



School of Languages

Syllabus for

Master of Arts in English

Effective from June 2016



**Programme Structure**

**Semester- I**

| No | Course No     | Course Code | Course Name                           | Short name | Credit |
|----|---------------|-------------|---------------------------------------|------------|--------|
| 1. | Core-01       | 07SL0101    | English Poetry - I                    | EP1        | 04     |
| 2. | Core-02       | 07SL0102    | English Fiction - I                   | EF1        | 04     |
| 3. | Core-03       | 07SL0103    | Modern Literary Theory & Criticism- I | MCTC1      | 04     |
| 4. | Core-04       | 07SL0104    | Comparative Literature                | CL         | 04     |
| 5. | Elective-05-A | 07SL0105    | Special Author - Shakespeare          | SAS        | 04     |
| 6. | Elective-05-B | 07SL0106    | Film Studies                          | FS         | 04     |

**Semester-II**

| No  | Course No     | Course Code | Course Name                         | Credit |
|-----|---------------|-------------|-------------------------------------|--------|
| 7.  | Core-06       | 07SL0107    | English Poetry - II                 | 04     |
| 8.  | Core-07       | 07SL0108    | English Fiction - II                | 04     |
| 9.  | Core-08       | 07SL0109    | Indian Literature in Translation    | 04     |
| 10. | Core-09       | 07SL0110    | Translation Studies                 | 04     |
| 11. | Elective-10-A | 07SL0111    | Diaspora Studies                    | 04     |
| 12. | Elective-10-B | 07SL0112    | New Literatures: African Literature | 04     |



**Semester-III**

| No  | Course No     | Course Code | Course Name               | Credit |
|-----|---------------|-------------|---------------------------|--------|
| 13. | Core-11       | 07SL0201    | English Drama - I         | 04     |
| 14. | Core-12       | 07SL0202    | ELT                       | 04     |
| 15. | Core-13       | 07SL0203    | Linguistics               | 04     |
| 16. | Core-14       | 07SL0204    | Indian Literary Criticism | 04     |
| 17. | Elective-15-A | 07SL0205    | American Literature       | 04     |
| 18. | Elective-15-B | 07SL0206    | Women's Writing           | 04     |

**Semester-IV**

| No  | Course No     | Course Code | Course Name                           | Credit |
|-----|---------------|-------------|---------------------------------------|--------|
| 19. | Core-16       | 07SL0207    | English Drama - II                    | 04     |
| 20. | Core-17       | 07SL0208    | Non-Fiction                           | 04     |
| 21. | Core-18       | 07SL0209    | Modern Literary Theory & Criticism II | 04     |
| 22. | Core-19       | 07SL02010   | Indian Writing in English             | 04     |
| 23. | Elective-20-A | 07SL02011   | Digital Humanities                    | 04     |
| 24. | Elective-20-B | 07SL02012   | Creative Writing                      | 04     |



**Credit Structure and Evaluation Scheme**

|  |          |
|--|----------|
| Total Credit (Each Course)   | 04       |
| No of teaching hours per credit  | 01       |
| Teaching hours for each course   | 04       |
| Core Courses in Each Semester  | 04       |
| Electives to be opted in Each Semester (Out of Two)                                      | 01       |
| Total Credits of Each Semester   | 20       |
| Total Credits of MA in English   | 80       |
| <b>Distribution of Marks</b>   |          |
| Total Marks per Course   | 100      |
| Semester End Exam:   | 50       |
| Internal Evaluation:   | 50       |
| <b>Internal Marks</b>  |          |
| Term Paper   | 30       |
| Presentation   | 20       |
| <b>Semester End Examination-Question Paper Format</b>                                    |          |
| Total Marks  | 70       |
| Total Questions to be asked  | 05       |
| One full length question from each Unit  | 14 Marks |
| Fifth question of short notes (Students are expected to attempt two out of four options) | 14 Marks |
| Passing standard   | 40%      |



**Course Code: 07SL0101**

**Course Name: English Poetry- I**

**MA-Semester- I**

**Objective:** For the detailed understanding of history of English literature, students are expected to study representative texts and poets of English literature. The course explores various phases of development of English poetry up to Victorian period with critical appreciation of the eminent poets and their works.

**Credits:** 4

**Course Outcomes:** After completion of this course, student will be able to

- Comprehend history of English poetry up to Victorian period
- Appreciate English poetry
- Understand various genres of English poetry

**Pre-requisite of course:** NA.

**Teaching and Examination Scheme**

| Teaching Scheme (Hours) |          |           | Credits | Theory Marks | Internal Evaluation |                    | Total Marks |
|-------------------------|----------|-----------|---------|--------------|---------------------|--------------------|-------------|
| Theory                  | Tutorial | Practical |         | ESE (E)      | IA (Term Paper)     | CSE (Presentation) |             |
| 4                       | 0        | 0         | 4       | 50           | 30                  | 20                 | 100         |



**Course Contents**

| <b>Unit</b> | <b>Contents</b>   | <b>Contact Hours</b> |
|-------------|---|----------------------|
| 1           | <p><b>Shakespeare:</b> "Shall I Compare Thee to a Summer's Day"<br/>"That Time of Year Thou Mayst in me Behold"<br/>"All the World's a Stage"</p> <p><b>Milton:</b> "Lycidas"<br/>"On his Blindness"<br/>"On Shakespeare"</p> <p><b>John Donne:</b> "The Flea"<br/>"Death be not Proud"<br/>"Go and Catch a Falling Star"</p> | 12                   |
| 2           | <p><b>William Wordsworth:</b> "The Tables Turned"<br/>"I Wandered Lonely as a Cloud"<br/>"Lines Composed a Few Miles Above Tintern Abbey"</p> <p><b>S.T. Coleridge:</b> "Kubla Khan"<br/>"Frost at Midnight"<br/>"Fears in Solitude"</p>  | 12                   |
| 3           | <p><b>P.B. Shelley:</b> "Ozymandias"<br/>"Ode to the West Wind"<br/>"The Mask of Anarchy"</p> <p><b>John Keats:</b> "Ode on a Grecian Urn"<br/>"La Belle Dame sans Merci"<br/>"The Eve of St. Agnes"</p>  | 12                   |
| 4           | <p><b>Alfred Tennyson:</b> "The Lady of Shallot"<br/>"Ulysses"<br/>"The Charge of the Light Brigade"</p> <p><b>Robert Browning:</b> "My Last Duchess"<br/>"Fra Lippo Lippi"<br/>"Childe Rowland to the Dark Tower Came"</p>   | 12                   |
|             | <b>Total Hours</b>  | 48                   |



**References:**

1. [www.poemhunter.com](http://www.poemhunter.com),
2. [www.poetrysoup.com](http://www.poetrysoup.com),
3. [www.poetryfoundation.org](http://www.poetryfoundation.org),
4. [www.poetryoutloud.org](http://www.poetryoutloud.org),
5. [www.poetrysociety.org.uk](http://www.poetrysociety.org.uk),
6. [www.poetryarchive.org](http://www.poetryarchive.org) etc.
7. Claude Rawson, *Cambridge Companion to English Poets*, Yale University, Connecticut

**Suggested Theory Distribution:**

The suggested theory distribution as per Bloom’s taxonomy is as follows. This distribution serves as guidelines for teachers and students to achieve effective teaching-learning process.

| Distribution of Theory for course delivery and evaluation |            |       |         |          |        |
|---|------------|-------|---------|----------|--------|
| Remember  | Understand | Apply | Analyze | Evaluate | Create |
| 20%   | 20%        | 30%   | 15%     | 10%      | 5%     |

**Teaching Methodology:**

- a. Lecture method combined with discussion
- b. Use of ICT tools
- c. Assignments
- d. Presentations
- e. Workshops
- f. Expert lectures
- g. Self-study



**Course Code: 07SL0102**

**Course Name: English Fiction- I**

**MA-Semester- I**

**Objective:** For the detailed understanding of history of English literature, students are expected to study representative texts and novelists of English literature. The course aims at discussing various phases of development of English fiction up to 20<sup>th</sup> century with critical appreciation of the eminent novelists and their works.

**Credits:** 4

**Course Outcomes:** After completion of this course, student will be able to

- Comprehend how English fiction evolved
- Appreciate English fiction
- Analyze various types of English novel

**Pre-requisite of course:** NA.

**Teaching and Examination Scheme**

| Teaching Scheme (Hours) |          |           | Credits | Theory Marks | Internal Evaluation |                    | Total Marks |
|-------------------------|----------|-----------|---------|--------------|---------------------|--------------------|-------------|
| Theory                  | Tutorial | Practical |         | ESE (E)      | IA (Term Paper)     | CSE (Presentation) |             |
| 4                       | 0        | 0         | 4       | 50           | 30                  | 20                 | 100         |





**Course Contents:**

| <b>Unit</b> | <b>Contents</b>   | <b>Contact Hours</b> |
|-------------|---|----------------------|
| 1           | “What is a Novel?": Terry Eagleton. <i>The English Novel: An Introduction</i> . Terry Eagleton, Blackwell. UK<br><br>“The Art of Fiction": Henry James. <i>Essentials of the Theory of Fiction</i> ed. M. Hoffman & P. Murphy, London: Duke University Press. | 12                   |
| 2           | <i>Robinson Crusoe</i> : Daniel Dafoe   | 12                   |
| 3           | <i>Pride and Prejudice</i> : Jane Austin  | 12                   |
| 4           | <i>Hard Times</i> : Charles Dickens   | 12                   |
|             | <b>Total Hours</b>  | 48                   |



**References:**

1. M. Hoffman & P. Murphy *Essentials of the Theory of Fiction*, London: Duke University Press.
2. Terry Eagleton. *The English Novel: An Introduction*, Blackwell. UK
3. Daniel Dafoe, *Robinson Crusoe*
4. Jane Austin, *Pride and Prejudice*
5. Charles Dickens, *Hard Times*
6. Grahame Smith, Charles Dickens’s Literary Life
7. Robin Gilmour, *The Victorian Period : Intellectual & Cultural Context of English Literature- 1830-1890*
8. Martin Greene, *Dreams of Adventure, Deeds of Empire*
9. Raymond Williams *Culture & Society, 1780-1950*
10. Mathew Arnold, *Culture & Anarchy*
11. Adrian Poole, *Cambridge Companion to English Novelists*, University of Cambridge

**Suggested Theory Distribution:**

The suggested theory distribution as per Bloom’s taxonomy is as follows. This distribution serves as guidelines for teachers and students to achieve effective teaching-learning process.

| Distribution of Theory for course delivery and evaluation |            |       |         |          |        |
|---|------------|-------|---------|----------|--------|
| Remember  | Understand | Apply | Analyze | Evaluate | Create |
| 20%   | 20%        | 30%   | 15%     | 10%      | 5%     |

**Teaching Methodology:**

- a. Lecture method combined with discussion
- b. Use of ICT tools
- c. Assignments,
- d. Presentations,
- e. Workshops,
- f. Expert lectures
- g. Self-study



**Course Code: 07SL0103**

**Course Name: Modern Literary Theory and Criticism I**

**MA-Semester- I**

**Objective:** The course aims at introducing students to the 20<sup>th</sup> century critical texts and theorists. The course would equip the students with the understanding and knowledge of major approaches of the 20<sup>th</sup> century literary theory and criticism.

**Credits:** 4

**Course Outcomes:** After completion of this course, student will be able to

- Comprehend various critical approaches
- Apply critical theories to the literary texts
- Analyze the evolution of critical theories in the 20<sup>th</sup> century

**Pre-requisite of course:** NA.

**Teaching and Examination Scheme**

| Teaching Scheme (Hours) |          |           | Credits | Theory Marks | Internal Evaluation |                    | Total Marks |
|-------------------------|----------|-----------|---------|--------------|---------------------|--------------------|-------------|
| Theory                  | Tutorial | Practical |         | ESE (E)      | IA (Term Paper)     | CSE (Presentation) |             |
| 4                       | 0        | 0         | 4       | 50           | 30                  | 20                 | 100         |



**Course Contents:**

| Unit | Contents   | Contact Hours |
|------|--|---------------|
| 1    | <b>Marxism</b><br>(i) "Ideology and Ideological State Apparatuses" : Louis Althusser<br>(ii) "Marxism and Literature" : Raymond Williams                           | 12            |
| 2    | <b>Psychoanalysis</b><br>(i) "Creative Writers and Day Dreaming": Sigmund Freud<br>(ii) "Psychology and literature": Carl Jung                                     | 12            |
| 3    | <b>Myth &amp; Archetypal Criticism</b><br>(i) "The Archetypes of Literature": Northrope Frye<br>(ii) "The Archetypes in <i>The Ancient Mariner</i> " : Maud Bodkin | 12            |
| 4    | <b>Structuralism</b><br>(i) "Course in General Linguistics (excerpt):" Saussure<br>(ii) "Structural Analysis of Narrative": Todorov                                | 12            |
|      | <b>Total Hours</b>   | 48            |

**References:**

1. Benjamin, Walter. *Illuminations*. Trans. Harry Zohn. Ed. Hannah Arendt. New York: Harcourt, Brace and World, 1955.
2. Culler, Jonathan. *Structuralist Poetics: Structuralism, Linguistics, and the Study of Literature*. Ithaca, N.Y.: Cornell University Press, 1975.
3. ———. *Literary Theory: A Very Short Introduction*. Oxford: Oxford University Press, 1997.
4. Eagleton, Terry. *Marxism and Literary Criticism*. Berkeley: University of California Press, 1976.
5. Hawkes, Terence. *Structuralism and Semiotics*. Berkeley: University of California Press, 1977.



6. Lacan, Jacques. *Écrits: A Selection*. Trans. Alan Sheridan. New York: W. W. Norton, 1977.
7. Lane, Richard J. *Fifty Key Literary Theorists*. New York and London: Routledge, 2006.
8. Lukacs, Georg. *History and Class Consciousness*. 1923. Trans. Rodney Livingstone. Cambridge, Mass.: The MIT Press, 1971.
9. Macherey, Pierre. *A Theory of Literary Production*. Trans. G. Wall. London: Routledge and Kegan Paul, 1978.
10. Propp, Vladimir. *The Morphology of the Folktale*. 1928. Trans. Laurence Scott. Austin: University of Texas Press, 1968.
11. Saussure, Ferdinand de. *Course in General Linguistics*. 1916. Trans. Wade Baskin. New York: McGraw-Hill, 1966.
12. Wright, Elizabeth. *Psychoanalytic Criticism: Theory in Practice*. New York: Methuen, 1984.
13. Žižek, Slavoj. *Looking Awry: An Introduction to Jacques Lacan through Popular Culture*. Cambridge, Mass.: The MIT Press, 1991.

**Suggested Theory Distribution:**

The suggested theory distribution as per Bloom’s taxonomy is as follows. This distribution serves as guidelines for teachers and students to achieve effective teaching-learning process.

| Distribution of Theory for course delivery and evaluation |            |       |         |          |        |
|---|------------|-------|---------|----------|--------|
| Remember  | Understand | Apply | Analyze | Evaluate | Create |
| 20%   | 20%        | 30%   | 15%     | 10%      | 5%     |

**Teaching Methodology:**

- a. Lecture method combined with discussion
- b. Use of ICT tools
- c. Assignments,
- d. Presentations,
- e. Workshops,
- f. Expert lectures
- g. Self-study



**Course Code: 07SL0104**

**Course Name: Comparative Literature**

**MA-Semester- I**

**Objective:** Students need to understand cultural transactions through comparative literary studies. The course offers a range of concepts, terminology and methods of comparative literatures of various schools.

**Credits:** 4

**Course Outcomes:** After completion of this course, student will be able to

- Comprehend the concepts pertaining to Comparative Literature
- Analyze various schools and methods of Comparative literature
- Apply approaches Comparative Poetics to literary texts

**Pre-requisite of course:** NA.

**Teaching and Examination Scheme**

| Teaching Scheme (Hours) |          |           | Credits | Theory Marks | Internal Evaluation |                    | Total Marks |
|-------------------------|----------|-----------|---------|--------------|---------------------|--------------------|-------------|
| Theory                  | Tutorial | Practical |         | ESE (E)      | IA (Term Paper)     | CSE (Presentation) |             |
| 4                       | 0        | 0         | 4       | 50           | 30                  | 20                 | 100         |



**Course Contents:**

| Unit | Contents  | Contact Hours |
|------|---|---------------|
| 1    | <b>Introduction</b><br>(i) 'What is Comparative Literature Today?': Susan Bassnett<br>(ii) "Grounds of comparison: The Crisis in Comparative Indian Literature":<br>EV Ramakrishnan   | 12            |
| 2    | <b>Comparative Literature and Translation</b><br>(i) "Versions of Incommensurability": Natalie Melas<br>(ii) "Comparative Literature and Translation": Andre Lefevere   | 12            |
| 3    | <b>Schools of Comparative Literature</b><br>(i) "The French School of Comparative Literature": Subha Dasgupta<br>(ii) The German School of Comparative Literature<br>(iii) The American School of Comparative Literature                            | 12            |
| 4    | <b>Comparative Literature in India</b><br>(i) "Patriarchy and Paranoia: Imaginary Infidelity in <i>Uttararamacarita</i> and<br><i>The Winter's Tale</i> ": Lalita Pandit<br>(ii) "The Impossible Subject: Caste and the Gendered Body": Susie Tharu | 12            |
|      | <b>Total Hours</b>  | 48            |

**References:**

1. Bassnett, Susan. *Comparative Literature: A Critical Introduction*. Oxford: Blackwell, 1993. Print.
2. Behdad and Thomas eds. *A Companion to Comparative Literature*, Oxford: Wiley Blackwell, 2011, Print.
3. Bernheimer, Charles. Ed. *Comparative Literature in the Age of Multiculturalism*. Baltimore and London. John Hopkins University Press. 1995. Print.
4. Dev, A and Das, S.K. *Comparative Literature: Theory and Practice*. Indian Institute of Advance Study: Simla in association with Allied Publishers, New Delhi. 1989. Print.
5. Durisin, Dionyz. *Theory of Literary Comparatistics*. Bratislava: Veda Publishing House of the Slovak Academy of Sciences, 1984. Print.



6. Hogan, Patrick Holm and Lalita Pandit. Ed. *Literary India : comparative studies in aesthetics, colonialism, and culture*. New York. State University of New York Press, 1995. Print.
7. Mukherjee, Meenakshi. *Realism and Reality: The Novel and Society in India*, OUP, 1985. Print.
8. Pollock, Sheldon. Ed. *Literary Cultures in History: Reconstructions from South Asia*. Berkley and Los Angeles, California. University of California Press, 2003
9. Ramakrishnan, EV. *Locating Indian Literature: Texts, Traditions, Translations*. Hyderabad. Orient Blackswan, 2011. Print.
10. Saussy Haun ed. *Comparative Literature in the Age of Globalization*, the John Hopkins University Press, 2006. Print.

**Suggested Theory Distribution:**

The suggested theory distribution as per Bloom’s taxonomy is as follows. This distribution serves as guidelines for teachers and students to achieve effective teaching-learning process.

| Distribution of Theory for course delivery and evaluation |            |       |         |          |        |
|---|------------|-------|---------|----------|--------|
| Remember  | Understand | Apply | Analyze | Evaluate | Create |
| 20%   | 20%        | 30%   | 15%     | 10%      | 5%     |

**Teaching Methodology:**

- a. Lecture method combined with discussion
- b. Use of ICT tools
- c. Assignments,
- d. Presentations,
- e. Workshops,
- f. Expert lectures
- g. Self-study





**Course Code: 07SL0105 - Elective A**

**Course Name: Special Author: Shakespeare**

**MA-Semester- I**

**Objective:** For the detailed understanding of history of English literature, students are expected to carry out an in-depth study of Shakespearean works. The course enables them to study Shakespeare’s works in the light of evolution of English drama through Shakespeare. The course facilitates the study of select works in detail along with the film version of the same.

**Credits:** 4

**Course Outcomes:** After completion of this course, student will be able to

- Comprehend the attributes of Shakespearean works
- Analyze the nuances of themes, motifs and craftsmanship of Shakespeare
- Evaluate the film versions vis-à-vis the texts

**Pre-requisite of course:** NA.

**Teaching and Examination Scheme**

| Teaching Scheme (Hours) |          |           | Credits | Theory Marks | Internal Evaluation |                    | Total Marks |
|-------------------------|----------|-----------|---------|--------------|---------------------|--------------------|-------------|
| Theory                  | Tutorial | Practical |         | ESE (E)      | IA (Term Paper)     | CSE (Presentation) |             |
| 4                       | 0        | 0         | 4       | 50           | 30                  | 20                 | 100         |



**Course Contents:**

| Unit | Contents  | Contact Hours |
|------|---|---------------|
| 1    | Reading Shakespeare: Genres, Themes, Characters, Poetic Justice, Renaissance, English Language, Sources       | 12            |
| 2    | Comedy: <i>As You Like It</i>   | 12            |
| 3    | Tragedy: <i>Hamlet</i>  | 12            |
| 4    | Shakespeare on Screen:<br><i>Hamlet</i> (1989, 1996, and 2000)<br><i>As You Like It</i> (1992, 2006 and 2012) | 12            |
|      | <b>Total Hours</b>  | <b>48</b>     |

**References:**

1. Auden, W.H. .Macbeth. *Lectures on Shakespeare* Ed. Arthur Kirsch. Princeton: Princeton University Press, 2000.
2. Belsey, Catherine, *The Subject of Tragedy: Identity and Difference in Renaissance Drama* 1985
3. Gurr, Andrew. *Studying Shakespeare; An Introduction* New Delhi: Universal Book Stall. 1992, Rpt.
4. Knight, L.C. .How Many Children Had Lady Macbeth?. *Explorations*, Cambridge: Cambridge University Press, 1975
5. Knight, Wilson. G .Macbeth and The Metaphysic of Evil.. *The Wheel of Fire*,
6. Eliot, T.S. Interpretations of Shakespearean Tragedy with an Introduction, 1930
7. \_\_\_\_\_ *The Shakespearean Tempest*. London.: Methuen, 1971.



8. De Grazia, Margreta and Stanley Wells, eds. *The Cambridge Companion to Shakespeare*. Cambridge: Cambridge University Press, 2001
9. Smith, Nichol, D. Ed. *Shakespeare Criticism 1623-1840* London: Oxford University Press.
10. Trevelyan, G.M. *English Social History*, Longman.s Green and Company, London 1942
11. <http://www.eschoolsy.net/Downloads/library/shakespear/Shakespeare After All.pdf>
12. <http://shakespeare.mit.edu/>

**Suggested Theory Distribution:**

The suggested theory distribution as per Bloom’s taxonomy is as follows. This distribution serves as guidelines for teachers and students to achieve effective teaching-learning process.

| Distribution of Theory for course delivery and evaluation |            |       |         |          |        |
|---|------------|-------|---------|----------|--------|
| Remember  | Understand | Apply | Analyze | Evaluate | Create |
| 20%   | 20%        | 30%   | 15%     | 10%      | 5%     |

**Teaching Methodology:**

- a. Lecture method combined with discussion
- b. Use of ICT tools
- c. Assignments,
- d. Presentations,
- e. Workshops,
- f. Expert lectures
- g. Self-study



**Course Code: 07SL0106 - Elective B**

**Course Name: Film Studies**

**MA-Semester - I**

**Objective:** Literary studies being inherently interdisciplinary in nature, the course on Film Studies would offer opportunities to study new texts and frames around meaning. The course aims at providing concepts, history and methods of appreciating films.

**Credits:** 4

**Course Outcomes:** After completion of this course, student will be able to

- Comprehend the evolution of film studies evolved
- Analyze methods of appreciating films
- Develop an understanding of Hollywood and Main stream Indian Cinema

**Pre-requisite of course:** NA.

**Teaching and Examination Scheme**

| Teaching Scheme (Hours) |          |           | Credits | Theory Marks | Internal Evaluation |                    | Total Marks |
|-------------------------|----------|-----------|---------|--------------|---------------------|--------------------|-------------|
| Theory                  | Tutorial | Practical |         | ESE (E)      | IA (Term Paper)     | CSE (Presentation) |             |
| 4                       | 0        | 0         | 4       | 50           | 30                  | 20                 | 100         |



**Course Contents:**

| Unit | Contents  | Contact Hours |
|------|---|---------------|
| 1    | Film as a form                                    | 12            |
| 2    | Appreciating a film                               | 12            |
| 3    | Hollywood: An Overview                            | 12            |
| 4    | Mainstream Indian Cinema (Bollywood): An Overview | 12            |
|      | <b>Total Hours</b>                                | <b>48</b>     |

**References:**

1. Corringan, Timothy, ed. *Film and Literature: An Introduction and Reader*, New Jersey: Prentice Hall, 1999.
2. Dasgupta, Chidanand. *The Cinema of Satyajit Ray*. New Delhi: National Book Trust of India, 1994.
3. Dudley, Andrew. *Concepts in Film Theory*. Oxford: Oxford University Press, 1984.
4. Hollows, Joanne, Peter Hutchings and Mark Jancovich. *The Film Studies Reader*. London: Arnold, 2000.
5. Prince, Gerald. *A Dictionary of Narratology*. Lincoln: University of Nebraska, 1987.
6. Propp, Vladimir. *Morphology of the Folktale*. Trans. Laurence Scott. Austin: University of Texas Press, 1968.
7. Raghavendra, M.K. *Seduced by the Familiar: Narration and Meaning in Indian Popular Cinema*, New Delhi: Oxford University Press, 2008.
8. Stam, Robert and Toby Miller. *Film and Theory*. Oxford: Blackwell, 2000.
9. Vasudevan, Ravi, Ed. *Making Meaning in Indian Cinema*. New Delhi: Oxford University Press, 2001.



**Suggested Theory Distribution:**

The suggested theory distribution as per Bloom's taxonomy is as follows. This distribution serves as guidelines for teachers and students to achieve effective teaching-learning process.

| Distribution of Theory for course delivery and evaluation |            |       |         |          |        |
|---|------------|-------|---------|----------|--------|
| Remember  | Understand | Apply | Analyze | Evaluate | Create |
| 20%   | 20%        | 30%   | 15%     | 10%      | 5%     |

**Teaching Methodology:**

- a. Lecture method combined with discussion
- b. Use of ICT tools
- c. Assignments,
- d. Presentations,
- e. Workshops,
- f. Expert lectures
- g. Self-study



**Course Code: 07SL0107**

**Course Name: English Poetry- II**

**MA-Semester-II**

**Objective:** For the detailed understanding of history of English literature, students are expected to study representative texts and poets of English literature. The course explores various phases of development of English poetry up to 20<sup>th</sup> century with critical appreciation of the eminent poets and their works.

**Credits:** 4

**Course Outcomes:** After completion of this course, student will be able to

- Comprehend history of English poetry up to 20<sup>th</sup> century
- Appreciate English poetry
- Understand various genres of English poetry

**Pre-requisite of course:** NA.

**Teaching and Examination Scheme**

| Teaching Scheme (Hours) |          |           | Credits | Theory Marks | Internal Evaluation |                    | Total Marks |
|-------------------------|----------|-----------|---------|--------------|---------------------|--------------------|-------------|
| Theory                  | Tutorial | Practical |         | ESE (E)      | IA (Term Paper)     | CSE (Presentation) |             |
| 4                       | 0        | 0         | 4       | 50           | 30                  | 20                 | 100         |



**Course Contents:**

| Unit | Contents   | Contact Hours |
|------|--|---------------|
| 1    | <p><b>Thomas Hardy:</b> "The Darkling Thrush"<br/>"The Voice"<br/>"Drummer Hodge"</p> <p><b>Wilfred Owen:</b> "Anthem for Doomed Youth"<br/>"Dulce et Decorum Est"<br/>"Strange Meeting"</p>   | 12            |
| 2    | <p><b>W.B. Yeats:</b> "An Irish Airman Foresees His Death"<br/>"Second Coming"<br/>"The Circus Animals' Desertion"</p> <p><b>T.S. Eliot:</b> "The Love Song of J. Alfred Prufrock"<br/>"Journey of the Magi"<br/>"Macavity: The Mystery Cat"</p> <p><b>W.H. Auden:</b> "In Memory of W.B. Yeats"<br/>"Musee des Beaux Arts"<br/>"September 1 1939"</p> | 12            |
| 3    | <p><b>Dylan Thomas:</b> "Fern Hill"<br/>"Do not Go Gentle into that Good Night"<br/>"Prologue"</p> <p><b>Philip Larkin:</b> "Whitsun Weddings"<br/>"Church Going"<br/>"Aubade"</p>   | 12            |
| 4    | <p><b>Ted Hughes:</b> "The Thought-Fox"<br/>"Hawk Roosting"<br/>"Crow's Theology"</p> <p><b>Seamus Heaney:</b> "Mid-Term Break"<br/>"Digging"<br/>"Blackberry-Picking"</p>   | 12            |
|      | <b>Total Hours</b>   | 48            |





**References:**

1. [www.poemhunter.com](http://www.poemhunter.com),
2. [www.poetrysoup.com](http://www.poetrysoup.com),
3. [www.poetryfoundation.org](http://www.poetryfoundation.org),
4. [www.poetryoutloud.org](http://www.poetryoutloud.org),
5. [www.poetrysociety.org.uk](http://www.poetrysociety.org.uk),
6. [www.poetryarchive.org](http://www.poetryarchive.org) etc.
7. Claude Rawson, *Cambridge Companion to English Poets*, Yale University, Connecticut

**Suggested Theory Distribution:**

The suggested theory distribution as per Bloom’s taxonomy is as follows. This distribution serves as guidelines for teachers and students to achieve effective teaching-learning process.

| Distribution of Theory for course delivery and evaluation |            |       |         |          |        |
|---|------------|-------|---------|----------|--------|
| Remember  | Understand | Apply | Analyze | Evaluate | Create |
| 20%   | 20%        | 30%   | 15%     | 10%      | 5%     |

**Teaching Methodology:**

- a. Lecture method combined with discussion
- b. Use of ICT tools
- c. Assignments,
- d. Presentations,
- e. Workshops,
- f. Expert lectures
- g. Self-study



**Course Code: 07SL0108**

**Course Name: English Fiction- II**

**MA-Semester- II**

**Objective:** For the detailed understanding of history of English literature, students are expected to study representative texts and novelists of English literature. The course aims at discussing various phases of development of English fiction in 20<sup>th</sup> century with critical appreciation of the eminent novelists and their works.

**Credits Earned:** 4 Credits

**Course Outcomes:** After completion of this course, student will be able to

- Comprehend development of English fiction in the 20<sup>th</sup> century
- Appreciate English fiction
- Analyze various types of English novel

**Pre-requisite of course:** NA.

**Teaching and Examination Scheme**

| Teaching Scheme (Hours) |          |           | Credits | Theory Marks | Internal Evaluation |                    | Total Marks |
|-------------------------|----------|-----------|---------|--------------|---------------------|--------------------|-------------|
| Theory                  | Tutorial | Practical |         | ESE (E)      | IA (Term Paper)     | CSE (Presentation) |             |
| 4                       | 0        | 0         | 4       | 50           | 30                  | 20                 | 100         |



**Course Contents:**

| Unit | Contents   | Contact Hours |
|------|--|---------------|
| 1    | (i) "From Discourse in Novel": Mikhail Bakhtin<br>(ii) "Why the Novel Matters": D H Lawrence | 12            |
| 2    | <i>To the Lighthouse</i> : Virginia Woolf  | 12            |
| 3    | <i>Animal Farm</i> : George Orwell   | 12            |
| 4    | <i>Lord of Flies</i> : William Golding   | 12            |
|      | <b>Total Hours</b>   | 48            |

**References:**

1. *Norton Anthology of Literary Theory and Criticism* USA: Norton
2. D J Enright *English Critical Texts*.
3. Virginia Woolf, *To the Lighthouse*
4. George Orwell, *Animal Farm*
5. William Golding, *Lord of Flies*
6. Robert L. Caserio *Cambridge Companion to Twentieth Century English Novels*, Pennsylvania State University



**Suggested Theory Distribution:**

The suggested theory distribution as per Bloom's taxonomy is as follows. This distribution serves as guidelines for teachers and students to achieve effective teaching-learning process.

| Distribution of Theory for course delivery and evaluation |            |       |         |          |        |
|---|------------|-------|---------|----------|--------|
| Remember  | Understand | Apply | Analyze | Evaluate | Create |
| 20%   | 20%        | 30%   | 15%     | 10%      | 5%     |

**Teaching Methodology:**

- a. Lecture method combined with discussion
- b. Use of ICT tools
- c. Assignments,
- d. Presentations,
- e. Workshops,
- f. Expert lectures
- g. Self-study



**Course Code: 07SL0109**

**Course Name: Modern Indian Literature in Translation**

**MA-Semester-II**

**Objective:** The course on Modern Indian literature in Translation would allow students to study development of Indian literatures in translation. The course aims at offering study of various genres and theoretical discussions on diverse aspects of modern Indian literature.

**Credits:** 4

**Course Outcomes:** After completion of this course, student will be able to

- Comprehend the significance of modern Indian literature in Translation
- Analyze development of genres in modern Indian literature
- Critique diverse aspects modern Indian literature in Translation

**Pre-requisite of course:** NA.

**Teaching and Examination Scheme**

| Teaching Scheme (Hours) |          |           | Credits | Theory Marks | Internal Evaluation |                    | Total Marks |
|-------------------------|----------|-----------|---------|--------------|---------------------|--------------------|-------------|
| Theory                  | Tutorial | Practical |         | ESE (E)      | IA (Term Paper)     | CSE (Presentation) |             |
| 4                       | 0        | 0         | 4       | 50           | 30                  | 20                 | 100         |



**Course Contents:**

| Unit | Contents   | Contact Hours |
|------|--|---------------|
| 1    | <p><b>Stories:</b> Dhumketu, Premchand, Suresh Joshi, Saroj Pathak, Mahashweta Devi, Baburao Bagul</p> <p><b>Critical Essay:</b> "Imagination, Writing, Region": EV Ramkrishnan</p>                                    | 12            |
| 2    | <p><b>Poems:</b> Umashankar Joshi, Gulam Mohammed Sheikh, Arun Kolatkar, A K Ramanujan, Kamala Das, Dilip Chitre</p> <p><b>Critical Essay:</b> "Afterword: Modern Indian Poetry and Its Context": Vinay Dharwadkar</p> | 12            |
| 3    | <p><b>Novel:</b></p> <p><i>Samskara:</i> U R Ananthmurty</p> <p><b>Critical Essay:</b> "From Purana to Nutana": Meenakshi Mukherjee</p>  | 12            |
| 4    | <p><b>Play:</b></p> <p><i>Evam Indrajeet:</i> Badal Sircar Translated by Girish Karnad</p> <p><b>Critical Essay:</b> "Post Colonial Frames and Modern Indian Theatre": Aparna Dharwadkar</p>                           | 12            |
|      | <b>Total Hours</b>   | 48            |

**References:**

1. Aparna Dharwadkar, *Theatres of Independence*
2. Meenakshi Mukherjee, *Realism and Reality*, OUP
3. E.V. Ramkrishnan, *Modern Indian Short Stories*, Sahitya Akademy
4. Vinay Dharwadkar, *The Oxford Anthology of Modern Indian Poetry*



**Suggested Theory Distribution:**

The suggested theory distribution as per Bloom’s taxonomy is as follows. This distribution serves as guidelines for teachers and students to achieve effective teaching-learning process.

| Distribution of Theory for course delivery and evaluation |            |       |         |          |        |
|---|------------|-------|---------|----------|--------|
| Remember  | Understand | Apply | Analyze | Evaluate | Create |
| 20%   | 20%        | 30%   | 15%     | 10%      | 5%     |

**Teaching Methodology:**

- a. Lecture method combined with discussion
- b. Use of ICT tools
- c. Assignments,
- d. Presentations,
- e. Workshops,
- f. Expert lectures
- g. Self-study



**Course Code: 07SL01010**

**Course Name: Translation Studies**

**MA-Semester- II**

**Objective:** The course in translation studies would enable students to study essential concepts of translation studies. The course aims at enabling students to understand the theory and practice evolved under the aegis of the discipline of Translation Studies.

**Credits:** 4

**Course Outcomes:** After completion of this course, student will be able to

- Comprehend the development of Translation Studies
- Analyze different theories related to Translation Studies
- Relate Translation to the other disciplines

**Pre-requisite of course:** NA.

**Teaching and Examination Scheme**

| Teaching Scheme (Hours) |          |           | Credits | Theory Marks | Internal Evaluation |                    | Total Marks |
|-------------------------|----------|-----------|---------|--------------|---------------------|--------------------|-------------|
| Theory                  | Tutorial | Practical |         | ESE (E)      | IA (Term Paper)     | CSE (Presentation) |             |
| 4                       | 0        | 0         | 4       | 50           | 30                  | 20                 | 100         |





**Course Contents:**

| Unit | Contents  | Contact Hours |
|------|---|---------------|
| 1    | <b>Introduction</b><br>(i) "Main Issues of Translation Studies", Jeremy Munday<br>(ii) "Central Issues" Susan Bassnett.   | 12            |
| 2    | <b>Translation and Language</b><br>(i) "On Linguistic Aspects of Translation": Roman Jakobson<br>(ii) "Language Variety and Translation": J C Catford   | 12            |
| 3    | <b>Translation, Literature and Culture</b><br>(i) "Mother Courage's Cucumbers: Text, System and Refraction in a Theory of Literature", Andrew Lefever<br>(ii) "Gender and the Metaphorics of Translation": Lori Chamberlain | 12            |
| 4    | <b>Translation and History</b><br>(i) "Why and How to Write Translation Histories": Lieven D'hulst<br>(ii) "Rethinking Methods in Translation History": Carol O'Sullivan  | 12            |
|      | <b>Total Hours</b>  | 48            |

**References:**

1. Bassnett, Susan and Harish Trivedi (eds). (1999). *Post-colonial Translation. Theory and practice*: London and New York: Routledge. Print.
2. Devi, G N (1993). "Translation Theory: An Indian Perspective" in his *In Another Tongue*: Macmillan India Ltd. India. Print.
3. Venuti, Lawrence, (2004). *The Scandals of Translation: Towards an ethics of difference*: London and New York. Routledge. Print.
4. Bassnett, Susan and Lefevere, André (Ed.) (1992) *Translation, History and Culture*. London. Routledge.
5. Bassnett, Susan and Trivedi, Harish (Ed.) (1999) *Post Colonial Translation*. London. Routledge.



6. D’hulst, Lieven (2001)“*Why and How to Write Translation Histories*”. In: John Milton (ed.), *Emerging Views on Translation History in Brazil*. Crop 6, Sao Paulo: Humanitas FFLCH / USP, 21–32.
7. ----- (2010). Translation History. In: Yves Gambier and Luc van Doorslaer (eds), *Handbook of Translation Studies*, Vol. 1. Amsterdam/Philadelphia: John Benjamins, 397-405.
8. ----- (1992) “*Shortcomings in the Historiography of Translation*”*Babel* 38/4 (1992), 221-235.
9. Fisher, Beatrice and Nisbeth, Matilde Jensen (2002) *Translation and the Reconfiguration of Power Relations*. Berlin. Deutsche Nationalbibliothek.
10. Godard, Barbara (1984). "Translating and Sexual Difference." *Resources for Feminist Research*, XIII(3), pp. 13-16.
11. O’Sullivan, Carol (2012): “Rethinking Methods in Translation History.”*Translation Studies* 5 (2): 131-138.
12. Pym, A. (1998). *Method in Translation History*. Manchester: St. Jerome.

**Suggested Theory Distribution:**

The suggested theory distribution as per Bloom’s taxonomy is as follows. This distribution serves as guidelines for teachers and students to achieve effective teaching-learning process.

| Distribution of Theory for course delivery and evaluation |            |       |         |          |        |
|---|------------|-------|---------|----------|--------|
| Remember  | Understand | Apply | Analyze | Evaluate | Create |
| 20%   | 20%        | 30%   | 15%     | 10%      | 5%     |

**Teaching Methodology:**

- a. Lecture method combined with discussion
- b. Use of ICT tools
- c. Assignments,
- d. Presentations,
- e. Workshops,
- f. Expert lectures
- g. Self-study



**Course Code: 07SL01011 Elective-A**

**Course Name: Diaspora Studies**

**MA-Semester- II**

**Objective:** The course is designed to familiarize students with diaspora sensibility as represented in literature. The course aims at offering discussions on immigration, cultural heritage, and questions of identity.

**Credits:** 4

**Course Outcomes:** After completion of this course, student will be able to

- Comprehend development of diaspora studies
- Analyze major genres of diaspora studies
- Compare the works of different diaspora writer

**Pre-requisite of course:** NA.

**Teaching and Examination Scheme**

| Teaching Scheme (Hours) |          |           | Credits | Theory Marks | Internal Evaluation |                    | Total Marks |
|-------------------------|----------|-----------|---------|--------------|---------------------|--------------------|-------------|
| Theory                  | Tutorial | Practical |         | ESE (E)      | IA (Term Paper)     | CSE (Presentation) |             |
| 4                       | 0        | 0         | 4       | 50           | 30                  | 20                 | 100         |



**Course Contents:**

| Unit | Contents   | Contact Hours |
|------|--|---------------|
| 1    | (i) Introduction. Makarand Paranjape in <i>Diaspora: Theories, Histories, Texts</i><br>(ii) That Third Space: Interrogating the Diaspora Paradigm. K. Satchidanandan | 12            |
| 2    | <i>The Mimic Men</i> : V S Naipaul   | 12            |
| 3    | <i>The Glass Palace</i> : Amitav Ghosh   | 12            |
| 4    | <i>The Namesake</i> : Jhumpa Lahiri  | 12            |
|      | <b>Total Hours</b>   | <b>48</b>     |

**References:**

1. Ghosh, Amitav. *The Diaspora in Indian Culture*.
2. Gillion, K.L. *The Fiji Indians Challenge to European Dominance 1920-1946*.
3. Gilroy, Paul. *The Black Atlantic, Modernity and Double Consciousness*.
4. Naipaul, V. S. *The Middle Passage*.
5. Naipaul, V.S. *A Turn in the South*.
6. Paranjape, Makarand. *In Diaspora: Histories, Texts, Theories*.
7. Rushdie, Salman. *Imaginary Homelands; Essays and Criticism 1981-1991*.
8. Sen, Amartya. *The Argumentative Indian*.
9. Smith, Anthony D. *The Ethnic Origins of Nations*.
10. The Full Report of the High Level Committee on Indian Diaspora constituted by the Govt. of India, 2001



11. Tinker, Hugh. *The Banyan Tree: Overseas Emigrants from India, Pakistan and Bangladesh.*

12. Wolf, Eric R. *Europe and the People without History.*

**Suggested Theory Distribution:**

The suggested theory distribution as per Bloom’s taxonomy is as follows. This distribution serves as guidelines for teachers and students to achieve effective teaching-learning process.

| Distribution of Theory for course delivery and evaluation |            |       |         |          |        |
|---|------------|-------|---------|----------|--------|
| Remember  | Understand | Apply | Analyze | Evaluate | Create |
| 20%   | 20%        | 30%   | 15%     | 10%      | 5%     |

**Teaching Methodology:**

- a. Lecture method combined with discussion
- b. Use of ICT tools
- c. Assignments,
- d. Presentations,
- e. Workshops,
- f. Expert lectures
- g. Self-study



**Course Code: 07SL01012 Elective-B**

**Course Name: New Literatures: African Literature**

**MA-Semester- II**

**Objective:** This course introduces students to the area of New Literatures in general and African literature in particular. The course aims at providing detailed study of various genres of African literature and examining them from post colonial perspective.

**Credits:** 4

**Course Outcomes:** After completion of this course, student will be able to

- Comprehend the development of African literature
- Analyze various aspects of African literature
- Apply post colonial approaches to the texts of African literature

**Pre-requisite of course:** NA.

**Teaching and Examination Scheme**

| Teaching Scheme (Hours) |          |           | Credits | Theory Marks | Internal Evaluation |                    | Total Marks |
|-------------------------|----------|-----------|---------|--------------|---------------------|--------------------|-------------|
| Theory                  | Tutorial | Practical |         | ESE (E)      | IA (Term Paper)     | CSE (Presentation) |             |
| 4                       | 0        | 0         | 4       | 50           | 30                  | 20                 | 100         |



**Course Contents:**

| Unit | Contents  | Contact Hours |
|------|---|---------------|
| 1    | <b>Essay:</b><br><br>(i) <i>“The African Writer and the English Language”</i> : Chinua Achebe<br><br>(ii) <i>“Image of Africa: Racism in Conrad’s Heart of Darkness,”</i> Chinua Achebe                     | 12            |
| 2    | <b>Play:</b><br><br><i>The Lion and the Jewel</i> : Wole Soyinka  | 12            |
| 3    | <b>Novel:</b><br><br><i>Foe</i> : J M Coetzee   | 12            |
| 4    | <b>Poetry:</b><br><br>“When Black Men’s Teeth Speak Out”: Ouologuem Yambo<br><br>“To Whom It May Concern”: Sipho Sepamla<br><br>“The Black Woman”: Leopold Senghor<br><br>“Night of My Blood”: Kofi Awoonor | 12            |
|      | <b>Total Hours</b>  | <b>48</b>     |

**References:**

1. Achebe, Chinua *Hopes and Impediments* Anchor Books: NY, 1990. Print.
2. -----, *Things Fall Apart*, Heinemann, London, 1958. Print.
3. -----, ‘Named for Victoria, Queen of England’ *New Letters* 40(1) (Fall): 15–22. 1973.
4. Amuta, Chidi, *The Theory of African Literature*, Zed Books, London and New Jersey, 1989. Print.
5. Ashcroft, Bill, Gareth Griffiths and Helen Tiffin, *The Empire Writes Back: Theory and Practice in Post-colonial Literatures*, Routledge, London, 1989. Print.



6. Ashcroft, Bill, Gareth Griffiths and Helen Tiffin, *The Post-Colonial Studies Reader*, Routledge, London and New York, 2003. Print.
7. Chinweizu, Onwuchekwu Jemie and Ihechukwu Madubuike, *Towards the Decolonization of African Literature*, Routledge & Kegan Paul, London, 1985. Print.
8. Fanon, Frantz, *The Wretched of the Earth*, trans. Penguin, Constance Farrington, Harmondsworth, 1967. Print.
9. Larson, Charles, *The Emergence of African Fiction*, Indianapolis: Indiana University Press, 1971. Web.
10. Ngugi wa Thiong'o, 'The Language of African Literature', in *Decolonising the Mind: The Politics of Language in African Literature*, James Currey, London, 1981.
11. Said, Edward, *Orientalism*, Routledge, London, 1978. Print.
12. Spivak, Gayatri Chakravorty, 'Can the Subaltern Speak?' in Cary Nelson and Lawrence Grossberg (eds) *Marxism and the Interpretation of Culture*, London Macmillan. 1988. WEB.

**Suggested Theory Distribution:**

The suggested theory distribution as per Bloom's taxonomy is as follows. This distribution serves as guidelines for teachers and students to achieve effective teaching-learning process.

| Distribution of Theory for course delivery and evaluation |            |       |         |          |        |
|---|------------|-------|---------|----------|--------|
| Remember  | Understand | Apply | Analyze | Evaluate | Create |
| 20%   | 20%        | 30%   | 15%     | 10%      | 5%     |

**Teaching Methodology:**

- a. Lecture method combined with discussion
- b. Use of ICT tools
- c. Assignments,
- d. Presentations,
- e. Workshops,
- f. Expert lectures
- g. Self-study



**Course Code: 07SL0201**

**Course Name: English Drama**

**MA-Semester- III**

**Objective:**

- To introduce students to the development of drama in the post-Shakespearean period
- To acquaint students with decline and revival of drama in the 18th century
- To enable students to appreciate and critically analyze English dramas of Restoration Age

**Credits: 4**

**Course Outcomes:**

- Students will be able to understand the development of drama from Post Shakespearean period till Restoration Age.
- Students will be able to differentiate between different styles of drama written during the Shakespearean, Post-Shakespearean and Restoration Ages.
- Students will imbibe the way dramas were written in Restoration Age.

**Pre-requisite of course: NA.**

**Teaching and Examination Scheme**

| Teaching Scheme (Hours) |          |           | Credits | Theory Marks | Internal Evaluation |                    | Total Marks |
|-------------------------|----------|-----------|---------|--------------|---------------------|--------------------|-------------|
| Theory                  | Tutorial | Practical |         | ESE (E)      | IA (Term Paper)     | CSE (Presentation) |             |
| 4                       | 0        | 0         | 4       | 50           | 30                  | 20                 | 100         |



**Course Contents:**

| Unit | Contents   | Contact Hours |
|------|--|---------------|
| 1    | <b>Introduction to English Drama</b><br>- Miracle and Mystery Play<br>- The Elizabethan Theatre<br>- Post-Shakespearean Drama till the Restoration | 12            |
| 2    | William Congreve: <i>The Way of the World</i> (1700)   | 12            |
| 3    | Richard Brinsley Sheridan: <i>The Rivals</i> (1775)  | 12            |
| 4    | John Gay: <i>The Beggar's Opera</i> (1728)   | 12            |
|      | <b>Total Hours</b>   | <b>48</b>     |

**References:**

[http://elibrary.bsu.az/books\\_400/N\\_253.pdf](http://elibrary.bsu.az/books_400/N_253.pdf)

<http://pinkmonkey.com/dl/library1/book0615.pdf>

<https://www.gutenberg.org/ebooks/24761>

<https://archive.org/stream/thebeggarsopera02421gut/bgopr10.txt>

**Suggested Theory Distribution:**



The suggested theory distribution as per Bloom's taxonomy is as follows. This distribution serves as guidelines for teachers and students to achieve effective teaching-learning process.

| Distribution of Theory for course delivery and evaluation |            |       |         |          |        |
|---|------------|-------|---------|----------|--------|
| Remember  | Understand | Apply | Analyze | Evaluate | Create |
| 20%   | 20%        | 30%   | 15%     | 10%      | 5%     |

**Teaching Methodology:**

- h. Lecture method combined with discussion
- i. Use of ICT tools
- j. Assignments,
- k. Presentations,
- l. Workshops,
- m. Expert lectures
- n. Self-study



**Course Code: 07SL0202**

**Course Name: Non Fiction - I**

**MA-Semester- III**

**Objective:**

- To introduce students to the different forms in the genre of non-fiction
- To acquaint students with some of the representative pieces of non-fiction
- To enable students to critically analyze the non-fiction articles etc.

**Credits: 4**

**Course Outcomes:**

- Students will be able to imbibe the merit of different genres of non-fiction
- Students will be able to distinguish between different styles of writing non-fiction
- Students will be able to analyze the non-fiction pieces effectively

**Pre-requisite of course: NA.**

**Teaching and Examination Scheme**

| Teaching Scheme (Hours) |          |           | Credits | Theory Marks | Internal Evaluation |                    | Total Marks |
|-------------------------|----------|-----------|---------|--------------|---------------------|--------------------|-------------|
| Theory                  | Tutorial | Practical |         | ESE (E)      | IA (Term Paper)     | CSE (Presentation) |             |
| 4                       | 0        | 0         | 4       | 50           | 30                  | 20                 | 100         |



**Course Contents:**

| Unit | Contents  | Contact Hours |
|------|---|---------------|
| 1    | Excerpts from <i>Spectator</i> and <i>Tattler</i><br>Addison and Steele   | 12            |
| 2    | Lamb's essays<br>New Year's Eve<br>A Chapter on Ears<br>All Fools' Day<br>On the Artificial Comedy of the Last Century          | 12            |
| 3    | Travelogues<br>Isabel Savory: A Sportswoman in India : Personal Adventures and Experiences of Travel in Known and Unknown India | 12            |
| 4    | Selected Letters of George Sand   | 12            |
|      | <b>Total Hours</b>  | <b>48</b>     |

**References:**

[https://archive.org/stream/spectatoressaysi00addiuoft/spectatoressaysi00addiuoft\\_djvu.txt](https://archive.org/stream/spectatoressaysi00addiuoft/spectatoressaysi00addiuoft_djvu.txt)

<https://www.gutenberg.org/ebooks/12030>

<http://l-adam-mekler.com/chucktwo.pdf>

<https://archive.org/details/sportswomaninind00savorich>

[https://archive.org/stream/lettersgeorgesa02sandgoog/lettersgeorgesa02sandgoog\\_djvu.txt](https://archive.org/stream/lettersgeorgesa02sandgoog/lettersgeorgesa02sandgoog_djvu.txt)

**Suggested Theory Distribution:**



The suggested theory distribution as per Bloom's taxonomy is as follows. This distribution serves as guidelines for teachers and students to achieve effective teaching-learning process.

| Distribution of Theory for course delivery and evaluation |            |       |         |          |        |
|---|------------|-------|---------|----------|--------|
| Remember  | Understand | Apply | Analyze | Evaluate | Create |
| 20%   | 20%        | 30%   | 15%     | 10%      | 5%     |

**Teaching Methodology:**

- a. Lecture method combined with discussion
- b. Use of ICT tools
- c. Assignments,
- d. Presentations,
- e. Workshops,
- f. Expert lectures
- g. Self-study



**Course Code: 07SL0203**

**Course Name: Modern Literary Theory & Criticism II**  
**MA-Semester- III**

**Objective:**

- To acquaint the students the broader ways in which literary theory and criticism can be applied to various strata of culture and tradition.
- To familiarize the students with the concepts of “Post” -theories, New Criticism and Feminism.

**Credits: 4**

**Course Outcomes:**

- Students will be able to apply critical and theoretical approaches to the analysis of literary and cultural texts in various genres.
- Students will be able to understand the emerging theories with a new perspective.
- Students will differentiate between the various literary theories and comprehend the similarities too

**Pre-requisite of course: NA.**

**Teaching and Examination Scheme**

| Teaching Scheme (Hours) |          |           | Credits | Theory Marks | Internal Evaluation |                    | Total Marks |
|-------------------------|----------|-----------|---------|--------------|---------------------|--------------------|-------------|
| Theory                  | Tutorial | Practical |         | ESE (E)      | IA (Term Paper)     | CSE (Presentation) |             |
| 4                       | 0        | 0         | 4       | 50           | 30                  | 20                 | 100         |



**Course Contents:**

| <b>Unit</b> | <b>Contents</b>   | <b>Contact Hours</b> |
|-------------|---|----------------------|
| 1           | <b>New criticism:</b><br>Wimsatt and Beardsley: <i>Intentional and Affective Fallacy</i><br>John Crowe Ransom: <i>Criticism, Inc.</i> | 12                   |
| 2           | <b>Post structuralism:</b><br>Roland Barthes: <i>Death of the Author</i><br>Jacque Derrida: <i>This Thing Called Literature</i>       | 12                   |
| 3           | <b>Feminism</b><br>Elaine Showalter: <i>Towards a Feminist Poetics</i><br>Judith Butler: <i>Imitation and Gender Insubordination</i>  | 12                   |
| 4           | <b>Post modernism:</b><br>Jean Francois Lyotard: <i>What is Postmodernism Explained?</i><br>Ihab Hassan: <i>The Postmodern Turn</i>   | 12                   |
|             | <b>Total Hours</b>  | <b>48</b>            |

**References:**

Nircol, Brain. *The Cambridge Introduction to Postmodern Fiction*. Cambridge University Press, 2009.

Weedon, Chris. *Feminist Practice and Poststructuralist Theory*. OUP. 2006.





Spurlin, J. William. *The New Criticism and Contemporary Literary Theory:*

*Connections and Continuities* , Scholarly Title, 1995.

Freedman, B. Estelle. *The Essential Feminist Reader*. Modern Library Trade , 2007.

Schrift, B. Allan. *Poststructuralism and Critical Theories Second Generation*. Routledge , 2013.

**Suggested Theory Distribution:**

The suggested theory distribution as per Bloom’s taxonomy is as follows. This distribution serves as guidelines for teachers and students to achieve effective teaching-learning process.

| Distribution of Theory for course delivery and evaluation |            |       |         |          |        |
|---|------------|-------|---------|----------|--------|
| Remember  | Understand | Apply | Analyze | Evaluate | Create |
| 20%   | 20%        | 30%   | 15%     | 10%      | 5%     |

**Teaching Methodology:**

- a. Lecture method combined with discussion
- b. Use of ICT tools
- c. Assignments,
- d. Presentations,
- e. Workshops,
- f. Expert lectures
- g. Self-study



**Course Code: 07SL0204**

**Course Name: ELT and Linguistics**

**MA-Semester- III**

**Objective:**

- To acquaint the students with the history of the emergence of languages and the scientific process of studying languages.
- To familiarize the students with the language learning process.
- To make the students understand the practices for teaching English as a second language.
- To acquaint the students with the recent linguistic developments.

**Credits: 4**

**Course Outcomes:**

After completing the course, the students will be able to,

- To understand the process of the emergence of language
- To study the languages scientifically.
- The students will be able to teach English as a Second language
- To understand the new developments in ELT.

**Pre-requisite of course: NA.**

**Teaching and Examination Scheme**

| Teaching Scheme (Hours) |          |           | Credits | Theory Marks | Internal Evaluation |                    | Total Marks |
|-------------------------|----------|-----------|---------|--------------|---------------------|--------------------|-------------|
| Theory                  | Tutorial | Practical |         | ESE (E)      | IA (Term Paper)     | CSE (Presentation) |             |
| 4                       | 0        | 0         | 4       | 50           | 30                  | 20                 | 100         |



**Course Contents:**

| Unit | Contents  | Contact Hours |
|------|---|---------------|
| 1    | <b>Introduction to Linguistics:</b><br>Excerpts from George Yule: <i>The Study of Language</i> (1985)   | 12            |
| 2    | <b>Principles and Methods of ELT</b><br>Excerpts from Jack Richards and Theodore Rodger: <i>Approaches and Methods in Language Teaching</i> (1986)  | 12            |
| 3    | <b>Materials and Curriculum Design</b><br>Excerpts from Brian Tomlinson: <i>Materials Development in Language Teaching</i> (1998)   | 12            |
| 4    | <b>Recent Developments in Language Teaching</b><br>Corpus Linguistics:<br>Excerpts from Tony McEnery and Andrew Wilsons' <i>Corpus Linguistics: An Introduction</i> (1996)<br>Discourse Analysis:<br>Excerpts from James Paul Gee: <i>An Introduction to Discourse Analysis: Theory and Method</i> (1999) | 12            |
|      | <b>Total Hours</b>  | <b>48</b>     |

**References:**

George Yule. *The Study of Language*. Cambridge Uni Press, 2014.



Richards, Jack and Theodore Rodgers. *Approaches and Methods in Language Teaching*. Cambridge University Press, 2001.

Tomlinson, Brian. *Materials Development in Language Teaching*. Cambridge University Press, 1998.

McEnery, Tony and Wilsons, Andrew. *Corpus Linguistics: An Introduction*. Edinburgh University Press, 1996.

James Paul Gee. *An Introduction to Discourse Analysis: Theory and Method*. Rutledge, 1999.

**Suggested Theory Distribution:**

The suggested theory distribution as per Bloom’s taxonomy is as follows. This distribution serves as guidelines for teachers and students to achieve effective teaching-learning process.

| Distribution of Theory for course delivery and evaluation |            |       |         |          |        |
|---|------------|-------|---------|----------|--------|
| Remember  | Understand | Apply | Analyze | Evaluate | Create |
| 20%   | 20%        | 30%   | 15%     | 10%      | 5%     |

**Teaching Methodology:**

- a. Lecture method combined with discussion
- b. Use of ICT tools
- c. Assignments,
- d. Presentations,
- e. Workshops,
- f. Expert lectures
- g. Self-study



**Course Code: 07SL0205 – Elective A**

**Course Name: Asian Literature in English**

**MA-Semester- III**

**Objective:**

**Credits: 4**

**Course Outcomes:**

**Pre-requisite of course: NA.**

**Teaching and Examination Scheme**

| Teaching Scheme (Hours) |          |           | Credits | Theory Marks | Internal Evaluation |                    | Total Marks |
|-------------------------|----------|-----------|---------|--------------|---------------------|--------------------|-------------|
| Theory                  | Tutorial | Practical |         | ESE (E)      | IA (Term Paper)     | CSE (Presentation) |             |
| 4                       | 0        | 0         | 4       | 50           | 30                  | 20                 | 100         |



**Course Contents:**

| <b>Unit</b> | <b>Contents</b>  | <b>Contact Hours</b> |
|-------------|--|----------------------|
| 1           | <b>Chinese Literature</b><br>Amy Tan: <i>The Joy Luck Club</i> (1989)  | 12                   |
| 2           | <b>Sri Lankan Literature</b><br>Selected short stories from <i>The Penguin Book of Sri Lankan Short Stories</i> ( )                  | 12                   |
| 3           | <b>Pakistani Literature</b><br>Mohsin Hamid: <i>Exit West</i> /Kamila Shamsie: <i>Home Fire</i> /Bapsi Sidhava: <i>Ice Candy Man</i> | 12                   |
| 4           | <b>Afghanistani Literature</b><br>Khaled Hosseini: <i>The Kite Runner</i> (2003)   | 12                   |
|             | <b>Total Hours</b>   | <b>48</b>            |

**References:**

**Suggested Theory Distribution:**



The suggested theory distribution as per Bloom's taxonomy is as follows. This distribution serves as guidelines for teachers and students to achieve effective teaching-learning process.

| Distribution of Theory for course delivery and evaluation |            |       |         |          |        |
|---|------------|-------|---------|----------|--------|
| Remember  | Understand | Apply | Analyze | Evaluate | Create |
| 20%   | 20%        | 30%   | 15%     | 10%      | 5%     |

**Teaching Methodology:**

- a. Lecture method combined with discussion
- b. Use of ICT tools
- c. Assignments,
- d. Presentations,
- e. Workshops,
- f. Expert lectures
- g. Self-study



**Course Code: 07SL0206 Elective - B**

**Course Name: Women's Writings**

**MA-Semester- III**

**Objective:**

This course enables to students to study a selection of women's writing in different genres and to study the various feminist perspectives on literature. It will enable the students to develop an appreciation of the various experiences and issues as reflected in women's writing. The students will also come to know about some of the developments, themes and narrative strategies of women writing.

**Credits: 4**

**Course Outcomes:**

After completing this course, the student will be able to:

- Acquire knowledge about the various genres written by women of different nationalities.
- Identify and describe distinct literary characteristics of women's writing.
- Understand some of the developments, themes and narrative strategies of English-language feminist fiction.
- Analyze literary texts through the perspective of gender.
- Appreciate the diverse styles and forms used by women writers in various genres.

**Pre-requisite of course: NA.**

**Teaching and Examination Scheme**

| Teaching Scheme (Hours) |          |           | Credits | Theory Marks | Internal Evaluation |                    | Total Marks |
|-------------------------|----------|-----------|---------|--------------|---------------------|--------------------|-------------|
| Theory                  | Tutorial | Practical |         | ESE (E)      | IA (Term Paper)     | CSE (Presentation) |             |
| 4                       | 0        | 0         | 4       | 50           | 30                  | 20                 | 100         |





**Course Contents:**

| <b>Unit</b>        | <b>Contents</b>  | <b>Contact Hours</b> |
|--------------------|--|----------------------|
| 1                  | <b>Novel</b><br>George Eliot: <i>The Mill on the Floss</i> (1860)  | 12                   |
| 2                  | <b>Poetry:</b><br>Selected poems of<br>Christina Rossetti<br>Sylvia Plath<br>Elizabeth Barrett Browning<br>Carol Ann Duffy | 12                   |
| 3                  | <b>Non Fiction</b><br>Virginia Woolf: <i>A Room of One's Own</i> (1929)  | 12                   |
| 4                  | <b>Short Story</b><br>Selected short stories of<br>Catherine Mansfield<br>Gertrude Stein<br>Daphne Du Maurier              | 12                   |
| <b>Total Hours</b> |  | <b>48</b>            |

**References:**

Ellman, Mary. *Thinking About Women*. Palgrave Macmillan, 2014.

Jacobus, Mary. *Women Writing And Writing About Women*. Routledge, 2016.

Showalter, Elaine. *A Literature Of Their Own*. Virago, 2009.



Bauer, Nancy. Simone De Beauvoir, Philosophy, And Feminism. Columbia University Press, 2012.

Ruth, Sheila. Issues In Feminism. Houghton Mifflin, 1980.

**Suggested Theory Distribution:**

The suggested theory distribution as per Bloom’s taxonomy is as follows. This distribution serves as guidelines for teachers and students to achieve effective teaching-learning process.

| Distribution of Theory for course delivery and evaluation |            |       |         |          |        |
|---|------------|-------|---------|----------|--------|
| Remember  | Understand | Apply | Analyze | Evaluate | Create |
| 20%   | 20%        | 30%   | 15%     | 10%      | 5%     |

**Teaching Methodology:**

- a. Lecture method combined with discussion
- b. Use of ICT tools
- c. Assignments,
- d. Presentations,
- e. Workshops,
- f. Expert lectures
- g. Self-study



**Course Code: 07SL0207**

**Course Name: Modern Drama**

**MA-Semester- IV**

**Objective:**

- To introduce the students to the development of modern English drama
- To imbibe the influences of movements such as surrealism, expressionism etc on modern English drama
- To enable an in-depth study of specific plays

**Credits: 4**

**Course Outcomes:**

At the end of the course,

- The students will have better understanding of the development of modern English drama
- The students will be able to comprehend the influence of various literary movements on modern English drama
- The students will be able to critically read and analyze some of the specific plays.

**Pre-requisite of course: NA.**

**Teaching and Examination Scheme**

| Teaching Scheme (Hours) |          |           | Credits | Theory Marks | Internal Evaluation |                    | Total Marks |
|-------------------------|----------|-----------|---------|--------------|---------------------|--------------------|-------------|
| Theory                  | Tutorial | Practical |         | ESE (E)      | IA (Term Paper)     | CSE (Presentation) |             |
| 4                       | 0        | 0         | 4       | 50           | 30                  | 20                 | 100         |



**Course Contents:**

| <b>Unit</b> | <b>Contents</b>  | <b>Contact Hours</b> |
|-------------|--|----------------------|
| 1           | <b>Introduction to Modern Drama</b><br>Movements that had n influence on modern drama<br>- Dadaism<br>- Surrealism<br>- Expressionism<br>- Cubism<br>- Symbolism | 12                   |
| 2           | Henrik Ibsen: <i>Doll's House</i> (1879)   | 12                   |
| 3           | Bertolt Brecht: <i>Mother Courage</i> (1941)   | 12                   |
| 4           | Samuel Beckett: <i>Waiting for Godot</i> (1953)  | 12                   |
|             | <b>Total Hours</b>   | <b>48</b>            |

**References:**

**Suggested Theory Distribution:**



The suggested theory distribution as per Bloom's taxonomy is as follows. This distribution serves as guidelines for teachers and students to achieve effective teaching-learning process.

| Distribution of Theory for course delivery and evaluation |            |       |         |          |        |
|---|------------|-------|---------|----------|--------|
| Remember  | Understand | Apply | Analyze | Evaluate | Create |
| 20%   | 20%        | 30%   | 15%     | 10%      | 5%     |

**Teaching Methodology:**

- a. Lecture method combined with discussion
- b. Use of ICT tools
- c. Assignments,
- d. Presentations,
- e. Workshops,
- f. Expert lectures
- g. Self-study



**Course Code: 07SL0208**

**Course Name: Non Fiction II**

**MA-Semester- IV**

**Objective:**

- To introduce the students to different forms of non-fiction such as biography, memoir and interviews.
- To enable a deeper understanding of how non-fiction can throw light on the works of art and the artists.
- To facilitate a study of representative texts of non-fiction and different genres.

**Credits: 4**

**Course Outcomes:**

At the end of the course,

- The students will be familiar with various forms of non-fiction writing.
- The students will be able to comprehend how non-fictional works influence the works of art and the artists.
- The students will have deeper understanding of the representative texts of non-fiction and genres.

**Pre-requisite of course: NA.**

**Teaching and Examination Scheme**

| Teaching Scheme (Hours) |          |           | Credits | Theory Marks | Internal Evaluation |                    | Total Marks |
|-------------------------|----------|-----------|---------|--------------|---------------------|--------------------|-------------|
| Theory                  | Tutorial | Practical |         | ESE (E)      | IA (Term Paper)     | CSE (Presentation) |             |
| 4                       | 0        | 0         | 4       | 50           | 30                  | 20                 | 100         |



**Course Contents:**

| <b>Unit</b> | <b>Contents</b>   | <b>Contact Hours</b> |
|-------------|---|----------------------|
| 1           | <b>A Biography or an Autobiography</b><br>Excerpts from Irving Stone: <i>Lust for Life</i> (1956) | 12                   |
| 2           | <b>Memoir and Diary</b><br>Franz Kafka: <i>The Diaries of Franz Kafka</i> (1948)                  | 12                   |
| 3           | <b>Lectures</b><br>Nobel Prize Lectures by selected writers                                       | 12                   |
| 4           | <b>Interviews</b><br>Selected writers /philosophers/creative artists                              | 12                   |
|             | <b>Total Hours</b>  | <b>48</b>            |

**References:**

**Suggested Theory Distribution:**



The suggested theory distribution as per Bloom's taxonomy is as follows. This distribution serves as guidelines for teachers and students to achieve effective teaching-learning process.

| Distribution of Theory for course delivery and evaluation |            |       |         |          |        |
|---|------------|-------|---------|----------|--------|
| Remember  | Understand | Apply | Analyze | Evaluate | Create |
| 20%   | 20%        | 30%   | 15%     | 10%      | 5%     |

**Teaching Methodology:**

- a. Lecture method combined with discussion
- b. Use of ICT tools
- c. Assignments,
- d. Presentations,
- e. Workshops,
- f. Expert lectures
- g. Self-study



**Course Code: 07SL0209**

**Course Name: Cultural Studies**

**MA-Semester- IV**

**Objective:**

- To acquaint the students the broader ways in which cultural studies can be applied to every genre of literature
- To familiarize the students with the concepts of “culture” in all its complex forms and analyzing the social and political context in which culture manifests itself

**Credits: 4**

**Course Outcomes:**

- Students will be able to apply critical and theoretical approaches of Cultural studies to the analysis of literary and cultural texts in various genres.
- Students will be able to understand the various types of ‘culture’ with a new perspective.
- Students will differentiate between the various categories of ‘visual’, ‘digital’ and ‘media ‘culture and comprehend it’s various nuances.

**Pre-requisite of course: NA.**

**Teaching and Examination Scheme**

| Teaching Scheme (Hours) |          |           | Credits | Theory Marks | Internal Evaluation |                    | Total Marks |
|-------------------------|----------|-----------|---------|--------------|---------------------|--------------------|-------------|
| Theory                  | Tutorial | Practical |         | ESE (E)      | IA (Term Paper)     | CSE (Presentation) |             |
| 4                       | 0        | 0         | 4       | 50           | 30                  | 20                 | 100         |



**Course Contents:**

| <b>Unit</b> | <b>Contents</b>   | <b>Contact Hours</b> |
|-------------|---|----------------------|
| 1           | <b>Introduction</b><br>Raymond Williams: <i>The Analysis of Culture</i><br>Raymond Williams: <i>Culture is Ordinary</i>               | 12                   |
| 2           | <b>Visual Culture: Comics and Graphic Novels</b><br>Art Spiegelman: <i>Maus</i><br>Satrapi Marjane: <i>Persepolis</i>                 | 12                   |
| 3           | <b>Digital Culture</b><br>Jean Baudrillard: <i>The Gulf War Never Took Place</i><br>Sugatha Mitra: Ted Talk on 'The Hole in the Wall' | 12                   |
| 4           | <b>Media Culture</b><br>Stuart Hall: <i>Encoding, decoding</i><br>Raymond William: <i>Advertising: the Magic System</i>               | 12                   |
|             | <b>Total Hours</b>  | <b>48</b>            |

**References:**

During Simon, *The Cultural Studies Reader*, Routledge, 2007



**Suggested Theory Distribution:**

The suggested theory distribution as per Bloom's taxonomy is as follows. This distribution serves as guidelines for teachers and students to achieve effective teaching-learning process.

| Distribution of Theory for course delivery and evaluation |            |       |         |          |        |
|---|------------|-------|---------|----------|--------|
| Remember  | Understand | Apply | Analyze | Evaluate | Create |
| 20%   | 20%        | 30%   | 15%     | 10%      | 5%     |

**Teaching Methodology:**

- a. Lecture method combined with discussion
- b. Use of ICT tools
- c. Assignments,
- d. Presentations,
- e. Workshops,
- f. Expert lectures
- g. Self-study

**Course Code: 07SL0210**

**Course Name: Indian Writing in English**

**MA-Semester- IV**

**Objective:**

- To introduce the students with the history and development of Indian writing in English.
- To acquaint the students with various genres of Indian writing in English.
- To facilitate an in-depth study of some of the representative works and writers from different genres.

**Credits: 4**

**Course Outcomes:**

At the end of the course,

- The students will be familiar with the history and development of Indian writing in English.
- The student will be able to comprehend various genres of Indian writing in English.
- The students will be able to critically read and evaluate the representative works from different genres.

**Pre-requisite of course: NA.**

**Teaching and Examination Scheme**

| Teaching Scheme (Hours) |          |           | Credits | Theory Marks | Internal Evaluation |                    | Total Marks |
|-------------------------|----------|-----------|---------|--------------|---------------------|--------------------|-------------|
| Theory                  | Tutorial | Practical |         | ESE (E)      | IA (Term Paper)     | CSE (Presentation) |             |
| 4                       | 0        | 0         | 4       | 50           | 30                  | 20                 | 100         |



**Course Contents:**

| <b>Unit</b> | <b>Contents</b>   | <b>Contact Hours</b> |
|-------------|---|----------------------|
| 1           | <b>Poetry</b><br>Selected Poems of<br><b>Kamala Das</b><br>An Introduction,<br>Forest Fire<br>The Looking Glass,<br><b>Meena Kandaswamy</b><br>One-Eyed<br>Ms Militancy<br>Now, She goes by the name of the freelance wife<br><b>Sarojini Naidu</b><br>An Indian Love Song<br>Harvest Hymn<br>In the Baazar of Hyderabad<br><b>Shashi Deshpande</b> | 12                   |
| 2           | <b>Fiction</b><br>Salman Rushdie: <i>Shame</i> (1983)   | 12                   |
| 3           | <b>Drama</b><br>Mahesh Dattani: <i>Tara</i> (1995)  | 12                   |



|                    |   |           |
|--------------------|---|-----------|
| 4                  | <b>Non Fiction</b><br><br>Amitav Ghosh: <i>The Great Derangement</i> (2016) | 12        |
| <b>Total Hours</b> |   | <b>48</b> |

**References:**

**Suggested Theory Distribution:**

The suggested theory distribution as per Bloom’s taxonomy is as follows. This distribution serves as guidelines for teachers and students to achieve effective teaching-learning process.

| Distribution of Theory for course delivery and evaluation |            |       |         |          |        |
|---|------------|-------|---------|----------|--------|
| Remember  | Understand | Apply | Analyze | Evaluate | Create |
| 20%   | 20%        | 30%   | 15%     | 10%      | 5%     |

**Teaching Methodology:**

- a. Lecture method combined with discussion
- b. Use of ICT tools
- c. Assignments,
- d. Presentations,
- e. Workshops,
- f. Expert lectures
- g. Self-study

**Course Name: Popular Fiction**
**MA-Semester- IV**
**Objective:**

This course enables students to focus on a selection of popular literary genres like comics, popular fiction and popular science. It will enable the students to understand the development of popular literature, the narrative patterns and the characteristics of popular fiction. It will enable the students to understand the literary and aesthetic output in the realms of popular culture.

**Credits:** 4

**Course Outcomes:**

After completing this course, the student will be able to:

- Acquire knowledge about the development of popular fiction and distinguish between elite and popular fiction.
- Acquire knowledge about the various genres of popular fiction.
- Identify and describe distinct literary characteristics of popular fiction.
- Understand some of the developments, themes and narrative strategies of popular fiction.

**Pre-requisite of course:** NA.

**Teaching and Examination Scheme**

| Teaching Scheme (Hours) |          |           | Credits | Theory Marks | Internal Evaluation |                    | Total Marks |
|-------------------------|----------|-----------|---------|--------------|---------------------|--------------------|-------------|
| Theory                  | Tutorial | Practical |         | ESE (E)      | IA (Term Paper)     | CSE (Presentation) |             |
| 4                       | 0        | 0         | 4       | 50           | 30                  | 20                 | 100         |

**Course Contents:**



| Unit | Contents  | Contact Hours |
|------|---|---------------|
| 1    | <b>Introduction to Popular Fiction</b><br>Any two essays from <i>Cultural Theory and Popular Culture: An Introduction</i> | 12            |
| 2    | <b>Comics</b><br>Indian Comics or Western Comics (GUC Page 15)  | 12            |
| 3    | <b>Popular Fiction</b><br>Chetan Bhagat: <i>Five Point Someone</i> (2004)   | 12            |
| 4    | <b>Popular Science</b><br>Stephen Hawking: <i>Brief History of Time</i> (1988)<br>Jayant Narlikar: Selected essays        | 12            |
|      | <b>Total Hours</b>  | <b>48</b>     |

**References:**

**Suggested Theory Distribution:**





The suggested theory distribution as per Bloom's taxonomy is as follows. This distribution serves as guidelines for teachers and students to achieve effective teaching-learning process.

| Distribution of Theory for course delivery and evaluation |            |       |         |          |        |
|---|------------|-------|---------|----------|--------|
| Remember  | Understand | Apply | Analyze | Evaluate | Create |
| 20%   | 20%        | 30%   | 15%     | 10%      | 5%     |

**Teaching Methodology:**

- a. Lecture method combined with discussion
- b. Use of ICT tools
- c. Assignments,
- d. Presentations,
- e. Workshops,
- f. Expert lectures
- g. Self-study



**Course Code: 07SL0211, Elective - B**

**Course Name: Creative Writing**

**MA-Semester- IV**

**Objective:**

**Credits: 4**

**Course Outcomes:**

**Pre-requisite of course: NA.**

**Teaching and Examination Scheme**

| Teaching Scheme (Hours) |          |           | Credits | Theory Marks | Internal Evaluation |                    | Total Marks |
|-------------------------|----------|-----------|---------|--------------|---------------------|--------------------|-------------|
| Theory                  | Tutorial | Practical |         | ESE (E)      | IA (Term Paper)     | CSE (Presentation) |             |
| 4                       | 0        | 0         | 4       | 50           | 30                  | 20                 | 100         |



**Course Contents:**

| Unit | Contents  | Contact Hours |
|------|---|---------------|
| 1    | <p>Understanding creative writing process :</p> <p>Nick Everett. "Creative Writing and English." The Cambridge Quarterly 34.3 (2005): 231-242.</p> <p>Claude Lévi-Strauss. "A Writing Lesson." Tristes Tropiques. Trans. John Weightman and Doreen Weightman. New York: Penguin Books, 1973. 294-304.</p> <p>Paul Dawson. "Towards a New Poetics in Creative Writing Pedagogy." TEXT 7.1 (Apr 2003). <a href="http://www.textjournal.com.au/april03/dawson.htm">http://www.textjournal.com.au/april03/dawson.htm</a>.</p> | 12            |
| 2    | Writing poetry  | 12            |
| 3    | <p>Writing fiction</p> <p>Developing plot, point of view, characterization, dialogues, style etc.</p>   | 12            |
| 4    | <p>Writing for media</p> <p>Script for radio/TV</p> <p>Or</p> <p>Writing nonfiction:</p> <ul style="list-style-type: none"> <li>- Articles for newspaper, magazines</li> <li>- Essays,</li> <li>- Book reviews</li> </ul>   | 12            |
|      | <b>Total Hours</b>  | <b>48</b>     |

**(Referred to:** website: young writers, IGNOU Diploma course in Creative Writing, Future Learn Courses, Coursera Courses, NYU Creative Writing Program, other websites)

**References:**



**Suggested Theory Distribution:**

The suggested theory distribution as per Bloom's taxonomy is as follows. This distribution serves as guidelines for teachers and students to achieve effective teaching-learning process.

| Distribution of Theory for course delivery and evaluation |            |       |         |          |        |
|---|------------|-------|---------|----------|--------|
| Remember  | Understand | Apply | Analyze | Evaluate | Create |
| 20%   | 20%        | 30%   | 15%     | 10%      | 5%     |

**Teaching Methodology:**

- a. Lecture method combined with discussion
- b. Use of ICT tools
- c. Assignments,
- d. Presentations,
- e. Workshops,
- f. Expert lectures
- g. Self-study