

Bachelor of Arts (Honours) English under CBCS

Programme Code: ENG(H)

Programme Outcomes

At the completion of the programme, students will attain the ability to:

PO1: be familiar with literature, linguistics and literary theory.

PO2: be able to understand the concepts of different genres in analytical way and develop critical thinking

PO3: imbibe and inculcate social and moral ethics

PO4: be sensitized to issues related to gender, caste, creed and the marginalized sections of the society.

Programme Specific Outcomes

At the completion of the programme, students will attain the ability to:

PSO1: carry out close reading of texts and documents leading to critical enquiry and assessment of the ideological, rhetorical and discursive structures and narratives they embody and propagate

PSO2: interpret and appreciate different social values, influences of historical time, geographical situations and cultural configurations by decoding literary texts and cultural documents

PSO3: write well; in other words, to formulate and organize ideas, construct convincing arguments, and use language effectively in their writings

PSO4: understand the nuances of language use which prepares them for a career in law and journalism specifically and also, in general, for other professions requiring English language proficiency and literary competence

Course Structure

Semester-I

SlNo.	Name of Course	Type of Course	L-T-P	Credit	Marks
1.	Indian Classical Literature	CC-1	6-1-0	6	100
2.	European Classical Literature	CC-2	6-1-0	6	100
3.	English Communication/MIL	AECC-1	2-1-0	2	100
4.	Generic Elective-1	GE-1	6-1-0	6	100
Total Credit- 20					

Semester-II

SlNo.	Name of Course	Type of Course	L-T-P	Credit	Marks
1.	Indian Writing in English	CC-3	6-1-0	6	100
2.	British Poetry and Drama: 14 th to 17 th Centuries	CC-4	6-1-0	6	100
3.	Environmental Science	AECC-2	2-1-0	2	100
4.	Generic Elective-2	GE-2	6-1-0	6	100
Total Credit- 20					

Semester-III

SlNo.	Name of Course	Type of Course	L-T-P	Credit	Marks
1.	American Literature	CC-5	6-1-0	6	100
2.	Language & Linguistics	CC-6	6-1-0	6	100
3.	British Poetry and Drama: 17th Century	CC-7	6-1-0	6	100
4.	Skill Enhancement Course-1	SEC-1	2-1-0	2	100
5.	Generic Elective-3	GE-3	6-1-0	6	100
Total Credit-26					

Semester-IV

SlNo.	Name ofCourse	Type ofCourse	L-T-P	Credit	Marks
1.	British Literature:18 th Century	CC-8	6-1-0	6	100
2.	BritishRomanticLiterature	CC-9	6-1-0	6	100
3.	British Literature: 19 th Century	CC-10	6-1-0	6	100
4.	SkillEnhancementCourse-2	SEC-2	2-1-0	2	100
5.	GenericElective-4	GE-4	6-1-0	6	100
TotalCredit-26					

Semester -V

SlNo.	Name ofCourse	Type ofCourse	L-T-P	Credit	Marks
1.	Women's Writing	CC-11	6-1-0	6	100
2.	British Literature: The Early20thCentury	CC-12	6-1-0	6	100
3.	DisciplineSpecificCourse-1	DSE-1	6-1-0	6	100
4.	DisciplineSpecificCourse-2	DSE-2	6-1-0	6	100
TotalCredit- 24					

Semester-VI

SlNo.	Name ofCourse	Type ofCourse	L-T-P	Credit	Marks
1.	ModernEuropeanDrama	CC-13	6-1-0	6	100
2.	PostcolonialLiteratures	CC-14	6-1-0	6	100
3.	DisciplineSpecificCourse-3	DSE-3	6-1-0	6	100
4.	Discipline Specific Course-4(Project/Dissertation)	DSE-4	0-0-6	6	100
TotalCredit-24					

TotalCredits-140

***L/T/P: number of classes per week**

Discipline Specific Elective Course (DSE)

Course name	L-T-P
1. Modern Indian Writing in English Translation	6-1-0
2. Literary Criticism	6-1-0
3. Literary Theory	6-1-0
4. Dissertation	6-1-0
5. Literature of the Indian Diaspora	6-1-0
6. British Literature: Post World War II	6-1-0
7. Nineteenth Century Realism	6-1-0
8. World Literature	6-1-0
9. Partition Literature	6-1-0

10. Travel Writing	6-1-0
11. Autobiography	6-1-0
12. Popular Literature	6-1-0
13. Folkloristics	6-1-0
14. English Poetry from Bihar	6-1-0
15. English Novels from Bihar	6-1-0
16. English Criticism from Bihar	6-1-0
17. English Non-fiction Prose from Bihar	6-1-0
18. Prose Writing in English from Bihar	6-1-0
19. Translation in English from Bihar	6-1-0
20. Literature of Inclusion	6-1-0

Generic Elective (GE)

For English Students		For Other Students	
Course name	L-T-P	Course name	L-T-P
1. Philosophy	6-1-0	GE1: Media and Communication Skills	6-1-0
2. Political Science	6-1-0	GE 2: Academic Writing and Composition	6-1-0
3. History	6-1-0	GE 3: Creative Writing	6-1-0
4. Economics	6-1-0	GE 4: Business Communication	6-1-0
5. Geography	6-1-0		

Skill Enhancement courses (SEC): L-T-P

1. English Language Teaching 6-1-0
2. Creative Writing 6-1-0
3. Soft Skills 6-1-0

SEMESTER – I
CC1 : INDIAN CLASSICAL LITERATURE
Course Outcomes

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

- CO1:** be familiar with some of the major Indian Classical literary texts.
- CO2:** have a clear idea of the various movements and changes in the history of Indian Literature.
- CO3:** understand, interpret and analyze the classical literary texts in proper prospective.
- CO4:** understand the messages of classical literature and advocate the victory of good over evil.
- CO5:** enable the students to explore the central concerns of Sanskrit literature related to the representation of Class, Caste, Gender and Disability.

CC1 : INDIAN CLASSICAL LITERATURE (Theory: 6 credits)		
Unit	Topics to be covered	No. of Lectures
1	Kalidasa, <i>AbhijnanaShakuntalam</i> , tr. Chandra Rajan, in <i>Kalidasa: The Loom of Time</i> New Delhi: Penguin, 1989.	15
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 <i>The Mahabharata</i> : tr. and ed. J.A.B. van Buitenen, Chicago: Brill, 1975. pp. 106–69.	15
3	Sudraka, <i>Mrcchakatika</i> , tr. M.M. Ramachandra Kale, New Delhi: Motilal Banarasidass, 1962.	15
4	Valmiki, <i>Bala-Kanda</i> , From Invocation to the Birth of Ram of <i>The Ramayana</i> (I to XIX)(1 to 19), tr. Ralph T.H. Griffith, London, Trubane& Co., Banaras: E.J. Lazarus, 1870-74. E book, 18 March 2008.	15
TOTAL		60

Reading List:

1. Bharata, *Natyashastra*, tr. Manomohan Ghosh, vol.I, 2nd edn, Calcutta: Granthalaya, 1967 chap. 6: ‘Sentiments’, pp.100–18.
2. 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.
3. 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.
4. Vishnu Sharma. *Panchtantra*. Tr. Arthur W. Ryder, Jaico Publishing House, 1949.
5. Valmiki. ‘Introduction’ to *Valmiki Ramayana* tr. Bibek Debroy, Penguin books, 2017.

CC2 : EUROPEAN CLASSICAL LITERATURE

Course Outcomes

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

- CO1:** develop a globaloutlook.
- CO2:** develop the concepts of the ebb and flow of human miseries, destiny andfate.
- CO3:** understand the humannature.

CC2 : EUROPEAN CLASSICAL LITERATURE (Theory: 6 credits)		
Unit	Topics to be covered	No. of Lectures
1	Homer. <i>The Iliad</i> , tr. E.V. Rieu, Harmondsworth: Penguin,1985.	15
2	Sophocles. <i>Oedipus the King</i> , tr. Robert Fagles in Sophocles: <i>The Three Theban Plays</i> , Harmondsworth: Penguin, 1984.	15
3	Plato. <i>The Republic</i> , Book X, tr. Desmond Lee, London: Penguin, 2007.	15
4	Aristotle. <i>Poetics</i> , translated with an introduction and notes by Malcolm Heath, London: Penguin, 1996. chaps. 6–17, 23, 24, and 26.	15
	TOTAL	60

Reading List:

1. Plautus: *Pot of Gold*, tr. E.F. Watling, Harmondsworth: Penguin,1965.
2. Ovid: Selections from *Metamorphoses* ‘Bacchus’,(Book III),‘Pyramus andThisbe’ (Book IV), ‘Philomela’ (Book VI), tr. Mary M. Innes, Harmondsworth: Penguin, 1975.
3. Horace, *Ars Poetica*, tr. H. Rushton Fairclough, Horace: *Satires, Epistles and Ars Poetica*, Cambridge Mass: Harvard University Press, 2005. pp.451–73.

SEMESTER- II

CC3 : INDIAN WRITING IN ENGLISH

Course Outcomes

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

- CO1:** appreciate the historical trajectory of various genres of Indian Writing in English from colonial times till thepresent.
- CO2:** identify the relationship between Indian Writing in English and its socialcontext.
- CO3:** analyze Indian literary texts written in English in terms of colonialism, post colonialism, regionalism, andnationalism.
- CO4:** understand the role of English as a medium for political awakening as well as forcreative writing.

CC3 : INDIAN WRITING IN ENGLISH
(Theory: 6 credits)

Unit	Topics to be covered	No. of Lectures
1	Poetry <ul style="list-style-type: none"> a. Toru Dutt- 'The Lotus' b. Henry Derozio- 'The Harp of India' , 'India, My NativeLand' c. Sarojini Naidu- 'The PalanquinBearers' d. Kamala Das- 'AnIntroduction' e. Nissim Ezekiel- 'The Night of Scorpion' f. Imtiyaz Dharkar- 'Purdah' g. Vikram Seth- 'A Little Distance' 	8
2	Novel and Drama <ul style="list-style-type: none"> a. R.K. Narayan - <i>The Bachelor of Arts</i> b. Girish Karnad- <i>Hayavadana</i> 	22
3	Prose <ul style="list-style-type: none"> a. Pandita Ramabai- Widowhood b. Rabindranath Tagore- The Spirit of Freedom c. B.R Ambedkar- The Annihilation of Caste d. Salim Ali- Man and Nature in India- The Ecological Balance e. APJ Abdul Kalam- Work Brings Solace 	7
4	Stories <p style="padding-left: 20px;">P.C. Roychaudhary, <i>Folk Tales of Bihar</i>, New Delhi: Sahitya Akademi, 1968.</p>	23
	TOTAL	60

Reading List:

1. *Macaulay's Minutes*(1835)
2. King, Bruce. Modern Indian Poetry in English (Revised Edition), New Delhi: OUP, 2004.
3. Iyengar, K. R. S.- *Indian Writing in English*, Bombay: Asia Publishing House, 2000.
4. Naik, M. K. - *A History of Indian English Literature*, Sahitya Akademi, 1989.
5. Mehrotra, Arvind Krishna. (ed.) *An Illustrated History of Indian Literature in English*, Delhi: Orient Longman Pvt.Ltd.2003.
6. *Exploration of Ideas: An Anthology of Prose*, Hyderabad: Orient Blackswan, 2009.
7. *A Collection of Indian English Poetry*, Hyderabad: Orient Blackswan, 2010.

CC4 : BRITISH POETRY AND DRAMA: 14th TO 17th CENTURIES

Course Outcomes

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

- CO1:** To appreciate the characteristic features of poetry of different periods
- CO2:** To comprehend Chaucer's contribution to later Middle English poetry and to English poetry in general
- CO3:** To appreciate the contribution of Spenser, Shakespeare and Donne to British poetry of different periods
- CO4:** To understand Marlowe and Shakespeare as great exponents of the art of drama
- CO5:** To appreciate the social, political and historical influences that operate on production of literary texts
- CO6:** To realize literature as representation of human values within society and history

CC4 : BRITISH POETRY AND DRAMA: 14th TO 17th CENTURIES (Theory: 6 credits)		
Unit	Topics to be covered	No. of Lectures
1	Geoffrey Chaucer, 'The Wife of Bath's Prologue' in <i>The Wife of Bath's Prologue and Tale</i> . Ed. James Winny. Cambridge: Cambridge University Press, 2016.	10
2	(a) Edmund Spenser: Selections from <i>Amoretti</i> : Sonnet LXVII 'Like as a huntsman...' Sonnet LVII 'Sweet warrior...' Sonnet LXXV 'One day I wrote her name...' (b) John Donne: 'The Sunne Rising' 'Batter My Heart' 'Valediction: forbidding mourning'	10
3	Christopher Marlowe: <i>Doctor Faustus</i> , London: Routledge, 1990.	20
4	William Shakespeare: <i>Macbeth</i> , UK: Cambridge University Press, 1997.	20
TOTAL		

Reading List:

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.

SEMESTER – III

CC5 : AMERICAN LITERATURE

Course Outcomes

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

CO1: understand the pioneer ideals of American Culture i.e., self-reliance and independence which have been recurrent themes in American Literature. They are also very pertinent for leading the human world to a better future.

CO2: critically analyze American Literary Texts in the light of several movements in Literature and understand the progression of Ideas across genres and times.

CO3: comprehend the changing notions of class, gender, ethnicity in a postcolonial diasporic and neocolonial world order.

CC5 : AMERICAN LITERATURE (Theory: 6 credits)		
Unit	Topics to be covered	No. of Lectures
1	Tennessee Williams: <i>The Glass Menagerie</i> , UK: Penguin UK, 2009.	18
2	Toni Morrison, <i>Beloved</i> , New York: Penguin Patanam Inc., 1998.	18
3	(a) Edgar Allan Poe: 'The PurloinedLetter' (b) O. Henry: 'The LastLeaf' (c) F. Scott Fitzgerald: 'TheCrack-up' (d) William Faulkner: 'DrySeptember'	12
4	(a) Anne Bradstreet: 'ThePrologue' (b) Walt Whitman: Selections from Leaves of Grass: 'O Captain, My Captain', 'Passage to India' (lines1–68) (c) Alexie Sherman Alexie: 'Crow Testament', 'Evolution' (d) Robert Frost: 'The Road Not Taken' , 'Stopping byWoods' in <i>The Norton Anthology of Poetry</i> , Fourth Edition, Margaret Ferguson, Mary Jo Salter and Jon Stallworthy, New York: W. W. Norton and Company, 1996.	12
	TOTAL	

Reading List:

1. Hector St. John Crevecoeur, 'What is an American', (Letter III) in *Letters from an American Farmer*, Harmondsworth: Penguin, 1982. pp.66–105.
2. Frederick Douglass, *A Narrative of the Life of Frederick Douglass*, Harmondsworth: Penguin, 1982. chaps. 1–7, pp.47–87.
3. Henry David Thoreau, 'Battle of the Ants' excerpt from 'Brute Neighbours', in *Walden*, Oxford: OUP, 1997. chap. 12.
4. 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.
5. Toni Morrison, 'Romancing the Shadow', in *Playing in the Dark: Whiteness and Literary Imagination*, London: Picador, 1993. pp.29–39.
6. *American Tradition in Literature* – George Perkins and BarbaraPerkins.
7. *American Literature of the 19th Century: An Anthology* – Fisher Samuelsonand RenigerVaid.
8. *American Literature 1890-1965: An Anthology* – Dr. Egbert S. Oliver, New Delhi: Eurasia PublishingHouse.
9. *Concise Anthology of American Literature*, Second Edition, Eds: GeorgeMcMichael, Fredrick Crews, J.C. Lenenson, Leo Marx, David E.Smith

10. C.A. Beard and M.R. Beard, *The Rise of American Civilization*, 2vols.
11. W. Allen, *The Urgent West: The American Dream and Man*
12. J. Martin, *Harvests of Change: American Literature, 1865-1914*

CC6 : LANGUAGE AND LINGUISTICS

Course Outcomes

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

- CO1:** to have gained the conceptual foundations of linguistics
- CO2:** to have gained an insight into the linguistic history of English language
- CO3:** to have understood language varieties
- CO4:** to have gained both theoretical knowledge of Phonetics and Phonology and the practical application.
- CO5:** to have gained insight into the structure of words

CC6 : LANGUAGE AND LINGUISTICS (Theory: 6 credits)		
Unit	Topics to be covered	No. of Lectures
1	Language: a) Definition and Features b) Language varieties: Dialect, Register, Standard language c) Language Change: Old English, Middle English, Modern English.	15
2	Phonetics and Phonology: Organs of Speech, Classification of Vowel and Consonant Sounds, Phonemes, Syllables, Stress and Intonation.	15
3	Morphology: Morphemes and Allomorphs, Word Formation.	15
4	Oral Practice in the Language Laboratory, Oral Drills: Vowel sounds, Consonant Sounds, Stress, Intonation	15
TOTAL		60

Reading List:

1. Akmajian, A., R. A. Demers and R. M. Harnish, *Linguistics: An Introduction to Language and Communication*, 2nd ed., Cambridge Mass: MIT Press, 1984; Indian edition, Prentice Hall, 1991. Chapters 2,3,4,7&8.
2. Fromkin, V., R. Rodman, N. Hyams. *An Introduction to Language*, 7th ed., Thomson Wadsworth, 2003; Indian Edition, Singapore: Thomson Asia, 2004. Chapters 3, 5, 6, 7, 10 and 11.
3. Mesthrie, Rajend and Rakesh M Bhatt. 2008. *World Englishes: The Study of New Linguistic Varieties*. Cambridge: Cambridge University Press.
4. J.D. O'Connor: *Better English Pronunciation*, Cambridge University Press, 1967.
5. Frank Parker & Kalkryn Riley, *Linguistics for Non-Linguistics*, London: Allyn & Bacon, 1994.
6. R.K. Bansal and J.B. Harrison, *Spoken English: A Manual of Speech and Phonetics*, Hyderabad: Orient Longman, 2013.
7. Martin Hewings, *English Pronunciation in Use: Advanced*, Cambridge, Cambridge University Press, 2007.
8. Andrew Carstairs- McCarthy, *An Introduction to English Morphology: Words and Their Structure*, Edinburgh: Edinburgh University Press, 2002.

CC7 : BRITISH POETRY AND DRAMA: 17TH& 18TH CENTURIES

Course Outcomes

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

- CO1:** To appreciate the characteristic features of poetry and drama of different periods and develop critical and analytical skills for literary appreciation
- CO2:** To appreciate the contribution of Milton and Pope to British poetry of different periods, and of Ben Jonson and Congreve to British comedy of different types.
- CO3:** To understand Jonson and Congreve as great exponents of satirical comedy and comedy of manners respectively.
- CO4:** To appreciate the social, political and historical influences that operate on production of literary texts
- CO5:** To realize literature as representation of human values within society and history.

CC7 : BRITISH POETRY AND DRAMA: 17TH& 18TH CENTURIES (Theory: 6 credits)		
Unit	Topics to be covered	No. of Lectures
1	John Milton: <i>Paradise Lost</i> : Book 1, London: Penguin Books, 1996.	15
2	Ben Jonson, <i>The Alchemist</i> , Peacock Books, Atlantic Publishers, 2021.	15
3	William Congreve, <i>The Way of the World</i> , New York: Dover Publications, 1993.	15
4	Alexander Pope, <i>The Rape of the Lock</i> , India: Orient Blackswan, 2011.	15
TOTAL		60

Reading List:

1. *The Holy Bible*, Genesis, chaps. 1–4 The Gospel according to St. Luke, chaps. 1–7 and 22–4.
2. Niccolo Machiavelli, *The Prince*, ed. and tr. Robert M. Adams, New York: Norton, 1992. chaps. 15, 16, 18, and 25.
3. Thomas Hobbes, Selections from *The Leviathan*, pt. I, New York: Norton, 2006. chaps. 8, 11, and 13.
4. 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.

SEMESTER – IV

CC8 : BRITISH LITERATURE: 18TH CENTURY

Course Outcomes

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

- CO1:** After the completion of this course the students can make a balance between reason and emotion, classic and the changing trends in literature.

CC8:BRITISH LITERATURE: 18TH CENTURY
(Theory: 6 credits)

Unit	Topics to be covered	No. of Lectures
1	Historical Overview of the period – Restoration, Glorious revolution, New Classicism & Enlightenment.	10
2	Jonathan Swift - <i>Gulliver's Travels</i> , UK: Oxford University Press, 2008.	20
3	Daniel Defoe - <i>Robinson Crusoe</i> , New York: Oxford University Press Inc., 2007. (Introduction by Thomas Keymer).	20
4	Thomas Gray - 'Elegy Written in a Country Churchyard' in Palgrave's <i>Golden Treasury</i> , New York: O.U.P., 2007.	10
	TOTAL	60

Reading List:

1. Michael Alexander: *History of English Literature*, Hounds Mills: Macmillan Press Ltd., 2000.
2. Ifor Evans: *A Short History of English Literature*, London: Penguin Books, 1990.
3. David Daiches: *A Critical History of English Literature*, New Delhi: Allied Publishers, 1979.
4. Jeremy Collier, *A Short View of the Immorality and Profaneness of the English Stage*, London: Routledge, 1996.
5. 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.
6. 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.
7. Laurence Sterne: *The Life and Opinions of Tristram Shandy, Gentleman*. Worldview Publication, 2016.
8. John Locke: Of Ideas in general, and their Original, Paragraphs 1–8, from *An Essay Concerning Human Understanding* (1689), Chap 1 Book II, ed. John Nidditch, Oxford: Clarendon Press, 1975. pp. 104–108.
9. Addison and Steele: (i) Addison, Essay No. 10, Monday, March 12, 1711; (ii) Addison, Essay No. 69, on the stock-exchange, Saturday, May 19, 1711, both from *The Spectator* (1711–12); Eliza Haywood, *Selections from The Female Spectator* (1744–46), ed. Patricia Meyer Spacks, pp. 7–23.
10. 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.
11. Olaudah Equiano: 'The Middle Passage', excerpt from Chapter Two in *The Interesting Narrative of the Life of Olaudah Equiano*; or, Gustavus Vassa, the African, Written by Himself (1789), ed. Robert J. Allison, Boston, 1995, pp. 54–8.
12. Palgrave's *Golden Treasury*, New York: O.U.P., 2007.

CC9 : BRITISH ROMANTIC LITERATURE

Course Outcomes

After the completion of the course, the student will have to:

- CO1:** a broad idea of the social historical and literary context that made a shift from new classicism to romanticism.
- CO2:** Knowledge of French revolution, Impact of Rousseau and other philosophers and new definitions of Poetry.
- CO3:** the capacity to appreciate the importance of individual literary liberty, desire for freedom and need for equality and fraternity.

CC9 : BRITISH ROMANTIC LITERATURE (Theory: 6 credits)		
Unit	Topics to be covered	No. of Lectures
1	Historical overview of the Period – Characteristics of Romantic Revival also known as the age of revolution, Origin of French Revolution, Industrialisation, Concepts of liberty equality and fraternity, Innovations in writing from thematic as well as technical points of views, Growth of Romanticism, Conceptions of Nature, Literature and Revolution, The Gothic	15
2	William Blake: ‘The Lamb’, ‘The Chimney Sweeper’ (from <i>The Songs of Innocence and The Songs of Experience</i>) ‘The Tyger’ (<i>The Songs of Experience</i>) Robert Burns: ‘Red Rose’ William Wordsworth: ‘Tintern Abbey’ ‘Ode: Intimations of Immortality’	15
3	Samuel Taylor Coleridge ‘Kubla Khan’ ‘Dejection: An Ode’ Percy Bysshe Shelley: ‘One Word is too Often Profaned’, ‘Ode to the West Wind’ John Keats: ‘Ode to a Nightingale’ ‘A Thing of Beauty’	15
4	Mary Shelley: <i>Frankenstein</i> , Oxford: Oxford University Press, 2008.	15
	TOTAL	60

Reading List:

1. William Wordsworth, ‘Preface to Lyrical Ballads’, in *Romantic Prose and Poetry*, ed. Harold Bloom and Lionel Trilling, New York: OUP, 1973. pp.594–611.
2. 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.
3. Jean-Jacques Rousseau, ‘Preface’ to *Emile or Education*, tr. Allan Bloom, Harmondsworth: Penguin, 199. Samuel Taylor Coleridge, *Biographia Literaria*, ed. George Watson, London: Everyman, 1993, chap. XIII, pp. 161–66.
4. Michael Alexander: *History of English Literature*, Hounds mills: Macmillan Press Ltd., 2000.
5. Ifor Evans: *A Short History of English Literature*, London: Penguin Books, 1990.
6. David Daiches: *A Critical History of English Literature*, New Delhi: Allied Publishers, 1979.
7. Palgrave’s *Golden Treasury*, New York: O.U.P., 2007.

CC10 : BRITISH LITERATURE: 19TH CENTURY

Course Outcomes

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

CO1: Exposure to the three distinct periods of the Residency, Victorian and late Victorian age

CO2: Capacity to understand and interpret the shift from Romanticism to Victorianism to understand the major social political developments such as Industrialisation, Technological advancements and Mobilisation of people from rural to urban areas.

CO3: To understand the reactions expressed in the writings of the age.

CC10 : BRITISH LITERATURE: 19TH CENTURY (Theory: 6 credits)		
Unit	Topics to be covered	No. of Lectures
1	Historical overview of the Period - The importance of Romanticism, Origin of Victorian Poetry, Concept of Faith and Doubt, Mercantilism, Emergence of new themes and techniques.	10
2	Jane Austen, <i>Pride and Prejudice</i> , London: Oxford University Press, 2019.	15
3	Charles Dickens, <i>David Copperfield</i> , Penguin Classics; Revised Edition, 2004.	25
4	Alfred Tennyson, 'Ulysses' Robert Browning, 'My Last Duchess' 'Porphyria's Lover' Matthew Arnold, 'Dover Beach' 'To Marguerite...continued' Thomas Hardy, 'To an Unborn Pauper Child'	10
	TOTAL	60

Reading List:

1. 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.
2. 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.
3. 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.
4. Michael Alexander: *History of English Literature*, Hounds Mills: Macmillan Press Ltd., 2000.
5. Ifor Evans: *A Short History of English Literature*, London: Penguin Books, 1990.
6. David Daiches: *A Critical History of English Literature*, New Delhi: Allied Publishers, 1979.
7. Palgrave's *Golden Treasury*, New York: O.U.P., 2007.

SEMESTER – V
CC11 : WOMEN'S WRITING

Course Outcomes

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

- CO1:** acquainted with the critical precepts at the backdrop of women's writing.
- CO2:** able to critically appreciate poetry, fiction and essays by women writers.
- CO3:** aware of the unique conditions and experiences of women.
- CO4:** able to evolve as a gender neutral, gender sensitive and more responsible citizens.

CC11 : WOMEN'S WRITING (Theory: 6 credits)		
Unit	Topics to be covered	No. of Lectures
1	<p>POETRY</p> <ul style="list-style-type: none"> (a) Emily Dickinson- 'I cannot live with you' in <i>The Poems of Emily Dickinson</i>, Thomas H. Johnson, ed., Cambridge, Mass.: The Belknap Press of Harvard University Press, 1951. (b) Sylvia Plath – 'Daddy', Harper & Row., Copyright by the Estate of Sylvia Plath, 1981. (c) Maya Angelou – 'Still I Rise', Gillespie, Marcia Ann, Rosa Johnson Butler, and Richard A. Long, <i>Maya Angelou: A Glorious Celebration</i>. New York: Random House, 2008. (d) Eunice de Souza – 'Advice to Women' in <i>Ways of Belonging: Selected New Poems</i>. Polygon, 1994. (e) A Jayaprabha – 'Stares' (Chupulu in Telugu, Translated in English by BVL Narayan Row. Pp 596-59 in <i>Women Writing in India</i>, Tharu and Lalita) 	10
2	<p>FICTION</p> <ul style="list-style-type: none"> a) Walker, Alice, <i>The Color Purple</i>, New York: Harcourt, 1992. b) Gilman, Charlotte Perkins, 'The Yellow Wallpaper', Virago Press, 1981. c) Mansfield, K, 'Bliss' in <i>Bliss and Other Stories</i>, Harmondsworth: Penguin, 1962. 	20
3	<p>ESSAYS:</p> <ul style="list-style-type: none"> (a) Mary Wollstonecraft: A Vindication of the Rights of Woman, New York: Norton, 1988. chap. 1, pp. 11–19; chap. 2, pp. 19–38. (b) Ramabai Ranade 'A Testimony of our Inexhaustible Treasures', in Pandita Ramabai, <i>Through Her Own Words: Selected Works</i>, tr. Meera Kosambi (New Delhi: OUP, 2000) pp. 295–324. 	15
4	<p>DRAMA:</p> <ul style="list-style-type: none"> (a) Padmanabhan, Manjula. <i>Harvest</i>. UK: Aurora Metro Books, 2003. 	15
TOTAL		60

Reading List:

1. Virginia Woolf, *A Room of One's Own*, New York: Harcourt, 1957, chaps. 1 and 6.
2. Simone de Beauvoir, 'Introduction', in *The Second Sex*, tr. Constance Borrer and Sheila Malovany-Chevalier, London: Vintage, 2010. pp. 3–18.
3. Kumkum Sangari and Sudesh Vaid, eds., 'Introduction', in *Recasting Women: Essays in Colonial History*, New Delhi: Kali for Women, 1989. pp. 1–25.
4. 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.

CC12 : BRITISH LITERATURE: EARLY 20TH CENTURY**Course Outcomes**

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

CO1: The learners after their successful completion should be able to thoroughly analyse all the different genres emerged in British Literature of the period and they would also be in a position to grasp the different shades of European Culture. They should be in position to interpret specific texts as prescribed in course structure against the backdrop of socio-political currents and counter-currents of the age. They would understand the insights, genres, conventions and experimentations associated with the Early 20th century British Literature.

They would also appreciate the literary worth, social relevance and timeless appeal of the texts.

CC12 : BRITISH LITERATURE: EARLY 20TH CENTURY (Theory: 6 credits)		
Unit	Topics to be covered	No. of Lectures
1	Joseph Conrad, <i>Heart of Darkness</i> , India: Fingerprint! Publishing, 2018.	15
2	D.H. Lawrence: (a) Stories: 'Odour of Chrysanthemums', 'The Fox', 'The White Stocking' (b) Letters: 'To Collins 17th Jan. 1913', 'To Edward Marsh 28 Oct. 1913', 'To Lady Cynthia Asquith 2nd November 1915' <i>D. H. Lawrence's Stories, Essays and Poems</i> , London: Everyman's Library, 1939.	15
3	G.B. Shaw: <i>Arms and the Man</i> , second edition, Orient Blackswan, 2011.	15
4	(a) W.B. Yeats: 'The Second Coming', 'No Second Troy', 'Sailing to Byzantium' in <i>The Collected Poems of W.B. Yeats</i> , Revised Edition, Wordsworth Editions Ltd, 2000. (b) T.S. Eliot: 'The Love Song of J. Alfred Prufrock', 'Gerontion', 'The Hollow Men' in <i>Collected Poems 1909-1962</i> , Main Edition, India: Faber and Faber, 2002.	15
	TOTAL	60

Reading List:

1. 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.
2. 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.
3. Raymond Williams, 'Introduction', in *The English Novel from Dickens to Lawrence*, London: Hogarth Press, 1984. pp.9–27.
4. *Palgrave's Golden Treasury*, New York: O.U.P.,2007.

SEMESTER – VI**CC13 : MODERN EUROPEAN DRAMA****Course Outcomes**

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

CO1: acquainted with the critical perceptions related to Modern European Drama.

CO2: able to critically appreciate representative Modern European plays.

CO3: aware of the critical nuances and the trajectory of development in Modern European Drama

CC13 : MODERN EUROPEAN DRAMA (Theory: 6 credits)		
Unit	Topics to be covered	No. of Lectures
1	Ibsen, Henrik, 'Ghosts', <i>Four Major Plays. Oxford World's Classic</i> . Oxford University Press, 1981.	15
2	Bertolt Brecht, <i>The Good Woman of Setzuan</i> , Bentley, Eric, trans. & ed. London: Penguin, 2007.	15
3	Beckett, Samuel, <i>Waiting for Godot</i> , London: Faber and Faber, 2015.	15
4	Ionesco, Eugene. 'Rhinoceros'. Translated into English by Derek Prouse, <i>Rhinoceros and Other Plays</i> , New York: Grove Press, 1960.	15
	TOTAL	60

Reading List:

1. Constantin Stanislavski, *An Actor Prepares*, chap. 8, 'Faith and the Sense of Truth', tr. Elizabeth Reynolds Hapgood, Harmondsworth: Penguin, 1967. sections 1, 2, 7, 8, 9, pp. 121–5,137–46.
2. 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.
3. George Steiner, 'On Modern Tragedy', in *The Death of Tragedy*, London: Faber, 1995. pp.303–24.
4. Styan, J.L. *Modern Drama in Theory and Practice*: Vol. 1 and 2, Cambridge University Press,198.

CC14: POSTCOLONIAL LITERATURE

Course Outcomes

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

- CO1:** Understand the depth and diversity of Postcolonial literature
- CO2:** Be aware of the history and culture of the colonial period to the present
- CO3:** Be able to evaluate the thoughts, beliefs, customs, struggles, and vision of Postcolonial writers.
- CO4:** Have adequate knowledge of the importance of gender, class, and caste issues in postcolonial literatures
- CO5:** Have an emotional attachment with the past.

CC14 : POSTCOLONIAL LITERATURE (Theory: 6 credits)		
Unit	Topics to be covered	No. of Lectures
1	Introduction to Postcolonial Literature (a) The Beginning and The End of Colonial Era (b) Postcolonial Theory & Salient Features	10
2	Poetry (a) Pablo Neruda- 'Tonight I can Write' (b) Derek Walcott- 'A Far Cry from Africa' (c) A. K Ramanujan- 'The Striders' (d) Gabriel Okara- 'Once upon a Time' (e) David Malouf- 'Revolving Days' (f) Mamang Dai- 'Small Towns and the River'	12
3	Drama (a) Sircar, Badal, 'Indian History Made Easy' in <i>Two Plays: Indian History Made Easy, Life of Bagala</i> , Oxford University Press, 2009.	18
4	Novel (a) Chinua Achebe, <i>Things Fall Apart</i> , UK: PenguinUK,2001. (b) Raja Rao, <i>Kanthapura</i> , India: Penguin,2014.	20
	TOTAL	60

Reading List:

1. Bhabha, Homi. Ed. *Nation and Narration* London: Routledge,1990.
2. Said, Edward. *Orientalism*,1979.
3. Sangari,Kumkum. *Politics of the Possible: Essays on Gender, History, Narratives and Colonial English*. Anthem Press,2002.
4. Nair, P.K. Ed. *Postcolonial Literature: An Introduction*. New Delhi: Pearson,2012.
5. Ashcroft et. al. *The Empire Writes Back: Theory and Practice in Postcolonial Literatures*. London: Routledge,1989.
6. Ahmad, Aijaz. *In Theory: Nations, Classes, Literature*, Delhi: OUP,1991.
7. Thiongo, Ngugiwa. *Decolonising the Mind: The Politics of Language in African Literature*, Delhi: Worldview Publications;(First Indian Edition)2007.
8. Toye, Willam (ed.). *The Oxford Companion to Canadian Literature*, Toronto: OUP,1983.
9. Walsh,William. *Readings in Commonwealth Literature*. New Delhi: Oxford University Press.

SEMESTER – I
GENERIC ELECTIVE
GE1 : Media and Communication Skills

Course Outcomes

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

- CO1:** acquaint themselves with the different forms of masscommunication
- CO2:** able to editarticles
- CO3:** create an advertisement orvisualization.
- CO4:** apply advertisement and media ethics within their endeavors infuture.

GE1 : Media and Communication Skills (Theory: 6 credits)		
Unit	Topics to be covered	No. of Lectures
1	Introduction to Mass Communication 1. Mass Communication andGlobalization 2. Forms of MassCommunication	15
2	Advertisement 1. Types ofadvertisements 2. Advertisingethics 3. How To Create Advertisements And Storyboard	15
3	Media Writing 1. Scriptwriting for TV andRadio 2. Editing for Print and OnlineMedia	15
4	Introduction to Cyber Media and Social Media 1. Types of SocialMedia 2. The Impact of Social Media 3. AnalysingMedia	15
TOTAL		60

Reading List:

1. Dipankar Sinha, *Development Communication: Context for the Twenty-first Century*, Hyderabad: Orient Blackswan, 2013.

SEMESTER – II
GE2 : ACADEMIC WRITING AND COMPOSITION
Course Outcomes

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

- CO1:** Distil, craft and pressure-testideas
- CO2:** Conduct academicresearch
- CO3:** Quote, paraphrase and summarize information from otherworks
- CO4:** Understand the formal patterns and structure necessary to produce specific academic genres

GE 2 : ACADEMIC WRITING AND COMPOSITION (Theory: 6 credits)		
Unit	Topics to be covered	No. of Lectures
1	Introduction to the Conventions of Academic Writing: Strategies for Writing, Institutional Contexts, Structural Rhythm,	15
2	Critical Thinking: Syntheses, Analyses, and Evaluation: Developing an Idea, Understanding Various approaches in Humanities Research Writing, Forming conclusions.	15
3	Writing in one's own words: Summarizing and Paraphrasing: Paragraphing, Transitions, Summary Writing, Metalanguage, Structuring an Argument, Writing as a Practice.	15
4	Citing Resources; Editing, Book and Media Review: Citational Practices, Conference talks, Footnotes and Endnotes, Rhetorical Questions and Causes, Jargon, Writing as a Process.	15
Prescribed Texts		
Eric Hayot, <i>The Elements of Academic Style</i> , New York: Columbia University Press, 2014.		
MLA Handbook, 9th edition, Modern Language Association of America, 30 May 2021.		
TOTAL		60

Reading List:

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

SEMESTER – III
GE 3 : CREATIVE WRITING

Course Outcomes

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

- CO1:** Apply the general principles of writing
- CO2:** Comprehend the art and craft of writing.
- CO3:** Understand different modes of creative writing
- CO4:** Use language for creative writings

GE 3 : CREATIVE WRITING (Theory:6 credits)		
Unit	Topics to be covered	No. of Lectures
1	The Art and Craft of Writing Tropes and Figures of Speech (Examples of figures of speech based on similarity/obliqueness/difference/extension/utterance and word building should be discussed and practiced in class)	15
2	Modes of Creative Writing -- Poetry and Fiction	15

	<ul style="list-style-type: none"> a) Writing to Communicate b) Writing Poetry -- Definitions of Poetry/Difference between Poetry and Prose c) Form and Technique Shapes d) Dominant Forms and Modes of Poetry e) Writing Verse for Children f) Writing Fiction -- Differences between Fiction and Non-Fiction g) Literary and Popular Fiction h) Creating Character, Plot, Setting, and POV i) Writing for Children 	
3	<p>Modes of Creative Writing-Drama and Screenplay</p> <ul style="list-style-type: none"> a) What is a Drama --Concept b) Plot and Character in Drama c) Verbal and Non-verbal Elements in Drama d) Contemporary Theatre in India – a brief overview e) Writing for Films-- Screenplay conventions f) Scripting for Children -- Theatre and Films 	15
4	<p>Editing and Preparing for Publication (pages 208-216)</p> <ul style="list-style-type: none"> a) Editing and proof-reading your manuscript b) Preparing a manuscript for Publication 	15
	TOTAL	60

Reading List :

1. Anjana Neira Dev and Others, *Creative Writing: A Beginner's Manual*, Delhi: Pearson, 2009.

SEMESTER – IV
GE 4: BUSINESS COMMUNICATION

Course Outcomes

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

- CO1:** show effective communication skills
- CO2:** write efficiently in professional contexts
- CO3:** develop better interpersonal relationships

GE4: BUSINESS COMMUNICATION (Theory: 6 credits)		
Unit	Topics to be covered	No. of Lectures
1	<p>Introduction to the essentials of Business Communication: Theory and practice</p> <ul style="list-style-type: none"> (a) Definition of Communication (b) Methods of Communication (c) Types of Communication (d) Barriers to Communication 	15
2	<ul style="list-style-type: none"> (a) Kinds of Business Letters (b) Correspondences in Various Professional Contexts 	15

3	(a) Report Writing g a project report (Writing reports on field work/visits to industries, business concerns etc. /business negotiations, Summarizing annual report of companies) (b) Agenda, Minutes of Meeting, Memorandum, Office Order, Circular, Notes.	15
4	(a) E-correspondence: Fax – Email – Video Conferencing – Internet – Websites and their use in Business correspondence. (b) Spoken English for business communication (Viva for internal assessment)	15
	TOTAL	60

Prescribed Texts

1. Scot, O.; Contemporary Business Communication. New Delhi: Biztantra.
2. R. C. Bhatia, *Business Communication*, New Delhi: Ane Books PvtLtd,

Reading List :

1. Ludlow, R. & Panton, F. *The Essence of Effective Communications*, New Delhi: Prentice Hall Of India Pvt.Ltd.
2. Lesikar, R.V. & Flatley, M.E.; *Basic Business Communication Skills for Empowering the Internet Generation*, New Delhi: Tata McGraw Hill Publishing CompanyLtd.

Discipline Specific Elective (DSE)

SEMESTER – V

DSE 1: MODERN INDIAN WRITING IN ENGLISH TRANSLATION

Course Outcomes

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

CO1: After the completion of the course the students will understand that Indian Writing in English is not only unique and diversified but also excellent in both matter and manner.

DSE 1: MODERN INDIAN WRITING IN ENGLISH TRANSLATION (Theory: 6 credits)		
Unit	Topics to be covered	No. of Lectures
1	(a) Premchand. 'The Salt Inspector' & 'People's Court' in <i>Greatest Short Stories of Prem Chand</i> . Tr. Ram Bhagwan Singh & C.L. Khatri. Jaipur: Adi Publication,2019. (b) Akhtar Orainwi, 'From Behind the Door' <i>The Venomous Teeth and Other Stories</i> , tr. Ramesh Chandra Prasad Sinha, Patna: JankiPrakashan,1989. (c) SohailAzimabadi, 'The Hunger' in <i>The Venomous Teeth and Other Stories</i> , tr. Ramesh Chandra Prasad Sinha, Patna: JankiPrakashan,1989. (d) Srinath Bhaduri, 'The Flood' in <i>The Venomous Teeth and Other Stories</i> , tr. Ramesh Chandra Prasad Sinha,	15

	<p>Patna: JankiPrakashan,1989.</p> <p>(e) Bibhuti Bhushan Mukhopadhyaya : ‘The Profit’ in <i>The Venomous Teeth and Other Stories</i>, tr. <i>Ramesh Chandra Prasad Sinha</i>, Patna: JankiPrakashan,1989.</p> <p>(f) Ram BrikshBenipuri : ‘The Beggar Woman and Her Bequest’ in <i>The Venomous Teeth and Other Stories</i>, tr. <i>Ramesh Chandra Prasad Sinha</i>, Patna: JankiPrakashan, 1989.</p> <p>(g) Fanishwar Nath Renu: ‘Shock Therapy’ in <i>The Venomous Teeth and Other Stories</i>, tr. <i>Ramesh Chandra Prasad Sinha</i>, Patna: JankiPrakashan,1989.</p> <p>(h) Chandra Dhar Sharma Guleri, ‘Usne Kaha Tha’, tr. Poonam Saxena as ‘She Had Said So’ in <i>The Greatest Hindi Stories Ever Told</i>, New Delhi: Aleph,2020.</p>	
2	<p>(a) Rabindra Nath Tagore ‘Light, Oh Where is the Light?’ and ‘When My Play was with thee’, in <i>Gitanjali: A New Translation with an Introduction</i> by William Radice, New Delhi: Penguin India,2011.</p> <p>(b) Surya Kant Tripathi Nirala. ‘Saroj Smriti’ . Tr. Shaileshwar Sati Prasad as in <i>Modern Indian Literature: An Anthology, Vol I</i>. K.M.George, New Delhi: Sahitya Akademi,1992.</p>	15
3	Dharamveer Bharati: <i>AndhaYug</i> , tr. Alok Bhalla. NewDelhi:OUP,2009.	15
4	Devakinandan Khatri: <i>Chandrakanta</i> . Tr. Ram Bhagwan Singh & C.L. Khatri,New Delhi: Prabhat Prakashan, 2018.	15
	TOTAL	60

Reading List:

1. Namwar Singh, ‘Decolonising the Indian Mind’, tr. Harish Trivedi, *Indian Literature*, no. 151, Sept./Oct.1992.
2. B.R. Ambedkar, Annihilation of Caste in *Dr. Babasaheb Ambedkar: Writings and Speeches*, vol. 1, Maharashtra: Education Department, Government of Maharashtra, 1979. chaps. 4, 6, and14.
3. Sujit Mukherjee, ‘A Link Literature for India’, in *Translation as Discovery*, Hyderabad: Orient Longman, 1994. pp.34–45.
4. G.N. Devy : ‘Introduction’, from ‘After Amnesia’ in *The G.N. Devy Reader*, New Delhi: Orient Black Swan, 2009. pp.1–5.
5. Rabindranath Tagore, Nationalism in India , in *Nationalism*, Delhi: Penguin Books, 2009. pp. 63-83.
6. U. R. Ananthamurthy, ‘Being a Writer in India’, in *Tender Ironies*, ed. DilipChitre et al. pp127-46
7. Vinay Dharwadker, *Some Contexts of Modern Indian Poetry*, Chicago Review38 (1992):218-31.

DSE 2 : LITERARY CRITICISM

Course Outcomes

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

CO1: Comprehend English criticism with special reference to DrJohnson.

CO2: Understand Romantic poetics and the paradigm shift it effected in literaryCriticism.

CO3: Acquaint Victorian and Moderncriticism.

DSE 2 : LITERARY CRITICISM (Theory: 6 credits)		
Unit	Topics to be covered	No. of Lectures
1	(a) Samuel Johnson: 'Abraham Cowley' in <i>Life of the Poets</i> , Revised Ed., UK: OUP, 2009.	15
2	(a) William Wordsworth: Preface to the <i>Lyrical Ballads</i> (1802) (b) S. T. Coleridge: <i>Biographia Literaria</i> (Chapters IV, VIII & IX), India: CreateSpace Independent Pub,2014.	15
3	(a) Arnold: 'The Study of Poetry' (b) Eliot: 'Tradition and the Individual Talent' from D.J. Enright and Ernst De Chickera, <i>English Critical Texts</i> , New Delhi: Oxford University Press, 1962.	15
4	(a) I.A. Richards: <i>Principals of Literary Criticism</i> (Ch – 1, 2, 3, 4), London & New York: Routledge & Kagan Paul,1926. (b) I.A. Richards: <i>Practical Criticism</i> , London: Kagan Paul,1930. (c) Cleanth Brooks: 'The Heresy of Paraphrase' and 'The Language of Paradox' in <i>The Well-Wrought Urn: Studies in the Structure of Poetry</i> , London: Dennis Dobson Ltd., 1949.	15
	TOTAL	60

Reading List:

1. C.S.Lewis:Introduction in *AnExperiment in Criticism*, London:Cambridge University Press 1992.
2. M.H. Abrams: *The Mirror and the Lamp*, Oxford: Oxford University Press,1971.
3. Rene Wellek, Stephen G. Nicholas: *Concepts of Criticism*, Connecticut: Yale University1963.
4. Taylor and Francis Eds. *An Introduction to Literature, Criticism and Theory*, New York: Routledge,1996.
5. Wimsatt and Brookes, *Literary Criticism: A Short History*, New York: Knof,1957,
6. D.J. Enright and Ernst De Chickera, *English Critical Texts*, New Delhi: Oxford University Press, 1962.
7. Blaimrs, Harry. *A History of Literary Criticism* (Middle Ages to Renaissance, pp. 25-69), Hounds Mills: Macmillan Education,1991.

SEMESTER – VI

DSE 3 : LITERARY THEORY

Course Outcomes

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

CO1: analyse, interpret and evaluate a text by applying various literary theories.

CO2: have a broader idea of a text.

CO3: develop reasonable, logical and scientific understanding of a text.

DSE 3 : LITERARY THEORY
(Theory:6 credits)

Unit	Topics to be covered	No. of Lectures
1	Marxism <p>(a) Antonio Gramsci, 'The Formation of the Intellectuals' and 'Hegemony (Civil Society) and Separation of Powers', in Selections from the <i>Prison Notebooks</i>, ed. and tr. Quentin Hoare and Geoffrey Novell Smith, London: Lawrence and Wishart, 1971. pp. 5,245–6.</p> <p>(b) Louis Althusser, 'Ideology and Ideological State Apparatuses', in <i>Lenin and Philosophy and Other Essays</i>, New Delhi: Aakar Books, 2006. pp.85–126.</p>	15
2	Structuralism & Poststructuralism <p>a. Ferdinand de Saussure, 'The Object of Study' , Modern Criticism and Theory: A Reader, ed. David Lodge & Nigel Wood, 3rd Ed. (Indian Edition), Routledge,2008.</p> <p>b. Jacques Derrida, 'Structure, Sign and Play in the Discourse of the Human Science', tr. Alan Bass, in Modern Criticism and Theory: A Reader, ed. David Lodge & Nigel Wood, 3rd Ed. (Indian Edition), Routledge, 2008.</p>	15
3	Feminism <p>(a) Elaine Showalter, 'Twenty Years on: A Literature of Their Own Revisited', in <i>A Literature of Their Own: British Women Novelists from Bronte to Lessing</i> 1977. Rpt. London: Virago, 2003. pp.xi–xxxiii.</p> <p>(b) Luce Irigaray, 'When the Goods Get Together' (from This Sex Which is Not One), in <i>New French Feminisms</i>, ed. Elaine Marks and Isabelle de Courtivron, New York: Schocken Books, 198. pp.107–10.</p>	15
4	Postcolonial Studies <p>(a) Mahatma Gandhi, 'Passive Resistance' and 'Education', in <i>Hind Swaraj and Other Writings</i>, ed. Anthony J Parel, Delhi: CUP, 1997. pp. 88–106.</p> <p>(b) Edward Said, 'The Scope of Orientalism' in <i>Orientalism</i> Harmondsworth: Penguin, 1978. pp. 29–110.</p>	15
TOTAL		60

Reading List:

1. Terry Eagleton, *Literary Theory: An Introduction*, Oxford: Blackwell,2008.
2. Peter Barry, *Beginning Theory*, Manchester: Manchester University Press, 2002.
3. Raman Sheldon et al. *A Reader's Guide to Contemporary Literary Theory*, London: Pearson Longman,2005.
4. M.A.R. Habib, *A History of Literary Criticism & Theory: From Plato to Present*, Oxford: Wiley Blackwell,2005.
5. Hans Bertenes, *Literary Theory*, New York: Routledge,2014.
6. Lois Tyson, *Critical Theory Today*, New York: Routledge,2006.

DSE 4 : RESEARCH METHODOLOGY:

PROJECT/DISSERTATION

(6 CREDITS)

Course Outcomes

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

- CO1:** Understand the language, ethical principles and challenges of research
- CO2:** Be familiar with the various elements of research processes including qualitative, quantitative and mixed approaches of research.
- CO3:** Frame research questions, research design, data collection, analysis and presentation.
- CO4:** Conduct research maintaining the international standards.

DSE 4 : RESEARCH METHODOLOGY PROJECT/DISSERTATION		
(ANY TWO OF THE DSE COURSES FROM DSE 5 ONWARDS)		
Unit	Topics to be covered	No. of hours
1	Flick, Uwe. <i>Introducing Research Methodology: A Beginner's Guide to Doing a Research Project</i> . New Delhi: Sage, 2017.	15
2	Leki, Ilona. <i>Academic Writing: Exploring Processes and Strategies</i> . 2nd edn. New York: CUP, 1998.	15
3	Dev, Anjana N, ed. <i>Academic Writing and Composition</i> . New Delhi: Pinnacle, 2015	15
4	Richards, I. A. <i>Practical Criticism: A Study of Literary Judgement</i> . New York: Harcourt Brace, 1929.	15
TOTAL		60

Reading List:

1. Hamp-Lyons, Liz and Ben Heasley. *Study Writing: A Course in Writing Skills for Academic Purposes*. Cambridge: CUP,2006.
2. Kumar, Ranjit, *Research Methodology: A Step-by-Step Guide for Beginners*. New Delhi: Sage,2014.
3. Phanse, Sameer. *Research Methodology: Logic, Methods and Cases*. New Delhi: OUP, 2016.
4. Dawson, Catherine. *Introduction to Research Methods*, Begbroke: How to Content, 2002.
5. Ellison, Carol. *Guide to Writing Research Papers*, New York: McGraw Hill,2010
6. *MLA Handbook, 9th edition*, Modern Language Association of America, 30 May 2021.

DSE 5 : LITERATURE OF THE INDIAN DIASPORA

Course Outcomes

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

- CO1:** To appreciate the characteristic features of the diaspora fiction represented by different writers.
- CO2:** To comprehend the contribution of the different writers to diaspora literature and also to transnational and world literature in general.
- CO3:** To understand the recurring issues related to the diaspora community such as home and homeland, memory and history, cultural identity and ethnicity, alienation, displacement and dislocation, place and belonging.
- CO4:** To understand the characteristic features of the novel of each writer from literary

viewpoint.

CO5: To appreciate the social, political and historical influences that operate on production of literary texts.

DSE 5 : LITERATURE OF THE INDIAN DIASPORA (Theory: 6 credits)		
Unit	Topics to be covered	No. of Lectures
1	M. G. Vassanji, <i>The Book of Secrets</i> , New York: Picador, 1994.	15
2	Rohinton Mistry, <i>A Fine Balance</i> , USA: Vintage, 2001	15
3	Lakshmi Persaud, <i>Butterfly in the Wind</i> , U K: Peepal Tree Press Ltd; Reprint edition 1996.	15
4	Jhumpa Lahiri, <i>The Namesake</i> , U K: Harper Collins, 2007.	15
	TOTAL	60

Reading List:

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

DSE 6 :BRITISH LITERATURE : POST WORLD WAR II

Course Outcomes

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

CO1: understand and have knowledge of the Post World War II British culture and civilisation

CO2: understand and have knowledge of the reasons for the replacement of "fixed belief" systems and the establishment of logical reasoning based open-ended post-modernist society

CO3: read the prescribed texts with their curiosity stimulated for further reading.

DSE 6 : BRITISH LITERATURE: POST WORLD WAR II (Theory: 6 credits)		
Unit	Topics to be covered	No. of Lectures
1	John Fowles, <i>The French Lieutenant's Woman</i> , RHUK, 2004.	15
2	Jeanette Winterson. <i>Sexing the Cherry</i> , Vintage, 2014.	15
3	Hanif Kureishi. <i>My Beautiful Laundrette</i> , Faber &Faber; FF classics edition, 2000.	15
4	Phillip Larkin. "Whitsun Weddings", "Church Going", <i>Phillip Larkin collected Poems</i> , Faber & Faber main edition, 2003. Ted Hughes. "Hawk Roosting"; "Crow's Fall", <i>Ted Hughes Collected Poems</i> , Faber & Faber main edition, 2003. Seamus Heaney. "Digging", "Casualty", <i>Opened Ground: Selected Poems 1966-1996</i> , Farrar, Straus and Giroux; Reprint edition, 1999. Carol Anne Duffy. "Text", "Stealing", <i>New selected Poems 1984-2004</i> ,	15

	Pan Macmillan, 2011.	
	TOTAL	60

Reading List:

1. Alan Sinfield. 'Literature and Cultural Production', In *Literature, Politics, and Culture in Postwar Britain*, Berkley and Los Angeles: University of California Press. 1989. pp.23-38.
2. Seamus Heaney, 'The Redress of Poetry. in *The Redress of Poetry*, London: Faber. 1995. pp. 1-16.
3. Patricia Waugh, 'Culture and Change: 1960-1990', In *The Harvest of The Sixties: English Literature And Its Background. 1960-1990*, Oxford: OUP.1997.

DSE 7 :NINETEENTH CENTURY EUROPEAN REALISM

Course Outcomes

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

CO1: The learners, after the successful completion of the course, will gain an insight into the concept of realism which is not just a literary technique but a vast historical phenomenon with economic, ideological, philosophic, and religious ramifications. The learners will also understand the realistic portrayal of the European society by some of the major novelists in the World Literature who played a pivotal role in shaping the later.

DSE 7 :NINETEENTH CENTURY EUROPEAN REALISM (Theory:6 credits)		
Unit	Topics to be covered	No. of Lectures
1	Ivan Turgenev, <i>Fathers and Sons</i> , Oxford: Oxford University Press, 2009.	15
2	Fyodor Dostovesky, <i>Crime and Punishment</i> , Penguin Classics, Revised Edition, 2003.	15
3	Honore de Balzac, <i>Old Man Goriot</i> , Penguin, 2011.	15
4	Gustave Flaubert, <i>Madame Bovary</i> , Penguin, 2011.	15
TOTAL		60

Reading List:

- Eric Auerbach, *Mimesis: The Representations of Reality in Western Literature*, trans., William R. Trask. Princeton: Princeton University Press, 1974. p.555.
- Lilian Furst, ed., *Realism*. New York and London, 1992. P.1.
- Ian Watt, *The Rise of the English Novel*. Harmondsworth: Penguin, p.12.
- Leo Tolstoy, "Man as a creature of history in War and Peace", ed. al., *The Modern Tradition*. Oxford: OUP, 1965. pp.246-54.
- Honore de Balzac, "Society as Historical Organism", from The Preface to 'The Human Comedy', in *The Modern Tradition*, ed. Ellmann. et. al . Oxford: OUP, 1965. pp.265-67.
- Gastav Flaubert, 'Heroic Honesty', Letter on Madam Bovary, in *The Modern Tradition*, ed. Richard Ellmann et.al. Oxford: OUP, 1965.pp.242-3.
- George Lukacs, 'Balzac and Stendhal', in *Studies in European Realism*. London, Merlin Press, 1972. pp.65-85.

DSE 8 : FILM STUDIES

Course Outcomes

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

- CO1:** Gain both theoretical and practical perspectives on the language of cinema and the process of filmic adaptation
- CO2:** Analyse films adapted from literature
- CO3:** Demonstrate with examples the basic movements of Indian film historiography
- CO4:** Present with examples some basic terminologies and concepts related to Indian cinemas
- CO5:** Give an overview of how Indian films have evolved and progressed over the ages
- CO6:** Draw a comparison between Indian films and Indian literatures, among others

DSE 8 : FILM STUDIES (Theory:6 credits)		
Unit	Topics to be covered	No. of Lectures
1	<p>I. Basic Concepts of Film Studies in Relation to Literature</p> <p>A) Language of Cinema</p> <ol style="list-style-type: none"> 1. Eisenstein, Sergei. “Dickens, Griffith, and the Film Today”, in Jay Leyda (ed. and trans.), <i>Film Form: Essays in Film Theory</i>, New York, London: Harcourt Inc. 1977. pp. 195-255. 2. Andre Bazin, “The Evolution of the Language of Cinema”, from <i>What is Cinema</i>, Volume 1, trans. Hugh Gray, Berkeley, Los Angeles and London: University of California Press, 1967. pp.23-40. <p>B) Issues in Adaptation</p> <ol style="list-style-type: none"> 1. Stam, Robert, “Introduction: The Theory and Practice of Adaptation”, in Robert Stam and Alessandra Raengo (eds.) <i>Literature and Film: A Guide to the Theory and Practice of Film Adaptation</i>. Oxford: Blackwell Publishers, 2005. pp.1-52. 2. Dudley, Andrew, “Adaptation”, in <i>Concepts in Film Theory</i>, Oxford: Oxford University Press, 1984. pp.96-106. <p>II. Analysis of Films vis-à-vis Literary Texts</p> <ol style="list-style-type: none"> 1. <i>Guide</i> (Film)/ <i>Guide</i> (Novel) 2. <i>Maqbool</i> (Film)/ <i>Macbeth</i> (Play) 	30
2	<p>Movements in Indian Cinemas</p> <p>A) Early Indian Cinema: The Silent Era: Hiralal Sen, Dadasaheb Torne, D. G. Phalke</p> <ul style="list-style-type: none"> • Reference Film/s: <i>Harishchandra</i> (1913) <p>B) Studio System: New Theatres, Bombay Talkies</p> <ul style="list-style-type: none"> • Reference Film/s: <i>Alam Ara</i> (1931) <p>C) Post-Studio System:</p> <ul style="list-style-type: none"> a) Nationalist Consciousness: Reference Film/s: <i>Mother India</i> (1957) b) Melodrama: Reference Film/s: <i>Sholay</i> (1975), <i>Dilwale Dulhania Le Jayenge</i> (1996) 	30

	<p>c) Auteurs:Reference Film/s:Satyajit Ray, Reference Film/s: <i>Pather Panchali</i> (1959)</p> <p>D) Indian New Wave:</p> <ul style="list-style-type: none"> Reference Film/s: <i>Bhuvam Shome</i> (1969), <i>Uski Roti</i> (1969), <i>Ankur</i> (1972) <p>E) Bollywood and Globalization: Post-Liberalization Period:</p> <ul style="list-style-type: none"> Reference Film/s: <i>Monsoon Wedding</i> (2001), <i>Fire</i> (2006), <i>Slumdog Millionaire</i> (2008), <i>Life of Pi</i> (2012) <p>F) Indian Noir and Neo-Noir Films:</p> <ul style="list-style-type: none"> <i>Kismet</i> (1940), <i>Baazi</i> (1951), <i>China Town</i> (1962), <i>Satya</i> (1980), <i>Maachis</i> (1996), <i>Gangs of Wasseypur</i> (2012) <p>G) Contemporary Web Films, Series and Web Platforms:</p> <ul style="list-style-type: none"> <i>Little Things</i> (2016), <i>Sacred Games</i> (2018), <i>The White Tiger</i> (2012) 	
	TOTAL	60

Reading List :

1. Butler, Andrew M. *Film Studies: An Introduction*, New York: Columbia University Press, 2010.
2. Nelmes, Jill, ed. *Introduction to Film Studies*, London and New York: Routledge, 2012.
3. Prasad, Madhava M. *Ideology of the Hindi Film: A Historical Construction*, New Delhi: Oxford University Press, 2000.
4. Ray, Satyajit. *Our Films, Their Films*, Hyderabad: Orient Blackswan Private Limited, 1976.
5. Saran, Renu. *History of Indian Cinema*, New Delhi: Diamond Books, 2012.
6. Shah, Panna. *The Indian Film*, Connecticut: Greenwood Press, Publishers, 1981.
7. Stam, Robert. *Film Theory: An Introduction*, Oxford: Blackwell Publishers Ltd, 2000.
8. <https://prezi.com/rpn0iu16hta/how-has-the-internet-changed-the-way-the-film-industry-works/>
9. <https://www.metrosiliconvalley.com/2014/05/27/how-the-internet-has-changed-the-film-industry/>
10. Wood, Michael. *Film: A Very Short Introduction*, London: Oxford University Press, 2012.

DSE 9 : WORLD LITERATURE

Course Outcomes

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

CO1: get the meaningful knowledge about the world literature.

CO2: get the idea about the reasons for differential portrayal of 'colonial theme' in world literature.

CO3: appreciate and understand and have their curiosity ignited for reading texts of world literature.

(Theory: 6 credits)

Unit	Topics to be covered	No. of Lectures
1	V.S. Naipaul, <i>Bend in the River</i> , London: Picador, 1979.	15
2	Marie Clements, 'The Unnatural and Accidental Women' in <i>Staging Coyote's Dream: An Anthology of First Nations</i> , ed. Monique Mojica and Ric Knowles, Toronto: Playwrights Canada, 2003.	15
3	Antoine De Saint-Exupery, <i>The Little Prince</i> , New Delhi: Pigeon Books, 2008. Julio Cortazar, 'Blow-Up', in <i>Blow-Up and Other Stories</i> , New York: Pantheon, 1985.	15
4	Judith Wright, 'Bora Ring', in <i>Collected Poems</i> , Sydney: Angus & Robertson, 2002.p. 8. Gabriel Okara, 'The Mystic Drum, in <i>An Anthology of Commonwealth Poetry</i> , ed. C.D. Narasimhaiah, Delhi: Macmillan, 1990. pp. 132-3. KishwarNaheed, 'The Grass is Really like me, in <i>We the Sinful Women</i> , New Delhi: Rupa, 1994. p. 41. Shu Ting. 'Assembly Line', in <i>A Splintered Mirror: Chinese Poetry From the Democracy Movement</i> , tr. Donald Finkel, additional translations by Carolyn Kizer, New York: North Point Press,1991. Jean Arasanayagam, 'Two Dead Soldiers', in <i>Fussilade</i> , New Delhi: Indialog, 2003. pp. 89-90.	15
	TOTAL	60

Reading List:

1. Sarah Lawall, 'Preface' and 'Introduction', in *Reading World Literature: Theory, History, Practice*. ed. Sarah Lawall, Austin, Texas: University of Texas Press, 1994. pp. ix-xviii,1-64.
2. David Damrosch, *How to Read World Literature?* Chichester: Wiley-Blackwell, 2009. pp. 1-64, 65-85.
3. Franco Moretti, 'Conjectures on World Literature', *New Left Review*, vol.1, 2000. pp. 54-68.
4. Theo D'haen et. al., eds., 'Introduction', in *World Literature: A Reader*, London: Routledge,2012.
5. Gabriel Okara, 'The Mystic Drum, in *An Anthology of Commonwealth Poetry*,ed. C.D. Narasimhaiah, Delhi: Macmillan, 1990. pp. 132-3.
6. KishwarNaheed, 'The Grass is Really like me, in *We the Sinful Women*, New Delhi: Rupa, 1994. p.41.

DSE 10 : PARTITION LITERATURE

Course Outcomes

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

- CO1:** the various concepts that emerged out of partition.
- CO2:** how religious sentiments are exploited for petty political gains.
- CO3:** how fanaticism leads to communal riots and wars.
- CO4:** how partition massacre is the worst tragedy.
- CO5:** how the unity of the nation is essential for peace, harmony and development.

DSE 10 : PARTITION LITERATURE (Theory: 6 credits)		
Unit	Topics to be covered	No. of Lectures
1	Rajendra Prasad, <i>India divided</i> (Parts I, II, III and IV), Penguin books 2016. (Originally published in December 1945)	15
2	Manohar Malgonkar, <i>ABend in the Ganges</i> , London, Hamish Hamilton London 1964.	15
3	Chaman Nahal, <i>Azadi</i> , Boston: Houghton Mifflin, 1975.	15
4	<p>(a) Selina Hossain, 'PhirDekha' tr. Bashabi Fraser as 'Looking Back' <i>Bengal Partition Stories: An Unclosed Chapter</i>, ed. Bashabi Fraser, London: Anthem Press, 2008. Pp. 387-397.</p> <p>(b) Prafulla Roy, 'Anuprabesh', tr. Bashabi Fraser as 'Infiltration' in <i>Bengal Partition Stories: An Unclosed Chapter</i>, ed. Bashabi Fraser, London: Anthem Press, 2008. Pp. 517-538.</p> <p>(c) Sa'adat Hasan Manto, 'Toba Tek Sing' in <i>Black Margins</i>, tr. M. Asaduddin, New Delhi: Katha, 2003. Pp212-20.</p> <p>(d) Krishan Chander, 'Peshawar Express' tr. Jai Ratan, in <i>Stories About the Partition of India</i>, ed. Alok Bhalla, Delhi: Indus, Harper Collins 1994, Vol. 3. Pp205-15.</p> <p>(e) S.H. VatsyayanAjneya, 'Sharandata' tr. 'The Refuge' in <i>Stories About the Partition of India</i>, ed. Alok Bhalla, Delhi: Indus, Harper Collings,1994.</p>	15
	TOTAL	60

Reading List:

1. Ritu Menon and Kamla Bhasin, 'Introduction' in *Borders and Boundaries*, New Delhi: Kali for Women, 1998.
2. Sukrita P. Kumar, *Narrating Partition*, Delhi: Indialog, 2004.
3. Sigmund Freud, 'Mourning and Melancholia' in *The Complete Psychological Works* of Sigmund Freud, tr. James Strachey, London: Hogarth Press, 1953. Pp. 3041–53.
4. H.V. Seshadri, *The Tragic Story of Partition of India*, Sahitya Sindhu Prakashan, 1978.
5. Manik Chandra Vajpayee and Sridhar Paradkar, *Partition days: The Fiery Saga of RSS*, SuruchiPrakashan, 2002.
6. Ram Manohar Lohia, *Guilty Men of India's Partition*, Delhi : Rupa and Company, 2008. (First published by Kitabistan, Allahabad, 1960).

DSE 11 : TRAVEL WRITING**Course Outcomes****After the completion of the course, the student will be able to:**

CO1: To familiarize the students with a wide range of texts in travelwriting

CO2: Imparting knowledge of distant time and places

CO3: To teach the text focusing on the different issues of different lands and culture

CO4: To encourage the students for extensive reading

DSE 11 : TRAVEL WRITING (Theory: credits)		
Unit	Topics to be covered	No. of Lectures
1	a. Ibn Batuta, <i>The Court of Muhammad binTughlaq</i> , b. Khuswant Singh, <i>City Improbable: Writings on Delhi</i> , Penguin. c. Al Biruni, 'Chapter LXIII, LXIV, LXV, LXVI', in <i>India</i> by Al Biruni, edited by Qeyamuddin Ahmad, National Book Trust of India.	15
2	a. Mark Twain, 'Chapter VII, VIII and IX' in <i>The Innocent Abroad</i> , Wordsworth Classic Edition. b. Ernesto Che Guevara: 'The Expert', 'Homeland for Victor' & 'The city of Viceroys' in <i>The Motorcycle Diaries: A Journey around South America</i> , HarperPerennia.	15
3	a. William Dalrymple, <i>Prologue, Chapters I and II</i> in <i>City of Djinns</i> , Penguin Books. b. Rahul Sankrityayan: 'Section I to Section II', <i>From Volga to Ganga</i> , Translation by Victor Kierman, Pilgrims Publishing.	15
4	a. Nahid Gandhi, 'Love, War and Widow' in <i>Alternative Realties: Love in the Lives of Muslim Women</i> , Westland, 2013. b. Elisabeth Bumiller, <i>May You be the Mother of a Hundred Sons: a Journey among the Women of India</i> , Chapters 2 and 3, pp.24-74, New York: Penguin Books, 1991.	15

	TOTAL	60
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Reading List:

1. Susan Bassnett, 'Travel Writing and Gender', in Cambridge Companion to Travel Writing, ed. Peter Hulme and Tim Young (Cambridge: CUP,2002) pp,225-241
2. Tabish Khair, 'An Interview with William Dalrymple and Pankaj Mishra' in Postcolonial Travel Writings: Critical Explorations, ed. Justin D Edwards and Rune Graulund (New York: Palgrave Macmillan, 2011),173-184
3. Casey Balton, 'Narrating Self and Other: A Historical View', in Travel Writing: The Self and The Other (Routledge, 2012),pp.1-29
4. Sachidananda Mohanty, 'Introduction: Beyond the Imperial Eyes' in Travel Writing and Empire (New Delhi: Katha, 2004) pp. ix-xx.

DSE 12: AUTOBIOGRAPHY

Course Outcomes

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

CO1: After the completion of this course the pupils would learn to appreciate the study of autobiography as a genre in English for aiding creative writing and scientific thinking.

DSE12 : AUTOBIOGRAPHY (Theory: credits)		
Unit	Topics to be covered	No. of Lectures
1	Jean-Jacques Rousseau's <i>Confessions</i> , Part One, Book One, pp. 5-43, Translated by Angela Scholar, New York: Oxford University Press, 2000. Benjamin Franklin's <i>Autobiography</i> , pp. 5-63, Edited by W. Macdonald, London: J.M. Dent and Sons, 1960.	15
2	M.K. Gandhi's <i>Autobiography or The Story of My Experiments with Truth</i> , Part I Chapters II to IX, pp. 5-26. Ahmedabad: Navajivan Trust, 1993. Annie Besant's <i>Autobiography</i> , Chapter VII, Atheism As I Knew and Taught It, pp. 141-175, London: T. Fisher Unwin, 1917.	15
3	BinodiniDasi's <i>My Story and Life as an Actress</i> , pp. 61-83. New Delhi: Kali for Women, 1998. A. Revathi's <i>Truth About Me: A Hijra Life Story</i> , Chapters One to Four, pp. 1-37. New Delhi: Penguin Books, 2010.	15
4	Subhas Chandra Bose, <i>An Indian Pilgrim</i> , www.Hindustanbook.com	15
TOTAL		60

Reading List :

1. James Olney, 'A Theory of Autobiography' in *Metaphors of Self: the meaning of autobiography*, Princeton: Princeton University Press, 1972. pp.3-50.
2. Laura Marcus, 'The Law of Genre' in *Auto/biographical Discourses*, Manchester: Manchester University Press, 1994) pp.229-272.
3. Linda Anderson, 'Introduction' in *Autobiography*, London: Routledge, 2001. pp.1-17
4. Mary G. Mason, 'The Other Voice: Autobiographies of women Writers' in *Life/Lines: Theorizing Women's Autobiography*, Edited by Bella Brodzki and Celeste Schneek, Ithaca: Cornell University Press, 1988. pp.19-44.

DSE 13 : POPULAR LITERATURE

Course Outcomes

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

CO1: It will encourage students to analyse the complexities of Popular Culture and its social and cultural function.

CO2: It will enable students to perceive how gender, sexuality, race, ethnicity, class and other socially codified markers of identity are represented in Popular Culture.

CO3: It will also help students to explore the many competing theories, methods, concepts and frameworks that surround, explain and situate popular culture, examine culture examples and discuss critical issues such as ethics, politics and histories.

DSE 13 : POPULAR LITERATURE (Theory: 6 credits)		
Unit	Topics to be covered	No. of Lectures
1	Lewis Carroll, <i>Through the Looking Glass in Alice's Adventures in Wonderland and Through the Looking Glass</i> , Penguin Classics: Reissue Edition, 2003.	15
2	Agatha Christie: <i>The Murder of Roger Ackroyd</i> , Harper Collins, 2017.	15
3	Shyam Selvadurai, <i>Funny Boy</i> , United Kingdom: Penguin India, 2000.	15
4	Durgabai Vyamand, Subhash Vyam Bhimayana, Experiences of Untouchability / Autobiographical Notes on Ambedkar (For the Visually Challenged students) at http://gpmbankura.in/wp-content/uploads/2020/06/Bhimayana_-Experiences-of-Untouchability-_-_Page-2.pdf	15
	TOTAL	60

Reading List:

1. ChelvaKanaganayakam, 'Dancing in the Rarefied Air: Reading Contemporary Sri Lankan Literature' ARIEL, Jan. 1998 rpt, Malashri Lal, Alamgir Hashmi, and Victor J. Ramraj, eds., *Post-Independence Voices in South Asian Writings*, Delhi: Doaba Publications, 2001. pp. 51–65.
2. Sumathi Ramaswamy, 'Introduction', in *Beyond Appearances: Visual Practices and Ideologies in Modern India*, Delhi: Sage, 2003. pp. xiii–xxix.
3. Leslie Fiedler, 'Towards a Definition of Popular Literature', in *Super Culture: American Popular Culture and Europe*, ed. C.W.E. Bigsby Ohio: BowlingGreen University Press, 1975. pp. 29–38.
4. Felicity Hughes, 'Children's Literature: Theory and Practice', *English Literary History*, vol. 45, 1978, pp. 542–61.

DSE 14 : FOLKLORISTICS

Course Outcomes

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

- CO1:** To formulate a tentative definition of the term “folklore” and to identify the fundamental characteristics and functions of folklore
- CO2:** To differentiate between different types and genres of folklore
- CO3:** To interpret and analyse folklore from various theoretical perspectives
- CO4:** To understand the beginning and growth of folklore studies
- CO5:** To explain the ideological contexts for the study of, and interest in, folklore

DSE 14 : FOLKLORISTICS (Theory: 6 credits)		
Unit	Topics to be covered	No. of Lectures
1	<p>Introduction to Folklore</p> <p>(a) Definition of Folklore: Herder and W.J. Thoms, Richard M. Dorson, Alan Dundes, John Brunvand, Roger Abraham, Dan Ben Amos, Mircea Eliade Token, Richard Bauman, UNESCO Definition</p> <p>(b) Characteristics of Folklore: tradition, orality, anonymity, version and variations, multiple existence.</p> <p>(c) Functions of Folklore: providing amusement, validating, transmitting and maintaining culture, educating, maintaining conformity and providing outlets from repression</p>	15
2	<p>Folklore and Folkloristics</p> <p>(a) Folkloristics: Definition</p> <p>(b) Contribution to Folklore Studies: W. J. Thoms, Grimm brothers, E. B. Tylor, Andrew Lang, Theodor Benfey, Kaarle Krohne, Martha Warren Beckwith, Vladimir Propp, Milman Parry, A.K. Ramanujan,</p> <p>(c) Development of Folkloristics in India: Missionary Period, Nationalist Period, Academic Period</p>	15
3	<p>Folklore Genres:</p> <p>(a) Verbal Folklore: Folk songs, folk tales, myths, folk epics, folk legends, folk ballads, proverbs and riddles</p> <p>(b) Material Folklore: Crafts, art, artifacts, folk architecture, folk costumes, folk cookery, ornaments, house types, folk toys, folk paintings, agricultural implements, house decoration</p> <p>(c) Customary Lore: Rituals, beliefs, fairs and festivals</p> <p>(d) Performing Arts: Folk music, folk dances, folk theatre, folk games</p>	15
4	<p>Folklore Theories, Approaches and Schools of Folklore Studies:</p> <p>Cultural Evolutionary School Finnish School/Historical Geographical School Diffusionist/Migration Theory</p>	15

	Functionalists Psychoanalytic Approach Anthropological Approach Feminist Approach Structural Approach	
	TOTAL	60

Reading List:

1. Blackburn S. and A.K. Ramanujan. *Another Harmony: New Essays on Folklore of India*. Oxford University Press, 1986.
2. Claus, Peter J. and Frank J. Korom. 1991. *Folkloristics and Indian Folklore*. Udupi: Regional Research Centre for Folk Performing Art, Mahatma Gandhi Memorial College.
3. Clements, W.M (ed). 2006. *The Greenwood Encyclopedia of World Folklore and Folklife Connecticut*. Greenwood: GreenwoodPress.
4. Dorson, Richard M (ed). 1980. *Folklore and Folklife: An Introduction*. Chicago: University of ChicagoPress.
5. Dundes, Alan. 1978. *Essays in Folkloristics*. Meerut: FolkloreInstitute.
6. 1980. *Interpreting Folklore*. Bloomington: Indiana UniversityPress.
7. (ed). 1965. *The Study of Folklore*. Eaglewood Cliffs: Prentice Hall.
- George, Robert and Jones, Michel Owen. 1994. *Folkloristics: An Introduction*. United States: IndianaUniversity.
8. Handoo, Jawaharlal 1978: *Current Trends in Folklore*, Mysore: Institute of Kannada Studies Herskovits, M.J. 1955. *Cultural Anthropology*. New York: Alfred, A. Knopf. Inc. Ltd.
9. Hollis, Susan T. *Feminist Theory and the Study of Folklore*. Illinois: University of Illinois Press, 1993.
10. Leach, Maria and Jerome Fried(ed) 1996 *Funk and Wagnall's Standard Dictionary of Folklore, Mythology and Legend* Harper SanFrancisco
11. Bascom, William R. "Four Functions of Folklore" *The Journal of American Folklore* Vol. 67, No. 266 (Oct. - Dec., 1954), pp. 333-349

DSE 15 : TRANSLATION STUDIES

Course Outcomes

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

- CO1:** Translate literary and non-literary text official and technical documents from one language to another sensitively.
- CO2:** Interpret from one language to another
- CO3:** Discern the difference in language systems
- CO4:** Engage with the demands of subtitling and dubbing
- CO5:** Compare translation
- CO6:** Evaluate and assess translated text
- CO7:** Edit translated text

DSE 15 : TRANSLATION STUDIES
(Theory:6 credits)

Unit	Topics to be covered	No. of Lectures
1	Introducing Translation: a brief history and significance of translation in a multi- Linguistic and multicultural society like India.	15
2	Exercises in different Types / modes of translation, such as: (a) Semantic / Literal translation (b)Free / sense/ literary translation (c)Functional / communicative translation (d)Technical / Official (d)Transcreation (f)Audio-visualtranslation	15
3	(a) Introducing basic concepts and terms used in Translation Studies through relevant tasks, for example: Equivalence, Language variety, Dialect, Idiolect, Register, Style, Mode, Code mixing / Switching. (b) Defining the process of translation (analysis, transference, restructuring) through critical examination of standard translated literary/non-literary texts and critiquing subtitles of English and Hindifilms.	15
4	Practice of Translation Source Texts Idiomatic Expressions/ Headlines/Taglines Poetry Short story/Novella/Excerpt from a novel Newspaper Report/Editorial/Review/Feature Article Songs/Films Advertisements: Print and Audio-Visual	15
	TOTAL	60

Prescribed Texts

1. Baker, Mona, *In Other Words: A Coursebook on Translation*. London and New York: Routledge, 2011. (Useful exercises for practical translation and training)
2. Bassnett, Susan. *Translation Studies*. 4th edn. London and New York: Routledge, 2014.
3. Bassnett, Susan and Trivedi, Harish eds. *Postcolonial Translation: Theory and Practice*. London and New York: Routledge, 1999.
4. *Routledge Encyclopedia of Translation Studies*. London and New York: Routledge, 2001.

Reading List:

1. Catford, I.C. *A Linguistic Theory of Translation*. London: OUP, 1965. Frishberg, Nancy
 a. *J. Interpreting: An Introduction*. Registry of Interpreters, 1990.
2. Gargesh, Ravinder and Krishna Kumar Goswami. (Eds.). *Translation and Interpreting: Reader and Workbook*. New Delhi: Orient Longman, 2007.
3. House, Juliana. *A Model for Translation Quality Assessment*. Tübingen: Gunter Narr, 1977.
4. Lakshmi, H. *Problems of Translation*. Hyderabad: Booklings Corporation, 1993.
5. Newmark, Peter. *A Textbook of Translation*. London: Prentice Hall, 1988.
6. Nida, E.A. and C.R. Taber. *The Theory and Practice of Translation*. Leiden: E.J. Brill, 1974.
7. Toury, Gideon. *Translation Across Cultures*. New Delhi: Bahri Publications Private Limited, 1987.

DSE 16 : TECHNICAL WRITING

Course Outcomes

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

- CO1:** Communicate effectively
- CO2:** write with clarity and coherence
- CO3:** employ graphic tools effectively

DSE16 : TECHNICAL WRITING (Theory:6 credits)		
Unit	Topics to be covered	No. of Lectures
1	Communication: Language and communication, differences between speech and writing, distinct features of speech, distinct features of writing.	20
2	Writing Skills; Selection of topic, thesis statement, developing the thesis introductory, developmental, transitional and concluding paragraphs, linguistic unity, coherence and cohesion, descriptive, narrative, expository and argumentative writing.	20
3	Technical Writing: Scientific and technical subjects; formal and informal writings; formal writings/reports, handbooks, manuals, letters, memorandum, notices, agenda, minutes; common errors to be avoided.	20
	TOTAL	60

Prescribed Texts

1. L. Hamp-Lyons and B. Heasely: *Study Writing; A course in written English. For academic and professional purposes*, Cambridge Univ.Press.
2. R. Quirk, S. Greenbaum, G. Leech and J. Svartik: *A comprehensive grammar of the English language*, Longman, London.

Reading List :

1. M. Frank. *Writing as thinking: A guided process approach*, Englewood Cliffs, Prentice HallReagents.
2. Daniel G. Riordan & Steven A. Panley: “Technical Report Writing Today” - Biztaantra.

DSE 17 : ENGLISH POETRY FROM BIHAR

Course Outcomes

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

- CO1:** appreciate the poets of Bihar applying comparison and contrast method.
- CO2:** have the various kinds of ideas poetically presented.
- CO3:** appreciate emotional, intellectual and philosophical ideas

DSE 17 : ENGLISH POETRY FROM BIHAR
(Theory: 6 credits)

Unit	Topics to be covered	No. of Lectures
1	Avadh Bihari Lall : ‘The White Man’s True Burden: A Poem’ in <i>India, Bihar & Other Poems</i> ed. Amarnath Sinha & Shaileshwar Sati Prasad, Patna: AMS Publication, 2010. (originally published in 1918)	15
2	Gurudas Mukherjee, ‘A Thanks Giving’, ‘Each Day’, ‘Urban’ in <i>Approaches</i> , Vol V, 2016. Amrendra Kumar: ‘Surrogacy’, ‘Life or Art’, ‘Irony’, ‘Tranquility’, ‘Touch’ from <i>Empathising Poems</i> , Patna: Novelty & Company, 2021. Shaileshwar Sati Prasad, ‘For My Daughter’ in ‘Approaches’ vol III, 2015. ‘Cosmic Smile’ in ‘Approaches’ vol II, 2015. ‘Corona and Time’. Shankar Narayan Prasad, <i>Late in the Day</i> , A Written Workshop Redbird Book, 2005. ‘Through the Times’, ‘The Coming of Words’, ‘Live Your Life’, ‘Nothing Mysterious’.	15
3	Pashupati Jha, ‘Ladies and Gentlemen’ in <i>All in One</i> , New Delhi: Adhyayan Prakashan, 2003. ‘Cheapened All’ in <i>Taking on Tough Times</i> , New Delhi: Adhyayan Prakashan, 2011. ‘Poetry’ in <i>Awaiting Eden Again</i> , New Delhi: Authors Press, 2015. R.K. Singh: ‘Liberation’, ‘Death’, ‘Tanka’, ‘Haiku’ from <i>New Selected Poems: Tanka & Haiku</i> , New Delhi : Authors Press, 2012. Prabhat K. Singh: ‘Sunrise at Konark’, ‘Sunset at Kargil’, ‘In Memory of CD Narasimhaiah’, ‘Save Yourself, If You Can’ from <i>In the Olive Green</i> , New Delhi: Creative Publishers, 2007.	15
4	Shumairasko, ‘About Modern Poetry & Public’, ‘Life’ ‘Out of Fashion’ , ‘Ten Commandments’, ‘The Young Man of Twenty’ in <i>Messiah: A Selection of Poems</i> , Allahabad: Cyberwit Net, 2017. Chhote Lal Khatri, ‘Celestial Wine’ (Villanelle), in <i>Kargil</i> ‘Two Minutes Silence’ in <i>Two Minute Silence</i> , New Delhi: AuthorsPress, 2014. Binod Mishra, ‘A Letter to God’ ‘Cry of a Poem’ in <i>Silent Steps and Other Poems</i> , New Delhi: Adhyayan Publishers, 2011. ‘The Postman’ , ‘Block You’ in <i>Multiple Waves</i> , New Delhi: Adele publishers, 2017. Agraneet Shree, ‘Mom I Love You’, ‘Time Eternal’, ‘Victory is not too far’ , Ever Worthy Trees’ in <i>The Merry Spring</i> , Patna: Janaki Prakashan, 2017..	15
TOTAL		60

Reading List:

1. Chhote Lal Khatri, *Indian Writing in English: Voices from the Oblivion*, Jaipur: Book Enclave,2004.
2. M.K. Naik & Shyamala A. Narayana, *Indian Literature 1980- 2000: A Critical Survey*, Delhi: Pencraft International,2001.
3. K.R. Srinivas Iyengar & Prem Nandkumar, *Indian Writing in English*, NOIDA: New Sterling Publishers,1987.

DSE 18 : ENGLISH NOVELS FROM BIHAR

Course Outcomes

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

- CO1: appreciate the writers of Bihar
- CO2: compare the novelists of Bihar with other Novelists all over the globe.
- CO3: have a feeling that they have a rich and varied literary tradition.

DSE18 : ENGLISH NOVELS FROM BIHAR (Theory: 6 credits)		
Unit	Topics to be covered	No. of Lectures
1	Kali Kinkar Sinha: <i>Sanjogita</i> , Author's Ink Publications, 2020. (Originally published in 1903 by G.B. Walting's Press)	15
2	Ramchandra Prasad: <i>The Mahatma</i> , Patna: Anupam Prakashan, 1975	15
3	Krishnanand: <i>Dream Seller</i> , Singapore: Notion Press, 2018.	15
4	JP Singh: <i>Curfew</i> , Patna: AMS Publication, 2013. (First published 1984) (Writers' workshop, Calcutta)	15
TOTAL		60

Reading List:

1. Amarendra Narayan: *Fragrance Beyond Borders*, Bangkok, Thailand: Interlink Prosing co. Ltd, 2005.
2. Abdus Samad: *The Journey of a Burning Boat*, New Delhi: Pramila & Co-publisher, 2012.
3. Sujeet Verma, *The Five Melody*, Chhattisgarh: Envince Pub Publishing, 2020.
4. S.D. Singh,
(a) *Rajah's mistress*, Newman, 1960.
(b) *The Predicament*, Arnold, 1991. Punereresearch.com
5. Lakshmi Kumari, *The Novels of SD Singh: AnEvaluation*
6. G.P. Sarma, *Nationalism in Indian Fiction in English*
7. Chhote Lal Khatri, *Indian writing in English: Voices from the Oblivion*, Jaipur: Book Enclave, 2004.
8. MK Naik & Shyamala A. Narayana, *Indian literature 1980- 2000: A Critical Survey*, Delhi: Pencraft International, 2001.
9. K.R. Srinivas Iyengar & Prem Nandkumar, *Indian Writing in English*, NOIDA: New Sterling Publishers, 1987.

DSE 19 : ENGLISH CRITICISM FROM BIHAR

Course Outcomes

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

- CO1: apply critical ideas to different texts of different genres.
- CO2: appreciate and imbibe the critical techniques used by the critics of Bihar.

DSE19 : ENGLISH CRITICISM FROM BIHAR
(Theory: 6 credits)

Unit	Topics to be covered	No. of Lectures
1	K. Ahmed: <i>The Meaning of Criticism</i> , 1953 in <i>An Epitome of English literature</i> , (213-244), Delhi: Shrishti Publishers, 2005.	15
2	Radha Krishna Sinha: 'Reaction Against Intellect' (127-154) in <i>Literary influences on DH Lawrence</i> , Delhi: Chanakya publication 1985.	15
3	Damodar Thakur: <i>Spectrum: Intention and Idiom in Modern Poetry</i>	15
4	Meenakshi Mukherjee: 'Nation, Novel, Language', 'The Anxiety of Indianness' (166-186), <i>The Perishable Empire</i> , New Delhi: Oxford University Press, 2000.	15
	TOTAL	60

Reading List:

1. R.K. Singh: *Recent Indian English Poets: Expressions and Believes*, 1992.
2. P.K. Singh: *Dynamics of Poetry in Fiction*, New Delhi: Pencraft publications, 1994.

DSE 20 : ENGLISH NON-FICTION PROSE FROM BIHAR

Course Outcomes

After the completion of the course, the student will be able:

CO1: to comprehend the inalienable connection between society, economics, politics of a period and the consciousness and actions of the people of the time

CO2: to appreciate the contribution of the great leaders from Bihar to the freedom struggle in particular and to the history of the state and the country in general

CO3: to appreciate the social, political and historical influences that operate on the production of the written texts of a particular period

CO4: to appreciate the manner in which the self and personality of the authors become the defining agents of the text concerned

DSE 20 : ENGLISH NON-FICTION PROSE FROM BIHAR
(Theory: 6 credits)

Unit	Topics to be covered	No. of Lectures
1	Autobiography: Rajendra Prasad. <i>Rajendra Prasad: Autobiography</i> . Chapters: 4, 5, 8, 9, 11, 12, 20, 21, 24, 25, 26, 27, 28, 29, 32, 36, 39, 40, 47, 52, 55, 61, 65, 66, 69, 76, 77, 79, 84, 86, 90, 91, 99, 104, 105, 106, 110, 114	15
2	Diary: Jayaprakash Narayan. <i>Prison Diary</i> . Entries dated July-21, 26 August-18, 21, 22, 23, 28, 30, 31; September- 1, 5, 6, 9, 12; October- 2, 7, 18, 20	15
3	Biography: Sachchidananda Sinha. <i>Some Eminent Behar Contemporaries</i> . (Himalaya Publications, Patna, 1944.)	15

4	Journalistic writings: Srivastava, N M P. <i>Colonial Bihar: Independence and Thereafter: A history of The Searchlight</i> . Chapter II- “The Beharee: a daily paper”; Chapter IV-“Fight for freedom”; Chapter XII-“B.N. College firing”, Kashi Prasad Jayaswal Research Institute, Patna, 1998.	15
	TOTAL	60

Reading List:

1. Madhukar, Kumar Himanshu. *Dr Sachchidananda Sinha: A Maker of Bihar and Modern India*. University of Michigan, Northern Book Centre, 1996.
2. Prasad, Braja Kishore. *A Hero of Many Battles by Sachidanand Sinha*. NBT India, N Delhi, 2018.
3. Kanwaljeet, Dr. J.P.’s *Total Revolution and Humanism*. Patna: Budhiwadi Foundation, 2002.
4. Devashayam, M.G. *JP Movement Emergency and India’s Second Freedom*. N. Delhi: Vitasta Publishing, 2012.
5. Sinha, Tara. *Dr Rajendra Prasad: A Brief Biography*. Ocean Books, 2013.
6. Rajendra Smriti Sangrahalaya. “Major Life Events of Dr Rajendra Prasad –First President of India. Rss.bih.nic.in, 2013.

DSE 21 : PROSE WRITING IN ENGLISH FROM BIHAR

Course Outcomes

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

CO1: Assess the scholars’ style and depth of their ideas pertaining to different issues of the state in particular and the human world in general.

DSE 21 : PROSE WRITING IN ENGLISH FROM BIHAR (Theory: 6 credits)		
Unit	Topics to be covered	No. of Lectures
1	Rajendra Prasad, <i>India Divided</i> , Penguin Random House India, 2017. (Part I, Ch I, II, III, IV & V)	15
2	Damodar Thakur, ‘We are not Sinners nor are we the offspring of animals’ in <i>The Grandeur of The Upanishads</i> , New Delhi: JnandaPrakashan, 2017. Pp 41-51.	15
3	Mamta Mehrotra, ‘Child Marriage’, ‘Marriage’ ‘Dowry’, ‘Divorce’ in <i>We Women</i> , New Delhi : Pustak Bhawan, 2009.	15
4	Kumar Bimal, ‘New Dimensions of Aesthetics’ in <i>An Epitome of English Literature</i> , ed. SidheswarDhari Sinha, New Delhi: Shrishti Publishers & Distributors in collaboration with Sulabh Internationals, 2005. Pp 261-267.	15
	TOTAL	60

Reading List :

1. K.R. Srinivas Iyengar & Prem Nandkumar, *Indian Writing in English*, NOIDA: New Sterling Publishers, 1987.
2. MK Naik & Shyamala A. Narayana, *Indian literature 1980- 2000: A Critical Survey*, Delhi: Pencraft International, 2001.
3. Santosh Singh Thakur, ‘Thoughts of a Physician on Life and Death’ in *When the Times Comes*, Patna: Novelty and Company, 2018.

DSE 22 : TRANSLATION IN ENGLISH FROM BIHAR

Course Outcomes

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

CO1: Critically assess translation as a significant tool to know certain interpretations which are not there in the original texts

CO2: Appreciate the gap between cultures that translation bridges.

DSE 22 : TRANSLATION IN ENGLISH FROM BIHAR (Theory: 6 credits)		
Unit	Topics to be covered	No. of Lectures
1	Tulsidass, <i>Ramcharitamanasa</i> , tr. R.C. Prasad as <i>The Holy Lake of The Acts of Rama</i> , Delhi: Motilal Banarasidass Publishers Pvt. Ltd., 1988. (Sundar Kand).	15
2	Vyasa, <i>The Bhagvadgita</i> , tr. Damodar Thakur, as <i>Gita: The Song Extraordinary</i> , (Chapter IV), Mumbai: Vidya Bhawan, 2005.	15
3	Ashok Kumar Jha, 'PurvaMegha' in <i>Meghdutam : Translated into English in vers libre</i> , Singapore: Trafford Publishing, 2013. Pp 1-35.	15
4	ShafiJaweid, 'Epitaph' in <i>Scattered Leaves</i> , ed. Syed Sarwar Hussain, Mumbai: Becomeshakespeare.com,2018. Shamoel Ahmed, 'The Vanity Table', in <i>Scattered Leaves</i> , ed. Syed Sarwar Hussain, Mumbai: Becomeshakespeare.com,2018. Ali Imam, 'The Dogs and The Skulls, in <i>Scattered Leaves</i> , ed. Syed Sarwar Hussain, Mumbai: Becomeshakespeare.com,2018. Qasim Khursheed, 'Simon Baski', in <i>Scattered Leaves</i> , ed. Syed Sarwar Hussain, Mumbai: Becomeshakespeare.com,2018. Radha Krishna, 'Life Went On' , 'Birth of Insan Mia', "The Two Are One" , 'Three Boons to Buddhu' in <i>Romance with Jharkhand</i> , tr. Ram Bhagwan Singh, New Delhi: Satyam Publishing,2019.	15
	TOTAL	60

Reading List:

1. K.R. Srinivas Iyengar & Prem Nandkumar, *Indian Writing in English*, NOIDA: New Sterling Publishers,1987.
2. MK Naik & Shyamala A. Narayana, *Indian Literature 1980- 2000: A Critical Survey*, Delhi: Pencraft International,2001.

DSE 23 : LITERATURE OF INCLUSION

Course Outcomes

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

CO1: gain significant insight regarding the life of the people on the periphery

CO2: become aware of various government policies to include these marginalized sections back into the mainstream.

DSE 23 : LITERATURE OF INCLUSION
(Theory: 6 credits)

Unit	Topics to be covered	No. of Lectures
1	Dalit Literature Daya Pawar, <i>Baluta</i> , Speaking Tiger, 2015. Annabhau Sathe's 'Take a Hammer to Change the World' ShankarraoKharat's " <i>A Corpse in the Well</i> "	15
2	<i>Tribal Studies</i> HansdaSowvendra Shekhar, <i>The Adivasi Will Not Dance</i> , Speaking Tiger Publishing Private Limited, 2011. Jacinta Kerketta, 'A Madua Sprout On The Grave', 'The Six-Lane Freeway of Deceit', Closed Door' in <i>Angor</i> , Adivani, 2016.	15
3	<i>Disability Studies</i> Malini Chib, <i>One Little Finger</i> , Sage India, 2010. Tito Rajarshi Mukhopadhyay, <i>Plankton Dreams: What I learned in Special Education</i> ,Open Humanities Press, 2015.	15
4	<i>Transgender Studies</i> Laxmi Narayan Tripathi, <i>Red Lipstick: The Men in My Life</i> , Penguin Random House India, 2017. Mahesh Dattani, 'Seven Steps around the Fire' in <i>Mahesh Dattani : Collected Plays</i> , Penguin India, 2000.	15
TOTAL		60

Reading List :

2. Limbale, Sharankumar. *Towards an Aesthetic of Dalit Literature: Histories, Controversies and Considerations*, Orient Blackswan,2004.
3. Ambedkar, B R. *Annihilation of Caste*, Navayana,2014.
4. Chakraborty, Anup Shekhar and Padam Nepal, eds. *Politics of Exclusions and Inclusions in India*, New Delhi: Authors Press,2016.
5. Gatzweiler, Franz, W Heike Baumüller, *Marginality: A Framework for Analysing Causal Complexities of Poverty*,2014.
6. Guha, Ranajit. Ed. *A Subaltern Studies Reader*, New Delhi: Oxford University Press, 1997.
7. Ainlay, S.,Becker, G., and Coleman, L. M. eds., *The Dilemma of Difference: A Multidisciplinary View of Stigma*. New York: Plenum Press,1998.
8. Bettcher, T. & Garry, A, *Transgender Studies and Feminism: Theory, Politics, and GenderedRealities*,2009.

ABILITY ENHANCEMENT COURSE (COMPULSORY)

ENGLISH COMMUNICATION / MIL

(MIL to be prepared by the University)

Course Outcomes

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

CO1: both oral and written communication in any situation at anyplace.

CO2: performing their duties in much better way.

ENGLISH COMMUNICATION (Theory:2 credits)

Unit	Topics to be covered	No. of Lectures
1	Communication (a) Definition, Needs, Types, Methods, Process, Objective,Barriers. (b) Language of Effective Communication (i)BodyLanguage I. Postures and Gestures II. Attire, Appearance & Handshake III. Smile and Organisational BodyLanguage (c) Communication Skills I. Informal Communication and Formal Expression II. Interpersonal Communication III. Intrapersonal Communication IV. Humour in Communication V. Understanding Audience's Psychology	5
2	Writing a (i) Expanding the idea (ii) Note-Making (iii) Circulars & Memos (iv) Memorandums (v) Office notes (vi) Reminders and Follow-up (vii) Formal Email	5
3	Business Letters a. Essentials of a Business Letter b. Parts and Forms of a Business Letter c. Types of Business Letters – Tenders, Quotations & Orders, Letters of Enquiry, Dealing with Complaints d. Letters to Editor e. Resume & CV f. Covering Letter g. Report Writing h. Project Writing i. Notice, Agenda, Minutes	5

4.	Language through Literature • Poems (a) William Wordsworth: 'Three Years She Grew in Sun and Shower' (b) Nissim Ezekiel: 'Goodbye Party for Miss PushpaT.S.' • ShortStories (a) Guy De Maupassant: 'The DiamondNecklace' (b) Katherine Mansfield: 'A Cup of Tea'	5
	TOTAL	20

Reading List:

1. Dainton & Zelley, *Applying Communication Theory for Professional Life*.
<http://tsime.u2.ac.zw/caroline/backends>
2. *Fluency in English*, Part II, O.U.P.2006.
3. *Business English*, Pearson2008.
4. Krishna Mohan and Meera Banerjee, *Developing Communication Skills*, Delhi: Macmillan Publishers India Ltd.,2009.
5. *The Pierian Spring*, Hyderabad: Universities Press,,2008.
6. *A Slice of Life: An Anthology of Short Stories*, Delhi: Motilal Banarsidass,2010.
7. R.K. Madhukar, *Business Communication*, Noida: Vikas Publishing House Pvt. Ltd., 2005.
8. Betty Schrampfer Azar, *Understanding and Using English Grammar*, New Jersey: Longman,1999.

ABILITY ENHANCEMENT ELECTIVE COURSE (ANY TWO)

SEC1ENGLISH LANGUAGE TEACHING

Course Outcomes

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

- CO1:** Apply various pedagogical tools to facilitate an easy learning process for the learner.
- CO2:** Grasp various learning styles and strategies related to classroom teaching and management.
- CO3:** Make use of latest technologies and software to facilitate language acquisition for the learner.
- CO4:** Use different cognitive approaches to assess the kind of skills to be imparted to the learner.
- CO5:** To hold debates and close discussions with the learner for identification of difficulties and impediments specific to the learner's contexts.

SEC1ENGLISH LANGUAGE TEACHING (Theory:2 credits)		
Unit	Topics to be covered	No. of Lectures
1	Knowing the Learner (a) Bloom's Taxonomy (b) Multiple intelligences (Gardneir's Theory) (c) Learningdisabilities (d) Socio-economic, cultural and othercontexts (e) Learning and participationstyles (f) Advanced Approaches to teaching – Cooperative Learning, Device Based Teaching Learning (ITBased).	5

2	Methods of teaching English Language and Literature (a) Teaching & understanding of LSRW (Listening, Speaking, Reading, Writing) (b) Teaching Vocabulary (c) Teaching Grammar (d) Teaching Poetry (e) Teaching Prose (f) Lesson Planning	5
3	Assessing Language Skills (a) Error Identification and Correction (b) Language Proficiency (c) Types of Assessment – project-based, formative, summative.	5
4	Using Technology in Language Teaching (a) Introduction to ICT (b) Use of ICT tools	5
	TOTAL	20

Reading List:

1. Penny Ur, *A Course in Language Teaching: Practice and Theory*, Cambridge: CUP, 1996.
2. Marianne Celce-Murcia, Donna M. Brinton, and Marguerite Ann Snow, *Teaching English as a Second or Foreign Language*, Delhi: Cengage Learning, 4th edn, 2014.
3. Adrian Doff, *Teach English: A Training Course for Teachers (Teacher's Workbook)*, Cambridge: CUP, 1988.
4. *Business English*, New Delhi: Pearson, 2008.
5. R.K. Bansal and J.B. Harrison, *Spoken English: A Manual of Speech and Phonetics*, New Delhi: Orient BlackSwan, 4th edn, 2013.
6. Mohammad Aslam, *Teaching of English*, New Delhi: CUP, 2nd edn, 2009.
7. Sachdeva, M.S. *Pedagogy of English*, Twentyfirst Century Publication, 2015.
8. Balasubramanian, T. *English Phonetics for Indian Students*, Laxmi Pub., 2017.
9. Celce-Murcia, Marianne et al. *Teaching English as a Second or Foreign Language*. Delhi: Cengage Learning, 4th, edn, 2014.
10. Ur, Penny. *A Course in Language Teaching: Practice and Theory*. Cambridge: CUP, 1996.
11. Woodward, T. *Planning Lessons and Courses*. Cambridge: CUP, 2012.

SEC 2 : SOFT SKILLS

Course Outcomes

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

- CO1:** Gain both theoretical and practical perspectives on work-place needs and professional expectations
- CO2:** Develop problem solving skills
- CO3:** Make appropriate and responsible decisions
- CO4:** Adapt to and communicate in global and cross-cultural contexts
- CO5:** Create a desire to fulfil individual goals
- CO6:** Avoid unproductive thinking, self-defeating emotional impulses, and self-defeating behaviours

SEC 2 : SOFT SKILLS

(Theory: 2 credits)

Unit	Topics to be covered	No. of Lectures
1	<p>Theoretical Understanding of Soft Skills:</p> <ul style="list-style-type: none"> a) Definition, Types, Scope, Relevance and Importance b) Cross-cultural and Global Issues in Communication: Race, Ethnicity, Gender and Diaspora c) Theoretical deliberations on <p style="text-align: center;">I. Personal Qualities: Teamwork, Adaptability and Leadership II. Professional Needs, Skills and Workplace Ethics III. Body Language and Etiquettes IV. Problem-Solving and Decision-Making Skills V. Impersonal and Emotional Intelligence</p>	10
2	<p>Practical Perspectives on Soft Skills:</p> <ul style="list-style-type: none"> (a) Professional Communication Skill Exercises: <ul style="list-style-type: none"> I. Group Discussion, Interview, Case Studies and Role-Play II. E-mail Etiquettes, Social Networking, Blog Writing III. Discussions and Case-studies on Current Issues and Topics related to Race, Ethnicity, Gender and Diaspora IV. Emotional Intelligence Activities V. Decision Making Activities VI. Life Skills Activities. (b) Presentation Skills Exercises: <p style="text-align: center;">Individual Presentations: Audience Awareness, Delivery and Content of Presentation</p> 	10
TOTAL		20

Reading List:

1. Rentz, Kathryn, Marie E. Flatley & Paula Lentz. *Lesikar's Business Communication CONNECTING IN A DIGITAL WORLD*. Irwin: McGraw-Hill, 2012.
2. Bovee, Courtland L & John V. Thill. *Business Communication Today*. New Delhi: Pearson Education, 2010.
3. McMurrey, David A. & Joanne Buckley. *Handbook for Technical Writing*. New Delhi: Cengage Learning, 2009.
4. Allan & Barbara Pease. *The Definitive Book of Body Language*. New York: Bantam, 2004.
5. S.P. Dhanavel. *English and Soft Skills*, Orient Black Swan, 2013.

SEC 3 : CREATIVE WRITING

Course Outcomes

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

- CO1:** Apply the general principles of writing
- CO2:** Comprehend the art and craft of writing.
- CO3:** Understand different modes of creative writing
- CO4:** Use language for creative writings

SEC 3 : CREATIVE WRITING (Theory: 2 credits)		
Unit	Topics to be covered	No. of Lectures
1	The Art and Craft of Writing Tropes and Figures of Speech (Examples of figures of speech based on similarity/obliqueness/difference/extension/utterance and word building should be discussed and practiced in class)	05
2	Modes of Creative Writing -- Poetry and Fiction <ul style="list-style-type: none"> j) Writing to Communicate k) Writing Poetry -- Definitions of Poetry/Difference between Poetry and Prose l) Form and Technique Shapes m) Dominant Forms and Modes of Poetry n) Writing Verse for children o) Writing Fiction -- Differences between Fiction and Non-Fiction p) Literary and Popular Fiction q) Creating Character, Plot, Setting, and POV r) Writing for Children 	05
3	Modes of Creative Writing-Drama and Screenplay <ul style="list-style-type: none"> e) What is a Drama -- Concept f) Plot and Character in Drama g) Verbal and Non-verbal Elements in Drama h) Contemporary Theatre in India – a brief overview e) Writing for Films-- Screenplay conventions f) Scripting for Children -- Theatre and Films 	05
4	Editing and Preparing for Publication (pages 208-216) <ul style="list-style-type: none"> c) Editing and proof-reading your manuscript d) Preparing a manuscript for Publication 	05
	TOTAL	20

Reading List:

1. Anjana Neira Dev and Others, *Creative Writing: A Beginner's Manual*, Delhi: Pearson, 2009.

