8	DSE 8 (Option E): War Literature	5 Credits (4 Lectures+ 1 Tutorial)	100 (70 ESE+ 30 Internal Assessment)
	ESPCD9	DSE 9 (Option F): Children's Literature	5 Credits (4 Lectures+ 1 Tutorial)	100 (70 ESE+ 30 Internal Assessment)
Compulsory/ Mandatory Course -1	ESPCC1	Research Methodology	5 Credits (4 Lectures+ 1 Tutorial)	100 (70 ESE+ 30 Internal Assessment)
<b>SEMSTER IV</b>				
CORE COURSE- 10	ESPDT10	New Literatures in English	4 Credits (3 Lectures+ 1 Tutorial)	100 (70 ESE+ 30 Internal Assessment)
DISCIPLINE SPECIFIC COURSE-4	ESPDD10	DSE 10 (Option A): Literary Criticism & Theory II	5 (4 Lectures+ 1 Tutorial)	100 (70 ESE+ 30 Internal Assessment)
	ESPDD11	DSE 11 (Option B):	5 Credits	100

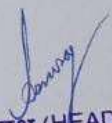
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		Posthumanism	(4 Lectures+ 1 Tutorial)	(70 ESE+ 30 Internal Assessment)
<b>DISCIPLINE SPECIFIC COURSE-5</b>	ESPDD12	DSE 12 (Option A): Indian Literature in English - II	5 Credits (4 Lectures+ 1 Tutorial)	100 (70 ESE+ 30 Internal Assessment)
	ESPDD13	DSE 13( Option B)American Literature- II	5 Credits (4 Lectures+ 1 Tutorial)	100 (70 ESE+ 30 Internal Assessment)
	ESPDD14	DSE 14 (Option C): Translation Studies	5 Credits (4 Lectures+ 1 Tutorial)	100 (70 ESE+ 30 Internal Assessment)
	ESPDD15	DSE 15 (Option D): Dalit Literature	5 Credits (4 Lectures+ 1 Tutorial)	100 (70 ESE+ 30 Internal Assessment)
	ESPDD16	DSE 16 (Option E): TRIBAL LITERATURE	5 Credits (4 Lectures+ 1 Tutorial)	100 (70 ESE+ 30 Internal Assessment)
	ESPDD17	DSE 17 (Option F): Film and Literature	5 Credits (4 Lectures+ 1 Tutorial)	100 (70 ESE+ 30 Internal Assessment)
	ESPDD18	DSE 18 (Option G): Graphic Novels and Comics	5 Credits (4 Lectures+ 1 Tutorial)	100 (70 ESE+ 30 Internal Assessment)
<b>Compulsory/ Mandatory Course- 2</b>	ESPDC2	Dissertation & Viva Voce	10 Credits	150 (100 marks for dissertation + 50 marks for Viva-Voce Exam.)

  
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**OPEN ELECTIVE COURSES (OFC)**  
**OEC 1: Disability Studies**

**Course Objectives:**

1. To promote sensitivity and understanding regarding disability amongst future researchers and teachers in various disciplines through engaging students with a relatively fresh interdisciplinary domain of Disability Studies in relation to literature.
2. To familiarize students with historical outlooks, disability theories and issues in relation to socio-cultural context and disability representations in literature.

**Course Learning Outcome:**

1. By the end of this course, the students should be able to gain an understanding of issues and concerns of persons with disabilities who are fast being included in the mainstream higher education system, both in terms of numbers, as resources and also as voices in the academic curriculum.
2. The students will have an exposure and option of exploring Disability Studies as a relatively fresh area of study and research.

**Contents:**

**Unit I: Disability Theory**

Oliver, Michael. *Understanding Disability: from Theory to Practice*. Palgrave MacMillan, 1996.  
Chapter 1 "Conceptualizing Disability" in Shakespeare, Tom. *Disability Rights and Wrongs*. London and New York: Routledge, 2006  
Chapter 2 "Competing Models and Approaches" in Barnes Colin and Geoff Mercer. *Exploring Disability: A Sociological Introduction*. Cambridge, Polity Press, 2010.

**Unit II: Life Narratives**

Chib, Malini. *One Little Finger*. SAGE Publications, 2011.  
Sullivan, Tom. *If You Could See What I Hear*. Harper Collins, 1989.

**Unit III: Fiction**

Premchand, Munshi. *Rangbhoomi*. trans. Manju Jain. Penguin, 2012.  
Firdaus Kanga: *Trying to Grow*  
Indra Sinha : *Animal's People*

**Unit IV : Play**

Mahesh Dattani : *Tara*

**Unit V: Short Stories and Poetry**

**Short Stories:**

Carver, Raymond. *Cathedral*. Vintage Classics, 2009.  
Tagore, Rabindranath. *Shubha*, The Essential Tagore, ed's Fakrul Alam and Radha Chakravarty. Harvard UP and VishwaBharati P, 2011.

**Poetry:**

Deets, Richard M. Christina & Courage. *Disabled World*. 15 Mar. 2012.  
[www.disabled.world.com/communication/poetry/christinas-courage.php](http://www.disabled.world.com/communication/poetry/christinas-courage.php). web.  
Heaney, Seamus. *Bye-Child*, *Wintering Out*. Faber and Faber, 2013.  
Heaney, Seamus. *Field of Vision*, *Seeing Things*. Faber and Faber, 2013.  
Owen, Wilfred. *Disabled*, Wilfred Owen: *Selected Poetry and Prose*. Routledge, 2014.  
Plath, Sylvia. *Tulips* and *Lady Lazarus*, Sylvia Plath: *The Collected Poems*. ed. Ted Hughes. Harper Perennial Modern Classics, 2018.

**Suggested Readings :**

Davis, Lennard J. *Enforcing Normalcy: Disability, Deafness, and the Body*. London: Verso, 1995. Print.  
Davis, Lennard J. Ed. *The Disability Studies Reader*. London and New York: Routledge, 1997.  
Miller, Nancy B. and Catherine C. Sammons. *Everybody's Different: Understanding and Changing our*  
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- Reactions to Disabilities. Baltimore: Paul H. Brooks Pub. Co., 1999. Print.
- Nussbaum, Martha C. *Frontiers of Justice: Disability, Nationality, Species Membership*. New Delhi: OUP, 2006.
- Stiker, Henri-Jacques. *A History of Disability*. Trans. William Sayers. Michigan: University of Michigan Press, 2002. Print.
- Kim Q. Hall, ed. *Feminist Disability Studies*. Bloomington and Indianapolis: Indiana University Press, 2011. Print.
- Kuppers, Petra. *Disability Culture and Community Performance: Find a Strange and Twisted Shape*. Houndmills and New York: Palgrave, 2011. Print.
- Linton, Simi. *Claiming Disability: Knowledge and Identity*. New York: New York University Press, 1998. Print.
- Valle, J. W., and Connor, D. J. *Rethinking disability: A disability studies approach to inclusive practices*. New York, NY: McGraw-Hill, 2011. Print.

### OEC 2: Popular Culture

The term 'popular' may seem ordinary and innocuous to most. But, according to a number of thinkers, it contains perhaps the most significant ideas that define a time. Although, 'popular' has often been disregarded by the critical establishments, yet a close study of the elements uncovers surprising truths. This course aims to look at certain sections of popular culture – examining both the idea of the 'popular' and of 'culture'. Through both theory and late twentieth century models this course aims to introduce the learners to the necessary concepts and enable to read for them how the culture constructs function in society.

#### Course Objectives:

1. To introduce the students to genres such as romance, detective fiction, fantasy this can help them to gain a better understanding of the popular roots of literature.
2. To show how gender operates on individuals.
3. To educate how caste and gender functions at the socio political institutions.
4. To educate the students about ethics and education in children's literature.
5. To differentiate between canonical and the popular literature.

#### Learning Outcome:

1. Students would be able to differentiate between canonical and the popular literature.
2. Students would have understood the effectiveness of the detective fiction, fantasy/mythology and romance which have a mass appeal.
3. Students would have gained a better understanding of the popular roots of literature.
4. Students would have understood how to relate sense and nonsense in literature.

#### Content

##### Unit I (Theory)

1. Walter Benjamin – 'The Work of Art in the Age of Mechanical Reproduction'
2. Noam Chomsky – 'Introduction' to *Manufacturing Consent: The Political Economy of the Mass Media*
3. Theodore Adorno and Max Horkheimer – 'The Culture Industry: Enlightenment as Mass Deception'
4. Roland Barthes – *Mythologies* (Selections)
5. John Berger – *Ways of Seeing*
6. Umberto Eco – *On Beauty: A History of a Western Idea* (Selections)
7. Susan Sontag – *Against Interpretation* (Selections)
8. Stuart Hall – 'The Work of Representation'

##### Unit II (Texts)

1. Graphic Novels





- a. René Goscinny and Albert Uderzo – Asterix the Legionary
- b. Art Spiegelman – Maus
- c. Marjani Satrapi – Persepolis
- d. Samhita Arni and Moyna Chitrakar – Sita's Ramayana
- e. Chindu Sreedharan – Epic Retold

2. Popular Music

a. Bob Dylan

b. Cole Porter

c. The Beatles

3. Cinema

a. Ajoy Kar – Saptapadi

b. Ramesh Sippy – Sholay

c. George Lukács – Star Wars

d. John Musker and Ron Clements – Aladdin / Roger Allers and Rob Minkoff – The Lion King

4. Fiction

a. Ian Fleming – From Russia with Love

b. Alistair MacLean – The Guns of Navarone

c. Anne Rice – Interview with the Vampire

d. Alexander McCall Smith – The No. 1 Ladies' Detective Agency

5. Comic Strips / Comics

a. Archie

b. The Superhero

c. R. K. Laxman – The Common Man

d. Dennis the Menace

6. Book Covers / Film Posters

**Suggested Further Reading:**

Storey, John. Cultural Theory and Popular Culture: A Reader. Atlanta: The University of Georgia Press, 1998. Print.

----- . Introductory Guide to Cultural Theory and Popular Culture. San Francisco: Pearson Longman, 2009. Print.

----- . Cultural Theory and Popular Culture. London and New York: Routledge, 2018. Print.

Mukerji, Chandra and Schudson, Michael (eds.). Rethinking Popular Culture. Oakland: University of California Press, 1991. Print.

Sturken, Martin and Cartwright, Lisa. Practices of Looking: An Introduction to Visual Culture. New York: Oxford University Press, 2003. Print.

Nayar, Pramod K. Introduction to Culture Studies. New Delhi: Viva, 2011. Print

**OEC 2: Indian Classical Literature**

**Course Objectives:**

1. It aims to create awareness among the students of the rich and diverse literary cultures of ancient India
2. To introduce students to the major literary works of Indian classical dramatist.
3. To understand the importance of devotion and dedication in human life.
4. To enable the students to appreciate the Indian classical literature and to realize its value in practical aspects of life.
5. To understand the didacticism and ethical value contained in Indian classical literature.

**Learning Outcome:**

1. By the end of course the students would have gained knowledge about the masterpieces in Indian classical literature .
2. Students would have motivated by the superb classical drama of Kalidas and Sudrak.

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3. Students would have been imbibed by the virtue of sacrifice, passions, integrity, tolerance and selflessness.
4. Students would have motivated to make a comparative study of English literature and Indian classical literature.
5. Students would have understood the richness of Indian literature

#### Unit 1

**Bhartrhari: *Srngar Shatkam*, Poems 1-10**

Background of the text

Text and interpretation

Textual analysis with critical evaluation

#### Unit 2

**Jaydeva: *Geet Govindam***

Background of the text

Text and interpretation

Textual analysis with critical evaluation

Unit 1: Indian Theatre:

Origin, Main components, Structure and Types

(Tragedy and Comedy)

#### Unit 3

**Kalidasa: *Abhijnana Shakuntalam***

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

Background of the text

Text and interpretation

Textual analysis with critical evaluation

Comparison with modern corresponding genre

#### Unit 4

**Sudraka: *Mrcchakatika***

(Sudraka. *Mrcchakatika*. tr. M.M. Ramachandra Kale. New Delhi: Motilal Banarasisdass, 1962.)

Background of the text

Text and interpretation

Textual analysis with critical evaluation

Comparison with modern corresponding genre

#### Unit 5

**Bhavabhuti: *Uttar Ramacaritam***

Background of the text

Text and interpretation

Textual analysis with critical evaluation

Comparison with modern corresponding genre

### OEC 3: Environmental Literature

#### Course Objectives:

- Students will gain in-depth exposure to creative fields related to environmentally themed literature. These will be studied in terms of their major recurring themes as these are expressed in representations of humans and nature, experiences intended and elicited, and material relations.

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- Students will be introduced to conceptual and analytical tools for understanding contemporary cultural practices through an ecocritical lens, as these are found within such fields as environmental communication, environmental cultural and media studies, and ecocritical literary studies. Students will make use of these tools in analyses of cultural phenomena and in production of communicative or creative media objects.
- Students will gain experience in personally and/or collectively engaging the creative process and producing a work of eco-art, literature, music, or media, to share with others.

**Learning Outcome:**

The student will be able to

- develop an ability to read and analyze texts about the environment from a variety of points of view
- develop a sense of the history of Anglophone environmental writing
- analyse and interpret environmental texts
- articulate his/her ideas about how and why we should write about the environment
- identify and analyze writing and persuasion strategies used by nature writers

**Fiction:**

**Novels:**

*The Parable of the Sower* by Octavia Butler  
(Focus on Afrofuturism, Apocalyptic Fiction)  
*Oryx and Crake*, from *Maddaddam Trilogy* by Margaret Atwood  
*The Book of the Hunter* by Mahasweta Devi  
(Translated by Saragee Sengupta and Mandira Sengupta)  
*Tale of a Wasteland or Parti Parikatha* by Phanishwar Nath Renu

**Short Stories:**

'Spider the Artist' by Nnedi Okorafor  
'A Catalogue of Sunlight at the End of the World' by A.C. Wise

**Poetry:**

'Nature, the Gentlest Mother' by Emily Dickinson  
'On Killing a Tree' by Gieve Patel  
'X' by Imtiaz Dharker  
'Keeping Quiet' Pablo Neruda

**Non-Fiction:**

Extracts/Chapters from *The Great Derangement: Climate Change and the Unthinkable* by Amitav Ghosh  
*The Nutmeg's Curse: Parables for a Planet in Crisis* by Amitav Ghosh  
  
Gabriel Egan: "Supernature and the Weather: King Lear and The Tempest". *Green Shakespeare*  
Rabindranath Tagore: "Religion of the Forest" from *Creative Unity*.

**Film :** *Avatar*

**Suggested Keywords/Topics:**

- Ecocriticism
- Ecofeminism
- Anthropocene
- Cli-fi
- Dystopia
- Apocalypse

**Suggested Readings:**

Eduardo, C. (2013) *How Forests Think*. Berkeley, CA: University of California Press.

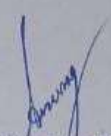
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- Garrard, G. (2011). *Ecocriticism*, New York: Routledge  
Daly, M. (2016) *Gyn Ecology: The Meta-ethics of Radical Feminism*, Boston: Beacon Press  
Scott Knickerbocker (2012) *Ecopoetics: Language of Nature, Nature of Language*, Lanham, MD: Lexington Books.  
Zimmerman, M., J. B. Callicot, J. Clark, K. J. Warren, I. G. Klaver (2014) (Eds.) *Environmental Philosophy: From Animal Rights to Radical Ecology*, London: Pearson.  
Women in Nature by Vandana Shiva  
Towards an Understanding of Environmental Aesthetics, Preeti Ranjan Ghosh  
Head, Leslie. 2016. *Hope and Grief in the Anthropocene: Re-conceptualising human-nature relations*. London: Taylor and Francis  
Westling, Louise. *Cambridge Companion to Literature and Environment*. Cambridge UP

  
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**BA ENGLISH HONS. UNDER CBCS SCHEME**

Courses	FULL MARKS (End Sem 70+30 Internal assessment)		Credits Theory +Tutorial
Core Courses (14 Papers)	100 x 14=1400		14X6=84
Discipline Specific Elective (4 Papers)	100 x4=400		4x6=24
Generic Elective/Interdisciplinary (4 Papers)	100x4=400		4X6=24
Ability Enhancement Compulsory Courses (AE) (2 Papers of 4 Credits each)	100 x 2=200		4X2=8
Skill Enhancement Courses (SE) (2 Papers of 4 Credits each)	100x2=200		4X2=8

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## Detailed Syllabi

### I. B. A. Honours English under CBCS

#### Core Course

#### Paper 1: Indian Classical Literature

##### Course Level Learning Outcomes:

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

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

##### Course Content

1. Kalidasa *Abhijnana Shakuntalam*, tr. Chandra Rajan, in *Kalidasa: The Loom of Time* (New Delhi: Penguin, 1989).
2. Vyasa 'The Dicing' and 'The Sequel to Dicing', 'The Book of the Assembly Hall', 'The Temptation of Karna', Book V 'The Book of Effort', in *The Mahabharata*: tr. and ed. J.A.B. van Buitenen (Chicago: Brill, 1975) pp. 106–69.
3. Sudraka *Mrcchakatika*, tr. M.M. Ramachandra Kale (New Delhi: Motilal Banarasisdass, 1962).
4. Ilango Adigal 'The Book of Banci', in *Cilappatikaram: The Tale of an Anklet*, tr. R. Parthasarathy (Delhi: Penguin, 2004) book 3.

#### Suggested Topics and Background Prose Readings for Class Presentations Topics

The Indian Epic Tradition: Themes and Recensions  
Classical Indian Drama: Theory and Practice  
Alankara and Rasa  
Dharma and the Heroic

#### Readings

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

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## Paper 2: European Classical Literature

### Course Level Learning Outcomes

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

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

### Course Content

1. Homer *The Iliad*, tr. E.V. Rieu (Harmondsworth: Penguin, 1985).
2. Sophocles *Oedipus the King*, tr. Robert Fagles in *Sophocles: The Three Theban Plays* (Harmondsworth: Penguin, 1984).
3. Plautus *Pot of Gold*, tr. E.F. Watling (Harmondsworth: Penguin, 1965).
4. Ovid *Selections from Metamorphoses* 'Bacchus', (Book III), 'Pyramus and Thisbe' (Book IV), 'Philomela' (Book VI), tr. Mary M. Innes (Harmondsworth: Penguin, 1975). Horace *Satires I: 4*, in *Horace: Satires and Epistles and Persius: Satires*, tr. Niall Rudd (Harmondsworth: Penguin, 2005).

### Suggested Topics and Background Prose Readings for Class Presentations Topics

The Epic  
Comedy and Tragedy in Classical Drama  
The Athenian City State  
Catharsis and Mimesis  
Satire  
Literary Cultures in Augustan Rome

### Readings

1. Aristotle, *Poetics*, translated with an introduction and notes by Malcolm Heath, (London: Penguin, 1996) chaps. 6–17, 23, 24, and 26.
2. Plato, *The Republic*, Book X, tr. Desmond Lee (London: Penguin, 2007).
3. Horace, *Ars Poetica*, tr. H. Rushton Fairclough, *Horace: Satires, Epistles and Ars Poetica* (Cambridge Mass.: Harvard University Press, 2005) pp. 451–73.

## Paper 3: Indian Writing in English

### Course Level Learning Outcomes

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

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run thus:

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

#### Course Content

1. R.K. Narayan *Swami and Friends*
2. Anita Desai *In Custody*
3. H.L.V. Derozio 'Freedom to the Slave'  
'The Orphan Girl'  
Kamala Das 'Introduction'  
'My Grandmother's House'  
Nissim Ezekiel 'Enterprise'  
'The Night of the Scorpion'  
Robin S. Ngangom 'The Strange Affair of Robin S. Ngangom' 'A Poem for Mother'
4. Mulk Raj Anand 'Two Lady Rams'  
Salman Rushdie 'The Free Radio'  
Rohinton Mistry 'Swimming Lesson'  
Shashi Deshpande 'The Intrusion'

#### Suggested Topics and Background Prose Readings for Class Presentations Topics

Indian English  
Indian English Literature and its Readership  
Themes and Contexts of the Indian English Novel  
The Aesthetics of Indian English Poetry  
Modernism in Indian English Literature

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#### Readings

1. Raja Rao, Foreword to *Kanthapura* (New Delhi: OUP, 1989) pp. v-vi.
2. Salman Rushdie, 'Commonwealth Literature does not exist', in *Imaginary Homelands* (London: Granta Books, 1991) pp. 61-70.
3. Meenakshi Mukherjee, 'Divided by a Common Language', in *The Perishable Empire* (New Delhi: OUP, 2000) pp.187-203.
4. Bruce King, 'Introduction', in *Modern Indian Poetry in English* (New Delhi: OUP, 2nd edn, 2005) pp. 1-10.

#### Paper 4: British Poetry and Drama: 14th to 17th Centuries

##### Course Level Learning Outcomes

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





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

#### Course Content

Geoffrey Chaucer *The Wife of Bath's Prologue*  
Edmund Spenser Selections from *Amoretti*: Sonnet LXVII 'Like as a huntsman...'  
Sonnet LVII 'Sweet warrior...'  
Sonnet LXXV 'One day I wrote her name...'  
John Donne 'The Sunne Rising'  
'Batter My Heart'  
'Valediction: forbidding mourning'  
1. Christopher Marlowe *Doctor Faustus*  
2. William Shakespeare *Macbeth*  
3. William Shakespeare *Twelfth Night*

#### Suggested Topics and Background Prose Readings for Class Presentations Topics

Renaissance Humanism  
The Stage, Court and City  
Religious and Political Thought  
Ideas of Love and Marriage  
The Writer in Society

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#### Readings

1. Pico Della Mirandola, excerpts from the *Oration on the Dignity of Man*, in *The Portable Renaissance Reader*, ed. James Bruce Ross and Mary Martin McLaughlin (New York: Penguin Books, 1953) pp. 476-9.
2. John Calvin, 'Predestination and Free Will', in *The Portable Renaissance Reader*, ed. James Bruce Ross and Mary Martin McLaughlin (New York: Penguin Books, 1953) pp. 704-11.
3. Baldassare Castiglione, 'Longing for Beauty' and 'Invocation of Love', in Book 4 of *The Courtier*, 'Love and Beauty', tr. George Bull (Harmondsworth: Penguin, rpt. 1983) pp. 324-8, 330-5.
4. Philip Sidney, *An Apology for Poetry*, ed. Forrest G. Robinson (Indianapolis: Bobbs-Merrill, 1970) pp. 13-18.

#### Paper 5: American Literature

##### Course Level Learning Outcomes

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




run thus:

- understand the depth and diversity of American literature, keeping in mind the history and culture of the United States of America from the colonial period to the present (17<sup>th</sup> century to 21<sup>st</sup> century)
- understand the historical, religious and philosophical contexts of the American spirit in literature; social-cultural-ecological-political contexts may, for example, include the idea of democracy, Millennial Narratives, the Myth of Success, the American Adam, the Myth of the Old South, the Wild West, Melting pot, Multiculturalism, etc.
- appreciate the complexity of the origin and reception of American literature, given its European and non-European historical trajectories, particularly in relation to writers of European (Anglo-Saxon, French, Dutch and Hispanic) descent, as well as writers from black and non-European (African, American Indian, Hispanic-American and Asian) writing traditions
- critically engage with the complex nature of American society, given its journey from specific religious obligations and their literary transformations (such as Puritanism, Unitarianism, Transcendentalism, etc.) to the growth of anti- or non-Christian sensibilities
- critically appreciate the diversity of American literature in the light of regional variations in climate, cultural traits, economic priorities
- explore and understand the nature of the relationships of human beings to other human beings and other life forms in relation to representative literary texts in various genres
- relate the African American experience in America (both ante-bellum and postbellum) to issues of exclusion in societies relevant to their learning experience
- analyze the American mind from global and Indian perspectives and situate the American in the contemporary world

#### Course Content

1. Tennessee Williams: *The Glass Menagerie*
2. Toni Morrison *Beloved*
3. Edgar Allan Poe 'The Purloined Letter' F. Scott Fitzgerald 'The Crack-up'
4. Anne Bradstreet 'The Prologue'  
Walt Whitman Selections from *Leaves of Grass*: 'O Captain, My Captain'  
'Passage to India' (lines 1-68)  
Alexie Sherman Alexie 'Crow Testament'  
'Evolution'

  
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#### Suggested Topics and Background Prose Readings for Class Presentations Topics

The American Dream  
Social Realism and the American Novel  
Folklore and the American Novel

Black Women's Writings  
Questions of Form in American Poetry





### III Generic Elective (Any Four)

#### Paper 1: Academic Writing and Composition (Any four)

##### Course Learning Outcomes

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

- convey their ideas in English using simple and acceptable English in writing
- understand to recognize and draft different types of writing – e.g. classroom notes, summaries, reports, exploratory and descriptive paragraphs, substantiating etc
- describe a diagram or elaborate information contained in a graph, chart, table etc
- write a review of a book or a movie
- write a report on an academic or cultural event that takes place in a college or university for a journal or a newspaper

##### COURSE CONTENT

1. Introduction to the Writing Process
2. Introduction to the Conventions of Academic Writing
3. Writing in one's own words: Summarizing and Paraphrasing
4. Critical Thinking: Syntheses, Analyses, and Evaluation
5. Structuring an Argument: Introduction, Interjection, and Conclusion
6. Citing Resources; Editing, Book and Media Review

##### Suggested Readings

1. Liz Hamp-Lyons and Ben Heasley, *Study writing: A Course in Writing Skills for Academic Purposes* (Cambridge: CUP, 2006).
2. Renu Gupta, *A Course in Academic Writing* (New Delhi: Orient BlackSwan, 2010).
3. Ilona Leki, *Academic Writing: Exploring Processes and Strategies* (New York: CUP, 2nd edn, 1998).
4. Gerald Graff and Cathy Birkenstein, *They Say/I Say: The Moves That Matter in Academic Writing* (New York: Norton, 2009).

#### Paper 2: Media and Communication Skills

##### Course Level Learning Outcomes

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

- develop the professional ability to communicate information clearly and effectively in all kinds of environment and contexts.
- demonstrate practical skills of various types of media writing, reviews, reports, programmes and discussions.
- demonstrate their familiarity with the new media, its techniques, practices of social media and hypermedia.

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- 2 Structuralism: De Saussure, Ferdinand. 1966. *Course in general linguistics*.
- 3 Phonology and Morphology: Akmajian, A., R. A. Demers and R. M. Harnish, *Linguistics: An Introduction to Language and Communication*, 2<sup>nd</sup> ed. Fromkin, V., and R. Rodman, *An Introduction to Language*, 2<sup>nd</sup> ed. (New York: Holt, Rinehart and Winston, 1974) Chapters 3, 6 and 7
- 4 Syntax and semantics: categories and constituents phrase structure; maxims of conversation.  
Akmajian, A., R. A. Demers and R. M. Harnish, *Linguistics: An Introduction to Language and Communication*, 2<sup>nd</sup> ed. (Cambridge, Mass.: MIT Press, 1984; Indian edition, Prentice Hall, 1991) Chapter 5 and 6.

#### Paper 5: Contemporary India: Women and Empowerment

**Objective:** This paper introduces students to the concepts of gender and sexuality with special reference to the ideas of masculinity, femininity and patriarchy. A history of the contribution of women to the both the Pre-independence and the post-independence movements in India is discussed. Various contemporary issues such as Women and Environment, State interventions, Domestic violence, Female foeticide, sexual harassment are discussed.

#### COURSE CONTENT

1. Social Construction of Gender (Masculinity and Femininity)  
Patriarchy
2. History of Women's Movements in India (Pre-independence, post independence)  
Women, Nationalism, Partition  
Women and Political Participation
3. Women and Law  
Women and the Indian Constitution  
Personal Laws (Customary practices on inheritance and Marriage)  
(Supplemented by workshop on legal awareness)
4. Women and Environment  
State interventions, Domestic violence, Female foeticide, sexual harassment Female  
Voices: *Sultana's Dream*  
Dalit Discourse: \* Details awaited

#### Paper 6: Gender and Human Rights

Syllabi not received

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#### Paper 7: Language, Literature and Culture

##### Course Level Learning Outcomes

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

- see literature as a fine form of expression.
- use literature for analysis to understand the use of language



- see language as a major source of transmitting culture
- show the understanding of literature in the form of extrapolation (see the relevance of a story, poem, play etc in their own lives)
- show how cultures and languages are interrelated especially through their presentation of differences .

#### COURSE CONTENT

Unit I – Braj Kachru. “The Alchemy of English”. *The Post-Colonial Studies Reader*. Eds. Ashcroft, Griffiths and Tiffin. Pp. 291-295.

Unit II – Gauri Viswanathan. “The Beginnings of English Literary Study in British India”. *The Post-Colonial Studies Reader*. Pp. 431-437.

Unit III – Raja Rao. Foreword. *Kanthapura* (“Language and Spirit” in *The Post-Colonial Studies Reader*, pp. 296-7.

Unit IV – Ngũgĩ Wa Thiong'o. “The Language of African Literature”. *The Post-Colonial Studies Reader*. Pp. 285-290.

Unit V – Lawrence Lipking. “Aristotle’s Sister: A Poetics of Abandonment”. *Critical Inquiry* Vol. 10, No. 1, Canons (Sep., 1983), pp. 61-81. Accessed on JSTOR.

#### IV. Ability Enhancement Course Compulsory


#### English Communication Credits: 4

##### Course Level Learning Outcomes

The purpose of this course is to introduce students to the theory, fundamentals and tools of communication and to develop in them vital communication skills which should be integral to personal, social and professional interactions. One of the critical links among human beings and an important thread that binds society together is the ability to share thoughts, emotions and ideas through various means of communication; both verbal and non-verbal. In the context of rapid globalization and increasing recognition of social and cultural pluralities, the significance of clear and effective communication has substantially enhanced.

The present course hopes to address some of these aspects through an interactive mode of teaching-learning process and by focusing on various dimensions of communication skills. Some of these are:

Language of communication, various speaking skills such as personal communication, social interactions and communication in professional situations such as interviews, group discussions and office environments, important reading skills as well as writing skills such as report writing, note-taking etc.

  
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While, to an extent, the art of communication is natural to all living beings, in today's world of complexities, it has also acquired some elements of science. It is hoped that after studying this course, students will find a difference in their personal and professional interactions.

The recommended readings given at the end are only suggestive; the students and teachers have the freedom to consult other materials on various units/topics given below. Similarly, the questions in the examination will be aimed towards assessing the skills learnt by the students rather than the textual content of the recommended books.

### COURSE CONTENT

1. **Introduction:** Theory of Communication, Types and modes of Communication
2. **Language of Communication:**  
Verbal and Non-verbal  
(Spoken and Written)  
Personal, Social and Business  
Barriers and Strategies  
Intra-personal, Inter-personal and Group communication
3. **Speaking Skills:**  
Monologue  
Dialogue  
Group Discussion  
Effective Communication/ Mis- Communication  
Interview  
Public Speech
4. **Reading and Understanding**  
Close Reading Comprehension  
Summary Paraphrasing  
Analysis and Interpretation  
Translation (from Indian language to English and vice-versa) Literary/Knowledge Texts
5. **Writing Skills**  
Documenting  
Report Writing  
Making Notes  
Letter writing

### Recommended Readings:

1. *Fluency in English - Part II*, Oxford University Press, 2006.
2. *Business English*, Pearson, 2008.
3. *Language, Literature and Creativity*, Orient Blackswan, 2013.
4. *Language through Literature* (forthcoming) ed. Dr. Gauri Mishra, Dr Ranjana Kaul, Dr Brati Biswas

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