



Binod Bihari Mahto Koyalanchal University,
Dhanbad

Syllabus for Four Years Undergraduate Program

ENGLISH

Effective from 2023

BINOD BIHARI MAHTO KOYLANCHAL UNIVERSITY, DHANBAD
MEMBERS: BOARD OF STUDIES, DEPARTMENT OF ENGLISH (UG Level)



BINOD BIHARI MAHTO KOYLANCHAL UNIVERSITY

Dhanbad, Jharkhand - 826004

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Notification

In exercise of the powers vested in him under the Jharkhand State Universities Act 2000 as amended up-to-date, the Vice-Chancellor is pleased to constitute a Board of Studies (BOS) for the Department of English at Under Graduate Level, comprising of following members for a period of one year from the date of notification :

- | | |
|--|-------------------|
| 1. Dr. Amita Verma
Head, Department of English, BBMKU | - Chairperson |
| 2. Dr. Himanshu Shekhar Choudhary
Department of English, BBMKU | - Member |
| 3. Dr. Indrajit Kumar
Department of English, BBMKU | - Member |
| 4. Dr. Krishna Murari Singh
Department of English, BBMKU | - Member |
| 5. Dr. Mantosh Kumar Pandey
Department of English, PKRMC, Dhanbad | - Invited Member |
| 6. Dr. Devyani Singh
Department of English, B.S. City College, Bokaro | - Invited Member |
| 7. Dr. P. Rebecca
Department of English, B.S.K. College, Maithon | - Invited Member |
| 8. Dr. Kavita Dhire
Department of English, SSLNTM College, Dhanbad | - Invited Member |
| 9. Dr. Varsha Singh
Department of English, G.N. College, Dhanbad | - Invited Member |
| 10. Dr. Rajiv Kumar
Dept. of English, SKMU, Dumka | - External expert |

By order of the Vice-Chancellor

Sd/-

Registrar

Date ...03/08/23...

Memo No. BBMKU/R/...1351/2023

Copy to: -

1. Persons concerned.
2. Dean, Faculty of Humanities, BBMKU.
3. Head, Department of English, BBMKU.
4. Establishment Section, BBMKU, Dhanbad.
5. P.A. to VC/PVC/F.A./R for information to VC/PVC/F.A./R.
6. Guard File.

K. Anshu
03/08/2023

Registrar

BBMKU, Dhanbad.

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03.08.23



TRANSFORMATIVE INITIATIVES FOR (FYUGP) FOUR-YEAR UNDERGRADUATE PROGRAMME

The curriculum framework of Four Year Under Graduate Programme (FYUGP) envisages several transformative initiatives in higher education in Jharkhand, in line with the revised UGC Guideline on the adoption of the Choice Based Credit System (CBCS) to implement NEP-2020. These include:

1. Introducing holistic and multidisciplinary undergraduate education across the Natural and Physical Sciences, Mathematics, Statistics and Computer Applications, Library Information and Media Sciences, Commerce and Management, Humanities and Social Sciences; would help develop all capacities of human beings- intellectual, aesthetic, social, physical, emotional, ethical and moral - in an integrated manner; soft skills, such as complex problem solving, critical thinking, creative thinking, communication skills; and rigorous specialization in a chosen field(s) of learning.
2. Adoption of flexible curricular structures to enable creative combinations of disciplinary areas for study in multidisciplinary contexts that would also allow flexibility in course options that would be on offer to students, in addition to rigorous specialization in a subject or subjects.
3. Undergraduate degree programmes of either 3 or 4-year duration, with multiple entries and exit points and re-entry options within this period, with appropriate certifications such as:
 - i. a Certificate after completing 1 year (2 semesters) of study in the chosen fields of study,
 - ii. a Diploma after 2 years (4 semesters) of study,
 - iii. a Bachelor's Degree after a 3-year (6 semesters) programme of study,
 - iv. a Bachelor's Degree (Honours) after a 4-year (8 semesters) programme of study,
 - v. a Bachelor's Degree (Honours with Research) after a 4-year (8 semesters) programme of study to the students undertaking 12 credit Research component in fourth year of FYUGP.
4. The 4-year Bachelor's degree programme is considered a preferred option since it would provide the opportunity to experience the full range of holistic and multidisciplinary education in addition to a focus on the chosen major and minors as per the choices of the student.
5. Inclusion of credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based education.
6. Environment education to include areas such as climate change, pollution, waste management, sanitation, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living.
7. Value-based education to include the development of humanistic, ethical, Constitutional, and universal human values of truth, righteous conduct, peace, love, nonviolence, scientific temper, citizenship values, and life skills.
8. Lessons in service and participation in community service programmes to be an integral part of holistic education.
9. Global Citizenship Education and education for sustainable development to form an integral part of the curriculum to empower learners to become aware of and understand global and sustainable development issues and to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies.
10. Students to be provided with opportunities for internships with local industry, businesses, artists, crafts persons, etc., as well as research internships with faculty and researchers at their own or other HEIs/research institutions, so that students may actively engage with the practical side of their learning and, as a by-product, further improve their employability.



11. Reorienting teaching programmes to ensure the development of capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as vocational subjects. This would involve offering programmes/courses of study relating to Languages, Literature, Music, Philosophy, Art, Dance, Theatre, Statistics, Pure and Applied Sciences, Sports, etc., and other such subjects needed for a multidisciplinary and stimulating learning environment.

12. Preparing professionals in cutting-edge areas that are fast gaining prominence, such as Artificial Intelligence (AI), 3-D machining, big data analysis, and machine learning, in addition to genomic studies, biotechnology, nanotechnology, neuroscience, with important applications to health, environment, and sustainable living that will be woven into undergraduate education for enhancing the employability of the youth.

MAIN FEATURES OF THE NEW CURRICULUM FRAMEWORK

The new curriculum framework will have the following features:

- i. Flexibility to move from one discipline of study to another;
- ii. Opportunity for learners to choose the courses of their interest in all disciplines;
- iii. Facilitating multiple entry and exit options with UCI certificate/ UG diploma or degree depending upon the number of credits secured;
- iv. Flexibility for learners to move from one institution to another to enable them to have multi and/or interdisciplinary learning;
- v. Flexibility to switch to alternative modes of learning (offline, ODL, and Online learning, and hybrid modes of learning).

Regulations for Academic Bank of Credits (ABC) and guidelines for Multiple Entry and Exit are already in place to facilitate the implementation of the proposed "Curriculum and Credit Framework for Undergraduate Programmes"

DEFINITIONS

- i. Academic Year: Two consecutive (one odd + one even) semesters constitute one academic year.
- ii. Semester: The odd semester is scheduled from July to December and the even semester is from January to June. Each week has a minimum of 40 working hours spread over 6 days. An academic year comprising 180 working days in the least is divided into two semesters, each semester having at least 90 working days. With six working days in a week, this would mean that each semester will have $90 / 6 = 15$ teaching/ working weeks. Each working week will have 40 hours of instructional time. Each semester will include — Admission, course work, conduct of examination and declaration of results including semester break.
- iii. Academic Calendar: An Academic Calendar will be prepared by the university to maintain uniformity in the CBCS of the UG Honours Programmes, UG Programmes, semesters and courses in the college run under the university (Constituent /Affiliated). In order to undergo 8 weeks summer internship/apprenticeship during the summer camp, the Academic Calendar may be scheduled for academic activities as below:

Odd Semester: From first Monday of August to third Saturday of December

Even Semester: From first Monday of January to third Saturday of May

- iv. Summer term: A summer term is for eight weeks, and summer term courses may be offered on a fast-track mode to enable students to complete arrears courses. The HEIs can decide on the kind of courses (offline, ODL, and Online learning, and hybrid modes of learning) to be offered in the summer term.
- v. Choice Based Credit System (CBCS): CBCS provides choices for students to select from the prescribed Programme.



- vi. Programmes: An undergraduate programme leading to the Undergraduate Certificate/ Undergraduate Diploma/ Bachelor's Degree/ Bachelor's Degree Honours & Bachelor's Degree Honours with Research
- vii. Courses:
- a) A course is a structured set of instructions that are imparted to a student based on a syllabus or a framework decided beforehand (and has the sanction of the different academic (Board of Studies, Faculty, Academic Council) and executive (Syndicate/Senate) bodies of the University extended over a semester.
 - b) Each course is designed variously under instructions given as Lectures, Tutorials, and Practical (laboratory and field exercises). Usually, these components are referred to as L, T, and P components. The credits for each course determine the volume of the course content.
 - c) Allowed Course Combinations: The Board of Studies (BOS) may revise subject combinations from time to time. The BOS may add or delete subjects in the combination of subjects. Each UG Hons/Research Programme shall be designed as 160 credits, a full-time undergraduate degree programme delivered in Eight (08) Semesters.
- viii. Credit: The term 'credit' refers to the weightage given to a course, usually in terms of the number of instructional hours per week assigned to it. The workload relating to a course is measured in terms of credit hours. It determines the number of hours of instruction required per week over the duration of a semester (minimum 15 weeks).
- a) One hour of teaching/lecture or two hours of laboratory/practical work will be assigned per class/interaction.
 - a. One credit for Theory = 15 Hours of Teaching i.e., 15 Credit Hours
 - b. One credit for Practicum = 30 Hours of Practical work i.e., 30 Credit Hours
 - b) Each course may have only a lecture component or a lecture and tutorial component or a lecture and practicum component or a lecture, tutorial, and practicum component, or only practicum component. For example, a three-credit lecture course in a semester means three one-hour lectures per week. In a semester of 15 weeks' duration, a three-credit lecture course is equivalent to 45 hours of teaching.
 - c) For credit determination, instruction is divided into three major components:
 - a. Lectures (L) — Classroom lectures of one-hour duration.
 - b. Tutorials (T) — Special, elaborate instructions on specific topics of one-hour duration
 - c. Practical (P) — Laboratory or field exercises in which the student has to do experiments or other practical work of two-hour duration.
 - d) All courses needed not to carry the same weight. The course should define learning objectives and learning outcomes. A Course is designed to comprise lecture/ Tutorials/laboratory work/ fieldwork/ project work/ viva/ seminars/assignments/ presentations etc. or a combination of some of these

AWARDING UG CERTIFICATE, UG DIPLOMA AND DEGREES

UG Certificate: Students who opt to exit after completion of the first year and have secured 40 credits will be awarded a UG certificate provided they complete one vocational course of 4 credits during the summer vacation of the first year or internship! Apprenticeship in addition to 6 credits from skill-based courses earned during first and second semester. These students are allowed to reenter the degree programme within three years and complete the degree programme within the stipulated maximum period of seven years.

UG Diploma: Students who opt to exit after completion of the second year and have secured 80 credits will be awarded the UG diploma provided they complete one vocational course of 4 credits or internship /Apprenticeship/ skill based vocational courses offered during first year or second year summer term in addition to 9 credits from skill-based courses earned during first, second, and third semester. These students are allowed to re-enter within a period of three years and complete the degree programme within the maximum period of seven years.



3-year UG Degree: Students who wish to undergo a 3-year UG programme will be awarded UG Degree in the Major discipline after successful completion of three years, securing 120 credits and satisfying the minimum credit requirement.

4-year UG Degree (Honours): A four-year UG Honours degree in the major discipline will be awarded to those who complete a four-year degree programme with 160 credits and have satisfied the minimum credit requirements of each course & semester.

4-year UG Degree (Honours with Research): Students who secure 75% marks and above in the first six semesters and wish to undertake research at the undergraduate level can choose a research stream in the fourth year. They should do a research project or dissertation under the guidance of a faculty member of the University/College. The research project/dissertation will be in the major discipline. The students who secure 160 credits, including 12 credits from a research project/dissertation, are awarded UG Degree (Honours with Research).

UG Degree Programmes with Single Major: A student has to secure a minimum of 50% credits from the major discipline for the 3-year/4-year UG degree to be awarded a single major. For example, in a 3-year UG programme, if the total number of credits to be earned is 120, a student of Physics with a minimum of 60 credits will be awarded a B.Sc. in Physics with a single major.

Similarly, in a 4-year UG programme, if the total number of credits to be earned is 160, a student of Physics with a minimum of 80 credits will be awarded a B.Sc. (Hons./Hon. With Research) in Physics in a 4-year UG programme with single major.

UG Degree Programmes with Double Major: A student has to secure a minimum of 40% credits from the second major discipline for the 3-year/4-year UG degree to be awarded a double major. For example, in a 3-year UG programme, if the total number of credits to be earned is 120, a student of Physics with a minimum of 48 credits will be awarded a B.Sc. in Physics with a double major. Similarly, in a 4-year UG programme, if the total number of credits to be earned is 160, a student of Physics with a minimum of 64 credits will be awarded a B.Sc. (Hons./Hon. with Research) in Physics in a 4-year UG programme with double major.

Interdisciplinary UG Programmes: The credits for core courses shall be distributed among the constituent disciplines/subjects so as to get core competence in the interdisciplinary programme. For example, a degree in Econometrics requires courses in economics, statistics, and mathematics. The total credits to core courses shall be distributed so that the student gets full competence in Econometrics upon completion of the programme. The degree for such students will be awarded as B.Sc. in Econometrics for a 3-year UG programme or B.Sc. (Honours) / B.Sc. (Honours with Research) in Econometrics for a 4-year UG programme.

Multidisciplinary UG Programmes: In the case of students pursuing a multidisciplinary programme of study, the credits to core courses will be distributed among the broad disciplines such as Life sciences, Physical Sciences, Mathematical and Computer Sciences, Data Analysis, Social Sciences, Humanities, etc., For example, a student who opts for a UG program in Life sciences will have the total credits to core courses distributed across Botany, Zoology and Human biology disciplines. The degree will be awarded as B.Sc. in Life Sciences for a 3-year programme and B.Sc. (Honours) in Life Sciences or B.Sc. (Honours with Research) for a 4-year programme without or with a research component respectively.

The statutory bodies of the Universities and Colleges such as the Board of Studies and Academic Council will decide on the list of courses under major category and credit distribution for double major, interdisciplinary and multidisciplinary programmes.



MULTIPLE ENTRY AND EXIT POINTS

Level 5: Undergraduate Certificate: Entry will be based on the Certificate obtained after successful completion of Grade 12 or equivalent stage of education and the marks/grade imposed by the institution. The Undergraduate Certificate will be awarded to the student seeking exit after the successful completion of two-semesters with courses of 40 credits and one vocational course/internship! project of 4 credits during the summer vacation.

Level 6: Undergraduate Diploma: Continuation of study or lateral entry in the second year of the undergraduate programme will be possible for those who have met the entrance requirements, including attainment of prescribed levels as specified in the programme. The continuation of the study will be based on the evaluation of documentary evidences (including the academic record and/or evidence relating to the assessment and certification of prior learning) of the applicant's ability to pursue an undergraduate programme of study. The Undergraduate Diploma will be awarded to the student seeking exit after the successful completion of four-semesters with courses of 80 credits and one vocational course! internship! project of 4 credits during the summer vacation.

Level 7: Bachelor's Degree: Continuation of study or lateral entry in the third year (fifth semester) of the undergraduate programme will be possible for those who have met the entrance requirements, including attainment of prescribed levels as specified in the programme. The continuation of the study will be based on the evaluation of documentary evidences (including the academic record and/or evidence relating to the assessment and certification of prior) of the applicant's ability to pursue an undergraduate programme of study. The Bachelor's Degree will be awarded to the student seeking exit after the successful completion of Six-semesters with courses of 120 credits.

Level 8: Bachelor's Degree with Hons./Research: An individual seeking admission/continuation to the Bachelor's Degree with Honours/ Research in a specified field of learning should have completed all requirements of the relevant 3-year Bachelor's degree with a minimum CGPA of 7.5, will be allowed to take the Research courses in fourth year of the undergraduate programme in lieu of Research courses (for students securing less than 7.5 CGPA and qualified otherwise) three Advanced Major (disciplinary/ interdisciplinary/ multidisciplinary) courses will be offered leading to Hons. Degree.

Lateral Entry

- a) There will be a lateral entry of the students only in semesters III, V & VII.
- b) The student must have cleared the specified credits of all the courses of previous semesters.
- c) The master content of the syllabus studied previously must be equivalent and there should not be variation in the syllabus more than 30%.
- d) Depending upon the academic and physical facilities available, the HEIs may earmark seats for lateral entrants to the second year/third year/fourth year of a first-degree programme, if the student has either
 - i. successfully completed the first year/second year/third year of the same programme in any institution, or
 - ii. already successfully completed a first degree programme and is desirous of and academically capable of pursuing another first degree programme in an allied subject.

DURATION (TIME FRAME) OR VALIDITY OF REGISTRATION

- i. The UG programme for a regular student shall be for a period of four years with multiple entry and multiple exit options.
- ii. Each academic year shall comprise of two semesters, viz. Odd and Even semesters.
- iii. Odd Semesters shall be from July to December and Even Semesters from January to June.
- iv. Eligibility to take Research courses in Semester VII is to secure a minimum of overall marks 75% (7.5 CGPA) and above up to semester VI along with other criteria of the Institution.
- v. The validity of credits earned/kept in the Academic Bank of Credits account will be 7 years.



ELIGIBILITY CRITERIA TO PURSUE UNDERGRADUATE COURSES

- The students passing Grade 12/ Intermediate/ equivalent examination shall be eligible for applying admission. The criteria for admission under the heads shall be the minimum pass marks at the last lower examination.
- Entry will be based on the Certificate obtained after successful completion of Grade 12 or equivalent stage of education and the marks/grade imposed by the institution.
- UG Degree Programmes with Double Major shall be provided only to those students who secure a minimum of overall 75% marks (7.5 CGPA) or higher.
- Other eligibility criteria including those for multiple entry will be in light of the UGC Guidelines for Multiple Entry and Exit in Academic Programmes offered in Higher Education Institutions.

COURSE STRUCTURE FOR FYUGP ‘HONOURS/ RESEARCH’Table 1: Credit Framework for Four Year Undergraduate Programme (FYUGP) under State Universities of Jharkhand
[Total Credits = 160]

Level of Courses	Semester	MI: Discipline Specific Courses – Core or Major (8)	MN: Minor from discipline (16)	MN: Minor from vocational (16)	MDC: Multidisciplinary Courses [Life sciences, Physical Sciences, Mathematical and Computer Sciences, Data Analysis, Social Sciences, Humanities, etc.] (9)	AEC: Ability Enhancement Courses (Modern Indian Language and English) (8)	SEC: Skill Enhancement Courses (9)	VAC: Value Added Courses (6)	IAP: Internship/ Dissertation (4)	RC: Research Courses (12)	AMJ: Advanced Courses in lieu of Research (12)	Credits	Double Major (DMJ)
1	2	3	4	5	6	7	8	9	10	11	12	13	14
100-199: Foundation or Introductory courses	I	4	4		3	2	3	4				20	4+4
	II	4+4		4	3	2	3					20	4+4
Exit Point: Undergraduate Certificate provided with Summer Internship/ Project (4 credits)													
200-299: Intermediate-level courses	III	4+4	4		3	2	3					20	4+4
	IV	4+4+4		4		2		2				20	4+4
Exit Point: Undergraduate Diploma provided with Summer Internship in 1st or 2nd year/ Project (4 credits)													
300-399: Higher-level courses	V	4+4+4	4						4			20	4+4
	VI	4+4+4+4		4								20	4+4
Exit Point: Bachelor's Degree													
400-499: Advanced courses	VII	4+4+4+4	4									20	4+4
	VIII	4		4						12	4+4+4	20	4+4
Exit Point: Bachelor's Degree with Hons. /Hons. with Research												160	224

Note: Honours students not undertaking research will do 3 courses for 12 credits in lieu of a Research project / Dissertation.



COURSES OF STUDY FOR FOUR YEAR UNDERGRADUATE PROGRAMME

Table 2: Semester wise Course Code and Credit Points for Single Major:

SEMESTER	Common, Introductory, Major, Minor, Vocational & Internship Courses		
	CODE	PAPERS	CREDITS
I	AEC-I	Language and Communication Skills (MIL-1; Modern Indian language including TRL)	2
	VAC-I	Value Added Course-1	4
	SEC-I	Skill Enhancement Course-1	3
	MDC-I	Multi-disciplinary Course-1	3
	MN-IA	Minor from Discipline-1	4
	MJ-I	Major paper 1 (Disciplinary/Interdisciplinary Major)	4
II	AEC-II	Language and Communication Skills	2
	SEC-II	Skill Enhancement Course-2	3
	MDC-II	Multi-disciplinary Course-2	3
	MN-II A	Minor from Vocational Studies/Discipline-2	4
	MJ-II	Major paper 2 (Disciplinary/Interdisciplinary Major)	4
	MJ-III	Major paper 3 (Disciplinary/Interdisciplinary Major)	4
III	AEC-III	Language and Communication Skills (MIL-2; Modern Indian language including TRL)	2
	SEC-III	Skill Enhancement Course-3	3
	MDC-III	Multi-disciplinary Course-3	3
	MN-IB	Minor from Discipline-1	4
	MJ-IV	Major paper 4 (Disciplinary/Interdisciplinary Major)	4
	MJ-V	Major paper 5 (Disciplinary/Interdisciplinary Major)	4
IV	AEC-III	Language and Communication Skills (MIL-2 / ENGLISH 2)	2
	VAC-II	Value Added Course-2	2
	MN-II B	Minor from Vocational Studies/Discipline-2	4
	MJ-VI	Major paper 6 (Disciplinary/Interdisciplinary Major)	4
	MJ-VII	Major paper 7 (Disciplinary/Interdisciplinary Major)	4
	MJ-VIII	Major paper 8 (Disciplinary/Interdisciplinary Major)	4
V	MN-I C	Minor from Discipline-1	4
	MJ-IX	Major paper 9 (Disciplinary/Interdisciplinary Major)	4
	MJ-X	Major paper 10 (Disciplinary/Interdisciplinary Major)	4
	MJ-XI	Major paper 11 (Disciplinary/Interdisciplinary Major)	4



	IAP	Internship/Apprenticeship/Field Work/Dissertation/Project	4
VI	MN-II C	Minor from Vocational Studies / Discipline-2	4
	MJ-XII	Major paper 12 (Disciplinary/Interdisciplinary Major)	4
	MJ-XIII	Major paper 13 (Disciplinary/Interdisciplinary Major)	4
	MJ-XIV	Major paper 14 (Disciplinary/Interdisciplinary Major)	4
	MJ-XV	Major paper 15 (Disciplinary/Interdisciplinary Major)	4
VII	MN-I D	Minor from Discipline-1	4
	MJ-XVI	Major paper 16 (Disciplinary/Interdisciplinary Major)	4
	MJ-XVII	Major paper 17 (Disciplinary/Interdisciplinary Major)	4
	MJ-XVIII	Major paper 18 (Disciplinary/Interdisciplinary Major)	4
	MJ-XIX	Major paper 19 (Disciplinary/Interdisciplinary Major)	4
VIII	MN-II D	Minor from Vocational Studies / Discipline-2	4
	MJ-XX	Major paper 20 (Disciplinary/Interdisciplinary Major)	4
	RC/	Research Internship/Field Work/Dissertation OR	12 /
	AMJ- I	Advanced Major paper-1 (Disciplinary/Interdisciplinary Major)	4
	AMJ-2	Advanced Major paper-2 (Disciplinary/Interdisciplinary Major)	4
	AMJ-3	Advanced Major paper-3 (Disciplinary/Interdisciplinary Major)	4
		Total Credit	160



CONTENT OF ENGLISH COURSES

DETAILED COURSE CONTENT OF ENGLISH AEC

AEC WITH CREDITS: ENGLISH				
YEAR	SEMESTER	PAPER	PAPER TITLES	Credits and Classes per Week
1	I / II		English Communication	2
2	III		Business Communication	2
2	IV		Soft Skills	2

Note: Opting AEC Hindi in any one of the semesters from the 1st Year of FYUGP is compulsory.

DETAILED COURSE CONTENT OF ENGLISH MINOR (Disciplinary)

MINOR WITH CREDITS: ENGLISH				
YEAR	SEMESTER	PAPER	PAPER TITLES	Credits and Classes per Week
1	I	MN 1A	World Literature	4
2	III	MN 1B	Indian Literatures in English Translation	4
3	V	MN 1C	British Literature	4
4	VII	MN 1D	Indian Writings in English	4

DETAILED COURSE CONTENT OF ENGLISH MULTIDISCIPLINARY COURSE

MINOR (Multidisciplinary)

MINOR WITH CREDITS: ENGLISH				
YEAR	SEMESTER	PAPER	PAPER TITLES	Credits and Classes per Week
1/2	I/II/III	MDC	English Language & Literature	3



DETAILED COURSE CONTENT: ENGLISH MAJOR

MAJOR WITH CREDITS: ENGLISH				
YEAR	SEMESTER	PAPER	PAPER TITLES	Credits and Classes per Week
1 st	I	MJ I	INDIAN CLASSICAL LITERATURE	4
	II	MJ II	EUROPEAN CLASSICAL LITERATURE	4
		MJ III	INDIAN WRITING IN ENGLISH	4
2 nd	III	MJ IV	BRITISH POETRY AND DRAMA: 14TH TO 17TH CENTURIES	4
		MJ V	BRITISH POETRY AND DRAMA: 17TH & 18TH CENTURIES	4
	IV	MJ VI	BRITISH LITERATURE 18TH CENTURY	4
		MJ VII	BRITISH ROMANCE LITERATURE	4
		MJ VIII	BRITISH LITERATURE: 19 th CENTURY	4
	3 rd	V	MJ IX	BRITISH LITERATURE: THE EARLY 20TH CENTURY
		MJ X	WOMEN'S WRITING	4
		MJ XI	MODERN EUROPEAN DRAMA	4
	VI	MJ XII	POSTCOLONIAL LITERATURE	4
		MJ XIII	AMERICAN LITERATURE	4
		MJ XIV	POPULAR LITERATURE	4
		MJ XV	LITERATURE OF THE INDIAN DIASPORA	4
4 th	VII	--	-- under progress --	
	VIII	--	-- under progress --	



ENGLISH AEC

AEC WITH CREDITS: ENGLISH				
YEAR	SEMESTER	PAPER	PAPER TITLES	Credits and Classes per Week
1	I / II		English Communication	2
2	III		Business Communication	2
2	IV		Soft Skills	2

Note: Opting AEC Hindi in any one of the semesters from the 1st Year of FYUGP is compulsory.

FORMAT OF QUESTION PAPER FOR END SEMESTER UNIVERSITY EXAMINATIONS

Question format for **50 Marks**:

F.M. =50	Subject/ Code Time=2Hrs.	Exam Year
General Instructions:		
i. Group A carries very short answer type compulsory questions.		
ii. Answer 3 out of 5 subjective/ descriptive questions given in Group B .		
iii. Answer in your own words as far as practicable.		
iv. Answer all sub parts of a question at one place.		
v. Numbers in right indicate full marks of the question.		
<u>Group A</u>		
1.		[5x1=5]
i.		
ii.		
iii.		
iv.		
v.		
<u>Group B</u>		
2.		[15]
3.		[15]
4.		[15]
5.		[15]
6.		[15]
Note: There may be subdivisions in each question asked in Theory Examination.		



SEMESTER I/II
AEC ENGLISH
ENGLISH COMMUNICATION

Course Content

Unit I - Introduction: Theory of Communication, Types and modes of Communication

Unit II - Language of Communication:

Verbal and Non-verbal, (Spoken and Written) Personal, Social and Business, Barriers and Strategies, Intra-personal, Inter-personal and Group communication

Unit III - Speaking Skills:

Monologue, Dialogue, Group Discussion, Effective Communication/ Mis- Communication, Interview, Public Speech

Unit IV - Reading and Understanding:

Close Reading, Comprehension, Summary Paraphrasing, Analysis and Interpretation, Translation (from Indian language to English and vice-versa) Literary/Knowledge, Texts

Unit V - Writing Skills:

Documenting, Report Writing, Making notes, Letter writing

Suggested Readings:

- *Fluency in English* - Part II, Oxford University Press, 2006.
- *Business English*, Pearson, 2008.
- *Language, Literature and Creativity*, Orient Blackswan, 2013.

Course Level Learning Outcomes

- Identify non-standard use of English both in written and spoken forms
- Recognize the errors of usage and correct them
- Recognize students' ability to improve their own competence in using the language
- Understand and appreciate English spoken by people from different regions
- Use language for speaking with confidence in an intelligible and acceptable manner
- Understand the importance of reading for life
- Develop an interest for reading
- Read independently unfamiliar texts with comprehension
- Understand the importance of writing in academic life
- Write simple sentences without committing errors of spelling and grammar



SEMESTER III
AEC ENGLISH
BUSINESS COMMUNICATION

Course Content

1. Introduction to the essentials of Business Communication: Theory and practice
2. Citing references, and using bibliographical and research tools
3. Writing a project report
4. Writing reports on field work/visits to industries, business concerns etc. /business negotiations.
5. Summarizing annual report of companies
6. Writing minutes of meetings
7. E-correspondence
8. Spoken English for Business Communication - Theories

Suggested Readings:

Scot, O.; *Contemporary Business Communication*. Biztantra, New Delhi.

Lesikar, R.V. & Flatley, M.E.; *Basic Business Communication Skills for Empowering the Internet Generation*, Tata McGraw Hill Publishing Company Ltd. New Delhi.

Ludlow, R. & Pantou, F.; *The Essence of Effective Communications*, Prentice Hall of India Pvt. Ltd., New Delhi.

R. C. Bhatia, *Business Communication*, Ane Books Pvt Ltd, New Delhi

Course Level Learning Outcomes

- Some of the course learning outcomes that students of this course are required to demonstrate runs thus:
- develop a comprehensive understanding of the theoretical and practical aspects of business communication
- develop both basic and advanced skills in business communication from writing minutes of meetings to project reports
- demonstrate through their speech and writing, appropriate business communication
- communicate at different levels of social and receptive domains
- perform appropriate roles of business personnel in different locations



SEMESTER IV
AEC ENGLISH
SOFT SKILLS

Course Content

1. Introduction to Soft Skills
2. Communication Skills
3. Presentation Skills
4. Time Management Skills
5. Body Language & Etiquettes
6. Group Discussion & Interview Skills
7. Preparation of CV
8. Emotional Intelligence Skills
9. Life Skills
10. Presentation on Soft Skills

Suggested Readings

Mohanraj, Jayashree, (2015). *Skill Sutras: Modern Communication and Ancient Wisdom*. Bangalore, Prism Books
Raamesh, Gopaldaswamy. (2010). *The ACE of Soft Skills*. New Delhi, Pearson.
Mitra, K Barun. (2012). *Personality Development and Soft Skills*. New Delhi, OUP

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



ENGLISH MINOR**(Disciplinary)****HUMANITIES**

MINOR WITH CREDITS: ENGLISH				
YEAR	SEMESTER	PAPER	PAPER TITLES	Credits and Classes per Week
1	I	MN 1A	World Literature	4
2	III	MN 1B	Indian Literatures in English Translation	4
3	V	MN 1C	British Literature	4
4	VII	MN 1D	Indian Writings in English	4

Question format for 100 Marks:

Subject/ Code		Exam Year
F.M. = 100	Time=3Hrs.	
General Instructions:		
i. Group A carries very short answer type compulsory questions.		
ii. Answer 4 out of 6 subjective/ descriptive questions given in Group B.		
iii. Answer in your own words as far as practicable.		
iv. Answer all sub parts of a question at one place.		
v. Numbers in right indicate full marks of the question.		
Group A		
1.		[10x1=10]
i.	vi.	
ii.	vii.	
iii.	viii.	
iv.	ix.	
v.	x.	
2.		[5]
3.		[5]
Group B		
4.		[20]
5.		[20]
6.		[20]
7.		[20]
8.		[20]
9.		[20]
Note: There may be subdivisions in each question asked in Theory Examination.		



SEMESTER I
MINOR PAPER 1A
WORLD LITERATURE

Unit I: Background Readings:

World Literature: Definitions
Significance of World Literature

Unit II: Drama: “Merchant of Venice”, William Shakespeare
“A Doll’s House”, Henrik Ibsen

Unit III: Fiction: “Things Fall Apart”, Chinua Achebe
“Emma”, Jane Austen

Unit IV: Poetry: “Tomorrow at Dawn”, Victor Hugo
“The New Copernicus” Johann Wolfgang von Goethe
“Gautama Christ”, Pablo Neruda
“The Beggars”, Raine Maria Rilke
“To Those Born Later”, Bertolt Brecht
“City”, Arthur Rimbaud
“In Memoriam, July 19, 1914”, Anna Akhmatova

Unit V: Short Story: “Grief”, Anton Chekov
“The Stone Boy”, Gina Berriault

Unit VI: Non-Fiction:
“We Should All Be Feminists”, Chimamanda Ngozi Adichie

Suggested Readings

Rabindranath Tagore, Vishwa Sahitya, Sarkar & Sons, 1993.
David Damrosch, How to Read World Literature, Wiley Blackwell, 2002.
Lillian Herlands Hornhtin, The Reader’s Companion to World Literature, Penguin, 2002.
Frank Magil, Masterpieces of World Literature, Collins Reference, 1991.

Course Level Learning Outcomes

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

- explain the concept of World Literature and its evolution in relation to other related concepts e.g. national literature, general literature, comparative literature and Vishwa Sahitya.
- appreciate the connectedness and diversity of human experiences and literary responses to them in different parts of the world.
- analyze and appreciate literary texts from different parts of the world and receive them in the light of one’s own literary traditions.
- analyze and interpret literary texts in their contexts and locate them.



SEMESTER III
MINOR PAPER 1B
INDIAN LITERATURES IN ENGLISH TRANSLATION

Unit-I Background Studies:

The Concept of Indian Literature
 English Translation of Indian Literature

Unit-2 Novel: *Samskara*, U. R. Anantha Murthy (tr. A.K. Ramanujan)

Unit-3 Short Story: “Salt”, Mahasweta Devi (tr. Sarmistha Dutta Gupta)
 “Sadgati”, Pramchand (translated as “Deliverence” by David Rubin)

Unit-4 Poetry: “The Stare”, Raghuvir Sahay (tr. The poet)
 “Just Once Try”, Shakti Chattopadhyay (tr. Meenakshi Mukharjee)

Unit-5 Drama: *Tughlaq*, Girish Karnad (tr. The author)

Unit-6 Non-Fictional Prose: *Manimahesh* (Part 1, sub-sections 8-11), Umaprasad Mukhapadhyay (tr. Sanjukta Dasgupta)

Suggested Readings:

- Tejaswini Niranjana, "Translation, Colonialism and the Rise of English", *Economic and Political Weekly*, XXV, April 1990.
- Meenakshi Mukherjee, *Realism and Reality: the Novel and Society in India*, Delhi: Oxford UP, 1985.
- Krishna Rayan, *The Burning Bush: Suggestion in Indian Literature*, Delhi: B.R. Publishers, 1988.
- Jan Gonda, ed., *History of Indian Literature*, Wiesbaden: Otto Harrassowitz, 1973-87.
- Sisirkumar Das, *History of Indian Literature*, Delhi: Sahitya Akademi, 1991.
- Sujit Mukherjee, *Translation as Discovery*, Delhi: Allied Publishers, 1981.
- John Drew, *India and the Romantic Imagination*, Delhi: Oxford UP, 1986.
- K.M. George, ed., *Comparative Indian Literature*, Delhi: Macmillan India, 1984-6.
- Edwin Gerow, *Indian Poetics*, Wiesbaden: Otto Harrassowitz, 1977.
- Susie Tharu and K. Lalita, eds., *Women Writing in India*, 2 vols., New York: Feminist Press, 1991, 1992.

Course Level Learning Outcomes:

- Understanding of issues like literature, literariness and literary values
- Have a basic understanding of development of Indian literatures in terms of translation
- Engage with the genres and forms of Indian literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts
- Appreciate and analyse select literary poems and plays in the larger socio-cultural contexts of the time
- Develop skills of critical analysis and interpretation of selected poems in order to understand the theme, language, tone and style, and elements of prosody



SEMESTER V
MINOR PAPER 1C
BRITISH LITERATURE

Unit-I: Poetry

John Milton: On His Blindness
William Wordsworth: The Solitary Reaper
T S Eliot: To the Indians who Died in Africa

Unit-II: Drama

G B Shaw: *Arms and the Man*

Unit III: Short Story:

E.M. Forster: *The Eternal Moment*

Unit IV: Novel:

George Orwell: *Animal Farm*

Suggested Readings

Peter Alexander, *A History of English Literature*, 3rd ed. Palgrave Macmillan, 2017.
M. H. Abrams, *A Glossary of Literary Terms*, 11th ed. Cengage, 2015. [Entries on drama, fiction, specific types of poetry]
Robert Scholes, et al, eds. *Elements of Literature*, rpt. OUP, New Delhi, 2010. [Sections on Poetry, Fiction, Essays and Drama]

Course Level Learning Outcomes:

- Understand English literary cultures from the Renaissance to the present
- Develop an understanding of different forms and types of British Literature through exposure to texts that highlight both compliance and contest to tradition
- Appreciate and analyze the texts in the larger socio-political and religious contexts of the time demonstrate an awareness of nuances of the English language and its varieties
- Extend the knowledge of life in literature (say of animals, environment, gender, politics, nationalities, personal and ideological differences) to life and living situations



SEMESTER VII
MINOR PAPER 1D
INDIAN WRITINGS IN ENGLISH

Unit-I Background Reading

Indian English Literature and its Readership
Themes and Contexts of the Indian English Literature
Modernism in Indian English Literature
The Nation and Indian English Literature

Unit-II Poetry:

- i. Henry Derozio: The Harp of India
- ii. Nisssim Ezekiel: Goodbye Party to Miss Pushpa T.S.
- iii Kamala Das: An Introduction
- iv. Jayant Mahapatra: Dawn at Puri

Unit-III Novel:

R.K. Narayan: *The English Teacher*
Khushwant Singh: *Train to Pakistan*

Unit-IV Short Fiction

Shashi Deshpande: The Inner Rooms
Rohinton Mistry 'Swimming Lesson'

Unit-V Drama

Mahesh Dattani: *Dance Like a Man*

Suggested Readings

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

Course Level Learning Outcomes

- Demonstrate the ability to read literary texts in terms of genre and contexts.
- Engage with and write cogently on issues specific to modern India and to local realities
- Critically appreciate the use of English in India



ENGLISH

MULTIDISCIPLINARY COURSE

MINOR (Multidisciplinary)

MINOR WITH CREDITS: ENGLISH				
YEAR	SEMESTER	PAPER	PAPER TITLES	Credits and Classes per Week
1/2	I/II/III	MDC	English Language & Literature	3

Question format for 75 Marks:

	Subject/ Code Time=3Hrs.	Exam Year
F.M. = 75		
General Instructions:		
i. Group A carries very short answer type compulsory questions.		
ii. Answer 4 out of 6 subjective/ descriptive questions given in Group B.		
iii. Answer in your own words as far as practicable.		
iv. Answer all sub parts of a question at one place.		
v. Numbers in right indicate full marks of the question.		
<u>Group A</u>		
1.		[5x1=5]
i.		
ii.		
iii.		
iv.		
v.		
2.		[5]
3.		[5]
<u>Group B</u>		
4.		[15]
5.		[15]
6.		[15]
7.		[15]
8.		[15]
9.		[15]
Note: There may be subdivisions in each question asked in Theory Examination.		



MDC: MULTI DISCIPLINARY COURSE
INTRODUCTION TO LITERATURE
(Semester 1/2/3) 3 Credits

Unit I- Poems:

Maya Angelou: Still I Rise
James Patrick Kinney: The Cold Within
Nissim Ezekiel: Night of the Scorpion
Leigh Hunt: Abou Ben Adhem

Unit II- Short Stories:

Ruskin Bond: A Face in the Dark
Ernest Hemingway: Old Man at the Bridge

Unit III- Drama:

Asif Currimbhoy: *Inquilab*

Unit IV- Non-Fiction:

Subroto Bagchi: Go Kiss the World

Suggested Readings

David Damrosch, *How to Read World Literature*, Wiley Blackwell, 2002
Lillian Herlands Hornhtin, *The Reader's Companion to World Literature*, Penguin, 2002
Frank Magil, *Masterpieces of World Literature*, Collins Reference, 1991

Course Learning Outcomes

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

- appreciate the connectedness and diversity of human experiences and literary responses to them
- analyze and appreciate literary texts
- interpret literary texts in their contexts and locate them



ENGLISH MAJOR

MAJOR WITH CREDITS: ENGLISH					
YEAR	SEMESTER	PAPER	PAPER TITLES	Credits and Classes per Week	
1 st	I	MJ I	INDIAN CLASSICAL LITERATURE	4	
	II	MJ II	EUROPEAN CLASSICAL LITERATURE	4	
		MJ III	INDIAN WRITING IN ENGLISH	4	
2 nd	III	MJ IV	BRITISH POETRY AND DRAMA: 14TH TO 17TH CENTURIES	4	
		MJ V	BRITISH POETRY AND DRAMA: 17TH & 18TH CENTURIES	4	
	IV	MJ VI	BRITISH LITERATURE 18TH CENTURY	4	
		MJ VII	BRITISH ROMANCE LITERATURE	4	
		MJ VIII	BRITISH LITERATURE: 19 th CENTURY	4	
	3 rd	V	MJ IX	BRITISH LITERATURE: THE EARLY 20TH CENTURY	4
			MJ X	WOMEN'S WRITING	4
			MJ XI	MODERN EUROPEAN DRAMA	4
VI		MJ XII	POSTCOLONIAL LITERATURE	4	
		MJ XIII	AMERICAN LITERATURE	4	
		MJ XIV	POPULAR LITERATURE	4	
		MJ XV	LITERATURE OF THE INDIAN DIASPORA	4	
4 th	VII	--	-- under progress --		
	VIII	--	-- under progress --		



Detailed Distribution of Marks:Question format for 75 Marks:

F.M. = 75	Subject/ Code Time=3Hrs.	Exam Year
General Instructions:		
i. Group A carries very short answer type compulsory questions.		
ii. Answer 4 out of 6 subjective/ descriptive questions given in Group B .		
iii. Answer in your own words as far as practicable.		
iv. Answer all sub parts of a question at one place.		
v. Numbers in right indicate full marks of the question.		
Group A		
1.		[5x1=5]
i.		
ii.		
iii.		
iv.		
v.		
2.		[5]
3.		[5]
Group B		
4.		[15]
5.		[15]
6.		[15]
7.		[15]
8.		[15]
9.		[15]
Note: There may be subdivisions in each question asked in Theory Examination.		

Question format for 20 Marks:

F.M. =20	Subject/ Code Time=1Hr.	Exam Year
General Instructions:		
i. Group A carries very short answer type compulsory questions.		
ii. Answer 1 out of 2 subjective/ descriptive questions given in Group B .		
iii. Answer in your own words as far as practicable.		
iv. Answer all sub parts of a question at one place.		
v. Numbers in right indicate full marks of the question.		
Group A		
1.		[5x1=5]
i.		
ii.		
iii.		
iv.		
v.		
2.		[5]
Group B		
3.		[10]
4.		[10]
Note: There may be subdivisions in each question asked in Theory Examination.		



SEMESTER I
ENG/ MAJOR PAPER 1 (Credits: 4)
INDIAN CLASSICAL LITERATURE
FULL MARKS: 100

1. Introduction to Classical Indian Literature:

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

2. *The Ramayana* – Book II (Translation by R C Dutt)

3. *Abhigyan Shakuntalam* – Kalidas (Tr. Arthur W Ryder [Available Online])

4. Vyas: *Mahabharata* from *The Book of Assembly Hall* (Sabha Parva): *The Dicing and The Sequel to Dicing*

5. Sudraka: *Mrichchhakatikam* tr. M R Kale

6. *Cilappatikaran* - The Tale of an Anklet, tr. R. Parthasarathy: Book 3

Suggested Readings

- Bharata, *Natyashastra*, tr. Manomohan Ghosh, Chapter 6: 'Sentiments,' revd. 2nd edn. (Calcutta: Granthalaya, 1967), vol. I, pp 100-18
 C Rajagopalachari, *The Mahabharata*, 2nd edn. (Bombay: Bhartiya Vidya Bhavan, 1972)
 E V Ramakrishnan, *Locating Indian Literature*, Orient Blackswan Pvt Ltd
 G N Devy, *Indian Literary Criticism* (Orient Longman, 2002)
 Iravati Karve, 'Draupadi' in *Yuganta : The End of an Epoch* (Disha, 1991), pp.79-105
 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
 Namvar Singh, 'Decolonising the Indian Mind', *Indian Literature*, no. 151 (Sept/Oct. 1992)
 P V Kane, *History of Sanskrit Poetics*
 Rabindranath Tagore, *Nationalism* (Delhi: Rupa, 1992), Chapter 1 and 3
 U R Ananthamurth, 'Being a Writer in India', from *Tender Ironies*, ed Dilip Chitre et al, pp. 127-46.
 V S Seturaman, *Indian Aesthetics: An Introduction* (Macmillan, rpt 2005)
 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

Course Level Learning Outcomes:

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

Distribution of Marks:

End Semester: 75 Marks | **Internal Exam:** 20 Marks from written examination/assignment/project/tutorial

Attendance/ Classroom Performance: 5 Marks



SEMESTER II
ENG/ MAJOR PAPER 2 (Credits: 4)
EUROPEAN CLASSICAL LITERATURE
FULL MARKS: 100

1. Homer: *Illiad*, Book I (Trans. Edward Earl of Derby)
2. Sophocles: *Oedipus the King*
3. Virgil: *Aeneid*, Book I
4. Dante: selections from *The Divine Comedy: Inferno* (Canto 1 & 2)
5. Horace: *Satires* Epistle 1, Book 1 (The Satires of Horace and Persius, Tr. Niall Rudd)
6. Plautus: *The Pot of Gold* (Penguin)

Suggested Readings

Homer, *The Illiad*. Tr. E.V. Rieu. Harmondsworth: Penguin, 1985.

Sophocles, *Oedipus the King*. Tr. Robert Fagles in *Sophocles: The Three Theban Plays*. Harmondsworth: Penguin, 1984.

Richard Rutherford, *Classical Literature: A Concise History*. Oxford: Blackwell Publishing, 2005.

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate runs 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 5th 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

Distribution of Marks:

End Semester: 75 Marks

Internal Exam: 20 Marks from written examination/assignment/project/tutorial

Attendance/ Classroom Performance: 5 Marks



ENG/ MAJOR PAPER 3 (Credits: 4)

INDIAN WRITING IN ENGLISH

FULL MARKS: 100

NOVELS

1. R.K. Narayan, *Swami and Friends*
2. Amitav Ghosh, *Shadow Lines*

POETRY

3. H.L.V. Derozio 'Freedom to the Slave', 'The Orphan Girl',
4. Kamala Das, 'Introduction', 'My Grandmother's House'
5. Nissim Ezekiel, 'Goodbye Party to Miss Pushpa TS', 'The Night of the Scorpion'
6. Robin S. Ngangom, 'The Strange Affair of Robin S. Ngangom', 'A Poem for Mother'
7. Eunice de Souza, 'De Souza Prabhu'

SHORT FICTION

8. Mulk Raj Anand 'Two Lady Rams'
9. Rohinton Mistry 'Swimming Lesson'
10. Shashi Deshpande 'The Intrusion'

DRAMA

11. Mahesh Dattani, *Tara*

Suggested Readings

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

Course Level Learning Outcomes

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

Distribution of Marks:

End Semester: 75 Marks

Internal Exam: 20 Marks from written examination/assignment/project/tutorial

Attendance/ Classroom Performance: 5 Marks



SEMESTER III
ENG/MAJOR PAPER 4 (Credits: 4)
BRITISH POETRY AND DRAMA: 14TH TO 17TH CENTURIES
FULL MARKS: 100

1. Background Readings:
 Renaissance Humanism; The Stage, Court and City;
 Religious and Political Thought; Ideas of Love and Marriage;
 The Writer in Society
2. Geoffrey Chaucer *The Wife of Bath's Prologue*
3. Edmund Spenser Selections from *Amoretti*:
 Sonnet LXVII 'Like as a huntsman...'
 Sonnet LVII 'Sweet warrior...'
 Sonnet LXXV 'One day I wrote her name...'
4. John Donne 'The Sunne Rising',
 'Batter My Heart'
 'Valediction: Forbidding Mourning'
5. Christopher Marlowe *Doctor Faustus*
6. William Shakespeare *Macbeth*
7. William Shakespeare *Twelfth Night*

Suggested Readings

- 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.
- 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.
- 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.
- Philip Sidney, *An Apology for Poetry*, ed. Forrest G. Robinson (Indianapolis: Bobbs-Merrill, 1970) pp. 13–18.

Course Level Learning Outcomes

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

Distribution of Marks:

End Semester: 75 Marks

Internal Exam: 20 Marks from written examination/assignment/project/tutorial

Attendance/ Classroom Performance: 5 Marks



ENG / MAJOR PAPER 5 (Credits: 4)
BRITISH POETRY AND DRAMA: 17TH & 18TH CENTURIES
FULL MARKS: 100

1. Background Readings:

Religious and Secular Thought in the 17th Century
Changing Images of the Human Being in the Literature of the Period
The Stage, the State and the Market
The Mock-epic and Satire
Women in the 17th Century
The Comedy of Manners

2. John Milton, *Paradise Lost*: Book 1

3. John Webster, *The Duchess of Malfi*

4. Aphra Behn, *The Rover*

5. Alexander Pope, *The Rape of the Lock*

Suggested Readings

The Holy Bible, *Genesis*, chaps. 1–4, *The Gospel according to St. Luke*, chaps. 1–7 and 22–4.
Niccolo Machiavelli, *The Prince*, ed. and tr. Robert M. Adams (New York: Norton, 1992) chaps. 15, 16, 18, and 25.
Thomas Hobbes, selections from *The Leviathan*, pt. I (New York: Norton, 2006) chaps. 8, 11, and 13.
John Dryden, 'A Discourse Concerning the Origin and Progress of Satire', in *The Norton Anthology of English Literature*, vol. 1, 9th edn, ed. Stephen Greenblatt (New York: Norton 2012) pp. 1767–8.

Course Level Learning Outcomes

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

- identify the major characteristics of the Comedy of Manners and Mock-Heroic poetry
- demonstrate in-depth knowledge and understanding of the religious, socio-intellectual and cultural thoughts of the 17th and 18th centuries
- examine critically keys themes in representative texts of the period, including Sin, Transgression, Love, Pride, revenge, sexuality, human follies, among others
- show their appreciation of texts in terms of plot-construction, socio-cultural contexts and genre of poetry and drama
- analyze literary devices forms and techniques in order to appreciate and interpret the texts

Distribution of Marks:

End Semester: 75 Marks

Internal Exam: 20 Marks from written examination/assignment/project/tutorial

Attendance/ Classroom Performance: 5 Marks



SEMESTER IV
ENG/MAJOR PAPER 6 (Credits: 4)
BRITISH LITERATURE: 18TH CENTURY
FULL MARKS: 100

1. Background Readings:

The Enlightenment and Neoclassicism
 Restoration Comedy
 The Country and the City
 The Novel and the Periodical Press
 The Self-Conscious Art Form

2. William Congreve, *The Way of the World*3. Jonathan Swift, *Gulliver's Travels* (Books III and IV)

4. Samuel Johnson, 'London'

5. Thomas Gray, 'Elegy Written in a Country Churchyard'

6. Laurence Sterne, *The Life and Opinions of Tristram Shandy, Gentleman***Suggested Readings:**

Jeremy Collier, *A Short View of the Immorality and Profaneness of the English Stage* (London: Routledge, 1996).
 Daniel Defoe, 'The Complete English Tradesman' (Letter XXII), 'The Great Law of Subordination Considered' (Letter IV), and 'The Complete English Gentleman', in *Literature and Social Order in Eighteenth-Century England*, ed. Stephen Copley (London: Croom Helm, 1984).
 Samuel Johnson, 'Essay 156', in *The Rambler*, in *Selected Writings: Samuel Johnson*, ed. Peter Martin (Cambridge, Mass.: Harvard University Press, 2009) pp. 194–7; *Rasselas* Chapter 10; 'Pope's Intellectual Character: Pope and Dryden Compared', from *The Life of Pope*, in *The Norton Anthology of English Literature*, vol. 1, ed. Stephen Greenblatt, 8th edn (New York: Norton, 2006) pp. 2693–4, 2774–7

Course Level Learning Outcomes

- Some of the course learning outcomes that students of this course are required to demonstrate runs thus:
- explain and analyze the rise of the critical mind
- trace the development of Restoration Comedy and anti-sentimental drama
- examine and analyze the form and function of satire in the eighteenth century
- appreciate and analyze the formal variations of Classicism
- map the relationship between the formal and the political in the literature of the neoclassical period

Distribution of Marks:**End Semester:** 75 Marks**Internal Exam:** 20 Marks from written examination/assignment/project/tutorial**Attendance/ Classroom Performance:** 5 Marks

ENG / MAJOR PAPER 7 (Credits: 4)**BRITISH ROMANCE LITERATURE****FULL MARKS: 100****1. Background Readings:**

Reason and Imagination
 Conceptions of Nature
 Literature and Revolution
 The Gothic
 The Romantic Lyric

2. William Blake: 'The Chimney Sweeper'**3. Robert Burns: 'A Bard's Epitaph'****4. William Wordsworth: 'Tintern Abbey'****5. Samuel Taylor Coleridge: 'Kubla Khan'****6. Percy Bysshe Shelley: 'Ode to the West Wind'****7. John Keats: 'Ode to a Nightingale'****8. Mary Shelley: *Frankenstein*****Suggested Readings:**

William Wordsworth, 'Preface to Lyrical Ballads', in *Romantic Prose and Poetry*, ed. Harold Bloom and Lionel Trilling (New York: OUP, 1973) pp. 594–611.

John Keats, 'Letter to George and Thomas Keats, 21 December 1817', and 'Letter to Richard Woodhouse, 27 October, 1818', in *Romantic Prose and Poetry*, ed. Harold Bloom and Lionel Trilling (New York: OUP, 1973) pp. 766–68, 777–8.

Course Level Learning Outcomes

- Some of the course learning outcomes that students of this course are required to demonstrate runs thus:
- understand Romanticism as a concept in relation to ancillary concepts like Classicism
- understand the Romantic period in English literature in terms of its social, philosophical, intellectual, literary backgrounds including German and French influences
- analyze and understand the main characteristics of Romanticism
- appreciate the canonical and representative poems and prose of the writers of the Romantic period.
- develop skills of critical analysis and interpretation of selected poems in order to understand the theme, language, style, and elements of prosody.
- appreciate and analyze the sensibility of the British Romantic period: common man, equality, freedom, sense of community and fraternity
- relate Romantic literary texts to other forms of expression such as painting, for instance.

Distribution of Marks:**End Semester:** 75 Marks**Internal Exam:** 20 Marks from written examination/assignment/project/tutorial**Attendance/ Classroom Performance:** 5 Marks

ENG / MAJOR PAPER 8 (Credits: 4)**BRITISH LITERATURE: 19th CENTURY****FULL MARKS: 100****1. Background Readings:**

Utilitarianism
 Colonialism and nineteenth century literature
 The Death of the Village
 The 19th Century Novel
 Marriage and Sexuality
 The Writer and Society
 Faith and Doubt
 The Dramatic Monologue

2. Jane Austen, *Pride and Prejudice***3. Charlotte Bronte, *Jane Eyre*****4. Charles Dickens, *Hard Times*****5. Alfred Tennyson, 'Ulysses', 'The Defence of Lucknow'****6. Robert Browning, 'My Last Duchess', 'Fra Lippo Lippi'****7. Christina Rossetti, 'The Goblin Market'****Suggested Readings:**

Karl Marx and Friedrich Engels, 'Mode of Production: The Basis of Social Life', 'The Social Nature of Consciousness', and 'Classes and Ideology', in *A Reader in Marxist Philosophy*, ed. Howard Selsam and Harry Martel (New York: International Publishers, 1963) pp. 186–8, 190–1, 199–201.

Charles Darwin, 'Natural Selection and Sexual Selection', in *The Descent of Man in The Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) pp. 1545–9.

John Stuart Mill, 'The Subjection of Women in Norton Anthology of English Literature', 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) chap. 1, pp. 1061–9.

Course Level Learning Outcomes

- Some of the course learning outcomes that students of this course are required to demonstrate runs thus:
- identify and analyze the socio-economic-political contexts that inform the literature of the period
- comment on the historical and political awareness of literary texts as reflected in the transition from nature to culture across various genres
- understand the conflict between self and society in different literary genres of the period
- link the rise of the novel to the expansion of Colonialism and Capitalism
- understand the transition from Romantic to Victorian in literature and culture
- link the Victorian temper to political contexts in English colonies
- link the changes in the English countryside to changes brought about in similar settings in India

Distribution of Marks:**End Semester:** 75 Marks**Internal Exam:** 20 Marks from written examination/assignment/project/tutorial**Attendance/ Classroom Performance:** 5 Marks

SEMESTER V
ENG/MAJOR PAPER 9 (Credits: 4)
BRITISH LITERATURE: THE EARLY 20TH CENTURY
FULL MARKS: 100

1. Background Readings:

Modernism, Post-modernism and non-European Cultures
 The Women's Movement in the Early 20th Century
 Psychoanalysis and the Stream of Consciousness
 Literature and the Fear of Disintegration
 The Uses of Myth
 Nation and Narration in Early Twentieth Century Novel
 The Avant Garde

2. Joseph Conrad, *Heart of Darkness*3. D.H. Lawrence, *Sons and Lovers*4. Virginia Woolf, *Mrs Dalloway*

5. W.B. Yeats, 'The Second Coming', 'Sailing to Byzantium'

6. T.S. Eliot 'The Love Song of J. Alfred Prufrock', 'The Hollow Men'

Suggested Readings

Sigmund Freud, 'Theory of Dreams', 'Oedipus Complex', and 'The Structure of the Unconscious', in *The Modern Tradition*, ed. Richard Ellman et. al. (Oxford: OUP, 1965) pp. 571, 578–80, 559–63.
 T.S. Eliot, 'Tradition and the Individual Talent', in *Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) pp. 2319–25.
 Raymond Williams, 'Introduction', in *The English Novel from Dickens to Lawrence* (London: Hogarth Press, 1984) pp. 9–27.

Course Level Learning Outcomes

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

- trace the history of modernism in the socio-cultural and intellectual contexts of late nineteenth century and early twentieth century Europe
- link and distinguish between modernity and modernism
- explain the links between developments in science and experiments in literature
- explain the history of early twentieth-century modernism in the light of stream of consciousness, Jungian and Freudian ideas, Psychoanalysis, Imagism, Cubism, Vorticism
- identify and analyze the use and modernist technique in different genres in early twentieth century British literature
- trace the history of the self and subjectivity in literature in the light of colonial consciousness
- explain and analyze the idea of form in modernist literary texts from across major
- genres

Distribution of Marks:**End Semester:** 75 Marks**Internal Exam:** 20 Marks from written examination/assignment/project/tutorial**Attendance/ Classroom Performance:** 5 Marks

ENG/MAJOR PAPER 10 (Credits: 4)**WOMEN'S WRITING****FULL MARKS: 100**

1. Background Readings:

The Confessional Mode in Women's Writing
 Sexual/Textual Politics
 Body, Beauty and Discrimination
 Race, Caste and Gender
 Social Reform and Women's Rights
 Women under Colonialism
 Women in and out of Slavery
 Is there a Woman's Language?

2. Emily Dickinson 'I cannot live with you' (Poem)

3. Eunice De Souza 'Advice to Women' (Poem)

4. Alice Walker, *The Color Purple* (Novel)

5. Katherine Mansfield, 'Bliss' (Short Story)

6. Mahashweta Devi 'Draupadi', tr. Gayatri Chakravorty Spivak (Calcutta: Seagull, 2002) (Short Story)

7. Mary Wollstonecraft *A Vindication of the Rights of Woman* (New York: Norton, 1988) chap. 1, pp. 11–19; chap. 2, pp. 19–38. (Non-fiction)8. Rassundari Debi, Excerpts from *Amar Jiban* in Susie Tharu and K. Lalita, eds., *Women's Writing in India*, vol. 1 (New Delhi: OUP, 1989) pp. 191–2.**Suggested Readings**

Virginia Woolf, *A Room of One's Own* (New York: Harcourt, 1957) chaps. 1 and 6.

Simone de Beauvoir, 'Introduction', in *The Second Sex*, tr. Constance Borde and Shiela Malovany-Chevallier (London: Vintage, 2010) pp. 3–18.

Kumkum Sangari and Sudesh Vaid, eds., 'Introduction', in *Recasting Women: Essays in Colonial History* (New Delhi: Kali for Women, 1989) pp. 1–25.

Chandra Talapade Mohanty, 'Under Western Eyes: Feminist Scholarship and Colonial Discourses', in *Contemporary Postcolonial Theory: A Reader*, ed. Padmini Mongia (New York: Arnold, 1996) pp. 172–97.

Course Level Learning Outcomes

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

- recognise the importance of gender specificity in literature
- understand and appreciate the representation of female experience in literature
- explain the difference between the feminine and the feminist as opposed to the female
- examine and appreciate the role played by socio-cultural-economic contexts in defining woman
- link the status of woman to social discrimination and social change
- draw a location specific trajectory of female bonding or empowerment
- to understand the complexity of social and biological constructions of manhood and womanhood
- to examine the relationship of women to work and production

Distribution of Marks:

End Semester: 75 Marks | **Internal Exam:** 20 Marks from written examination/assignment/project/tutorial

Attendance/ Classroom Performance: 5 Marks



ENG/MAJOR PAPER 11 (Credits: 4)**MODERN EUROPEAN DRAMA****FULL MARKS: 100**

1. Background Readings:

Politics, Social Change and the Stage
 Text and Performance
 European Drama: Realism and Beyond
 Tragedy and Heroism in Modern European Drama
 The Theatre of the Absurd
 The Role of the Director
 The Role of the free theatres

2. Henrik Ibsen, *A Doll's House*3. Bertolt Brecht, *The Good Woman of Szechuan*4. Samuel Beckett, *Waiting for Godot*5. Eugene Ionesco, *Rhinoceros***Suggested Readings**

Constantin Stanislavski, chap. 8, 'Faith and the Sense of Truth', In *An Actor Prepares*, tr. Elizabeth Reynolds Hapgood (Harmondsworth: Penguin, 1967) sections 1, 2, 7, 8, 9, pp. 121–5, 137–46.

Bertolt Brecht, 'The Street Scene', 'Theatre for Pleasure or Theatre for Instruction', and 'Dramatic Theatre vs Epic Theatre', in *Brecht on Theatre: The Development of an Aesthetic*, ed. and tr. John Willet (London: Methuen, 1992) pp. 68–76, 121–8.

George Steiner, 'On Modern Tragedy', in *The Death of Tragedy* (London: Faber, 1995) pp. 303–24.

Course Level Learning Outcomes

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

- understand the role of theatre and drama in the introduction and shaping of modernity
- understand and engage with concepts like realism, naturalism, symbolism, expressionism, the Avant Garde, the epic theatre, the theatre of the absurd, etc.
- understand how meaning is created in theatre and be able to write about innovations introduced into theatrical practice in the late nineteenth and the twentieth century

Distribution of Marks:

End Semester: 75 Marks

Internal Exam: 20 Marks from written examination/assignment/project/tutorial

Attendance/ Classroom Performance: 5 Marks



SEMESTER VI
ENG/MAJOR PAPER 12 (Credits: 4)
POSTCOLONIAL LITERATURES
FULL MARKS: 100

1. Background Readings:

Nationalism and Nationality
 De-colonization, Globalization and Literature
 Race, Region, Religion
 Women and Postcolonialism/Gender and Identity
 English and Bhasha: The Languages of Postcolonialism
 Postcolonial Literatures and Questions of Ethics
 Postcolonialism and Resistance
 Literature and Identity Politics
 Writing for the New World Audience

2. Amitav Ghosh, *The Hungry Tide*

3. Salman Rushdie, *Shame*

4. Grace Ogot, 'The Green Leaves' (Short Story)

5. Derek Walcott 'A Far Cry from Africa' (Poem)

6. David Malouf 'Revolving Days' (Poem)

7. Mamang Dai 'Small Towns and the River' (Poem)

Suggested Readings

Franz Fanon, 'The Negro and Language', in *Black Skin, White Masks*, tr. Charles Lam Markmann (London: Pluto Press, 2008) pp. 8–27.
 Ngugi wa Thiong'o, 'The Language of African Literature', in *Decolonising the Mind* (London: James Curry, 1986) chap. 1, sections 4–6.
 Gabriel Garcia Marquez, the Nobel Prize Acceptance Speech, in *Gabriel Garcia Marquez: New Readings*, ed. Bernard McGuirk and Richard Cardwell (Cambridge: Cambridge University Press, 1987).

Course Level Learning Outcomes

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

- understand the social-historical-political-economic contexts of colonialism and postcolonialism in India and other countries affected by colonial rule
- understand the scope of postcolonial literatures in India and elsewhere, primarily as a response to the long shadow of colonialism, not just of colonial occupation
- see through a corpus of representative postcolonial texts from different colonial locations: the effects of colonial rule on the language, culture, economy and habitat of specific groups of people affected by it
- appreciate and analyze the growing spectres of inequality arising out of colonial occupation and the role played by postcolonial literatures to resist it in India and similar locations
- critically engage with issues of racism and imperialism during and after colonial occupation
- appreciate the changing role and status of English in postcolonial literatures
- link colonialism to modernity

Distribution of Marks: End Semester: 75 Marks

Internal Exam: 20 Marks from written examination/assignment/project/tutorial

Attendance/ Classroom Performance: 5 Marks



ENG/MAJOR PAPER 13 (Credits: 4)**AMERICAN LITERATURE****FULL MARKS: 100**

1. Background Readings:

The American Myths of Genesis/ The American Dream/ The American Adam
 American Romance and the American Novel
 Multicultural Literature of the United States; Folklore and the American Novel
 Race and Gender in American Literature
 War and American Fiction
 Two Traditions of American Poetry; Emerson and Poe/ Typological and Tropological Traditions
 Social Realism and the American Novel
 The Questions of Form in American Poetry

2. Mark Twain: *Huck Finn* (Fiction)3. Tennessee Williams: *The Glass Menagerie* (Play)

4. William Faulkner, 'Dry September' (Short Story)

5. Booker T Washington: Selection from *Up from Slavery* (Chap. 1 & 2) (Autobiography)

6. Emily Dickinson: 'Because I could not stop for Death', 'This was a Poet' (Poems)

7. Robert Frost: 'Once by the Pacific', Mending Wall (Poems)

Suggested Readings

Hector St John Crevecoeur, 'What is an American', (Letter III) in *Letters from an American Farmer* (Harmondsworth: Penguin, 1982) pp. 66–105.
 Frederick Douglass, *A Narrative of the life of Frederick Douglass* (Harmondsworth: Penguin, 1982) chaps. 1–7, pp. 47–87.
 Henry David Thoreau, 'Battle of the Ants' excerpt from 'Brute Neighbours', in *Walden* (Oxford: OUP, 1997) chap. 12.
 Ralph Waldo Emerson, 'Self Reliance', in *The Selected Writings of Ralph Waldo Emerson*, ed. with a biographical introduction by Brooks Atkinson (New York: The Modern Library, 1964).
 Toni Morrison, 'Romancing the Shadow', in *Playing in the Dark: Whiteness and Literary Imagination* (London: Picador, 1993) pp. 29–39.

Course Level Learning Outcomes

- Some of the course learning outcomes that students of this course are required to demonstrate runs 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 (17th century to 21st 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

Distribution of Marks:

End Semester: 75 Marks

Internal Exam: 20 Marks from written examination/assignment/project/tutorial

Attendance/ Classroom Performance: 5 Marks



ENG/MAJOR PAPER 14 (Credits: 4)**POPULAR LITERATURE****FULL MARKS: 100****1. Background Readings:**

Coming of Age
 The Canonical and the Popular
 Ethics and Education in Children's Literature
 Sense and Nonsense
 The Graphic Novel
 The Popular and the Market

2. Children's Literature: Lewis Carroll, *Through the Looking Glass*

Sukumar Ray, Two Poems: "The Sons of Ramgaroo", and "Khichudi"

3. Detective Fiction: Agatha Christie *The Murder of Roger Ackroyd***4. Romance/Chick Lit:** Daphne du Maurier, *Rebecca***5. Graphic Fiction:** Vishwajyoti Ghosh, *This Side That Side: Restorying Partition***6. Science Fiction:** Isaac Asimov, "Nightfall" (Short Story)**Suggested Readings**

Leslie Fiedler, 'Towards a Definition of Popular Literature', in *Super Culture: American Popular Culture and Europe*, ed. C.W.E. Bigsby

Felicity Hughes, 'Children's Literature: Theory and Practice', *English Literary History*, vol. 45, 1978,

Christopher Pawling, 'Popular Fiction: Ideology or Utopia?' in *Popular Fiction and Social Change*, ed. Christopher Pawling

Tzvetan Todorov, 'The Typology of Detective Fiction', in *The Poetics of Prose*

Darco Suvin, 'On Teaching SF Critically', in *Positions and Presuppositions in Science Fiction*

Janice Radway, 'The Institutional Matrix, Publishing Romantic Fiction', in *Reading the Romance: Women, Patriarchy, and Popular Literature*

Edmund Wilson, 'Who Cares Who Killed Roger Ackroyd?', *The New Yorker*, 20 June 1945.

Hillary Chute, 'Comics as Literature? Reading Graphic Narrative', *PMLA* 123(2)

Course Level Learning Outcomes

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

- trace the early history of print culture in England and the emergence of genre fiction and best sellers
- engage with debates on high and low culture, canonical and non-canonical literature
- articulate the characteristics of various genres of non-literary fiction
- investigate the role of popular fiction in the literary polysystem of various linguistic cultures
- demonstrate how popular literature belongs to its time
- Use various methods of literary analysis to interpret popular literature

Distribution of Marks:**End Semester:** 75 Marks**Internal Exam:** 20 Marks from written examination/assignment/project/tutorial**Attendance/ Classroom Performance:** 5 Marks

ENG/MAJOR PAPER 15 (Credits: 4)
LITERATURE OF THE INDIAN DIASPORA
FULL MARKS: 100

1. Background Readings:

The Diaspora
Nostalgia
New Medium
Alienation
Globalization
Transnationalism

2. M. G. Vassanji, *The Book of Secrets* (Penguin, India)

3. Rohinton Mistry, *A Fine Balance* (Alfred A Knopf)

4. Meera Syal, *Anita and Me* (Harper Collins)

5. Jhumpa Lahiri, *The Namesake* (Houghton Mifflin Harcourt)

Suggested Readings

“Introduction: The diasporic imaginary” in Mishra, V. (2008). *Literature of the Indian diaspora*. London: Routledge
“Cultural Configurations of Diaspora,” in Kalra, V. Kaur, R. and Hutynuk, J. (2005). *Diaspora & hybridity*. London: Sage Publications.
“The New Empire within Britain,” in Rushdie, S. (1991). *Imaginary Homelands*. London: Granta Books.

Course Level Learning Outcomes

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

- understand the concept of ‘diaspora’ in its historical and cultural contexts
- identify different aspects of Indian diasporic consciousness and the literary features of diasporic texts
- develop a clear understanding of the formation of Indian diasporic movements within India and outside
- develop a critical understanding of the writings of the Indian diaspora within the discourse of postcoloniality, postmodernity, hybridity, globalization and transnationalism.
- develop the analytical ability to read diasporic texts and analyze key diasporic issues such as displacement, nostalgia, alienation, belonging, identity, gender, racism and assimilation
- understand the main currents of Indian diasporic narratives
- examine how texts function as diasporic markers, broadening the understanding of Indian diasporic lives, cultural practices, experiences, religion and the new medium.

Distribution of Marks:

End Semester: 75 Marks

Internal Exam: 20 Marks from written examination/assignment/project/tutorial

Attendance/ Classroom Performance: 5 Marks

