

NEP and Learning Outcome-based Curriculum Framework (LOCF) For

Post Graduate Programme

(To be effective from the Academic Session 2024-25)



DEPARTMENT OF ENGLISH AND OTHER FOREIGN

LANGUAGES M.A. (English)

(w. e. f. 2024-25) (Under LOCF)

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1. Background:

MISSION

1. The Department will implement innovative and technology enhanced pedagogies, thereby building strong foundation of literary sensibilities and language competence.
2. To make all the students acquire the required communicative competency in English and multi intelligence including cognitive skills and soft skills so as to secure a job of their choice.
3. To encourage the faculty/ research scholars to publish articles in leading journals and present papers in the national and international conferences in ELT and thereby providing an effective platform for students in the acquisition of the language skills.
4. To encourage the faculty/ research scholars to publish articles in leading journals and present papers in the national and international conferences in ELT and thereby providing an effective platform for students in the acquisition of the language skills.
5. To encourage students to develop confidence, self-motivation and to think independently. It is to provide an academically exhilarating environment which will allow our students to enjoy social learning.
6. To revolutionize foreign language education, making it a cornerstone of holistic student development.
7. To providing an immersive, culturally enriched language learning experience that transcends traditional boundaries.
8. To equip students not only with linguistic skills but also with a global mindset, fostering empathy, cross-cultural collaboration, and an appreciation for diversity.

ABOUT THE PROGRAM

The Department of English and Other Foreign Languages is one of the most sought-after departments of the University with faculty of qualified, experienced and dedicated teachers. We are committed to foster professionals with competent skills in languages, intercultural communication, international affairs and cultural understanding from various nuanced perspectives. The Department envisages promoting intensive language programmes in Hindi, English, German and Japanese at various levels. It also envisions offering a wide choice of modules and scholarly engagements, across literature, translation, history, contemporary politics, culture and comparative studies.

2. Programme Educational Objectives (PEOs):

PEO	Description
PEO-1	Develop advanced literary knowledge and analytical skills.
PEO-2	Cultivate research proficiency and scholarly innovation.
PEO-3	Enhance critical thinking and creative expression.
PEO-4	Prepare for diverse career paths and lifelong learning.

3. Programme Outcomes:

PO	Description
PO-1	Demonstrate holistic understanding of life in varied manifestations.
PO-2	Discuss and apply various social, political and literary trends in real life situations.

PO-3	Understand and discuss contemporary socio- political, cultural and literary context through multidisciplinary approach.
PO-4	Demonstrate an ability to use relevant theoretical concepts in real life situations.
PO-5	Ability to integrate the traditional knowledge with latest advances in social sciences and humanities.
PO-6	Formulate valid propositions on the basis of multidisciplinary and cross disciplinary understanding of disciplines.
PO-7	Appreciate and analyse regional, national and international scenario.
PO-8	Demonstrate the ability to interpret and analyze realities of life from social perspective.
PO-9	Propose solutions to the existing human problems as a well- informed and competent individual.

4. Programme Specific Outcomes:

PSO	Description
PSO-1	Demonstrate critical understanding of English Literature in its varied forms.
PSO-2	Discuss various literary genres, terms and movements with clarity.
PSO-3	Compare the literary trends in literature produced in different contexts and age.
PSO-4	Locate and analyze the literary texts with appropriate theoretical framework
PSO-5	Appreciate regional and world literatures in the light of different literary and cultural traditions.
PSO-6	Demonstrate advanced proficiency in professional writing, including the ability to compose clear, concise, and effective documents such as reports, proposals, and business communication.

5. Postgraduate Attributes:

- **Disciplinary Knowledge:** Mastery of subject- specific content provides the foundation for understanding complex ideas, enabling deep engagement and expertise in a given field. It enhances the ability to connect and integrate disciplinary knowledge with interdisciplinary perspectives, fostering a broader intellectual context.
- **Creative and Critical Thinking:** It cultivate the ability to think creatively and critically, encouraging innovative approaches to problem-solving and analysis within the discipline. It even promotes independent thinking by challenging assumptions, questioning established norms, and exploring diverse viewpoints
- **Problem Solving:** It develop practical skills in identifying, analyzing, and solving complex problems within the discipline, using a structured and systematic approach. It also enhances the capacity to apply theoretical knowledge to real-world scenarios, devising effective and innovative solutions.
- **Communication Skills:** It develops proficiency in articulating ideas and enhances the ability to convey thoughts clearly and effectively, both in written and oral forms, ensuring precise and impactful communication tailored to various audiences and contexts.
- **Research Skills:** It develops a systematic approach to research andenhances the ability to design and conduct rigorous research by formulating research questions, hypotheses, and methodologies that address specific academic or practical problems.
- **Moral and Ethical Values:** It cultivates an understanding and respect for diverse values and beliefs, encouraging empathy and ethical consideration in interactions and decision-making. It also develops the ability to recognize and analyze ethical dilemmas, making decisions based on principles of integrity, honesty, and fairness.
- **Life skills:** It equips students with essential life skills such as time management, stress management, and adaptability to navigate personal and professional challenges effectively. It encourages a proactive approach to personal growth and fosters a mindset of continuous self-improvement, motivating students to seek opportunities for learning and personal development throughout their lives.
- **Life-long Learning:** It promotes resilience and problem-solving abilities. It also develops the capacity to overcome obstacles and solve problems creatively and effectively, fostering resilience and a proactive

approach to life's challenges.

- **Global Competence:** It develops an understanding of and appreciation for diverse cultures, enhancing students ability to interact respectfully and effectively in a globalized world. It encourages students to consider global issues and perspectives, promoting critical thinking and informed decision-making on international matters.

6. Qualification Descriptors

Bachelor's degree in any of discipline with at least 50% marks in aggregate (47.5 in case of SC/ST/Divyang candidates of Haryana only) from a recognized University.

1. Scheme of Programme

(Scheme PG A1: Postgraduate Programmes (Course work only))

Semester 1

Course Code	Course Title	Course ID	L	T	P	L	T	P	Total Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
Core Course(s)														
CC-A01	English Literature (1350-1798)	241/ENG /CC101	3	1					4	30	70			
CC-A02	American Literature	241/ENG /CC102	3	1					4	30	70			
CC-A03	Study of Language- I	241/ENG /CC103	3	1					4	30	70			
Discipline Specific Elective Courses														
DSE -01	Renaissance Poetry	241/ENG /D S101	2	1					3	25	50			

DSE-02	Renaissance Drama	241/ENG/DS102	2	1					3	25	50			
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Multidisciplinary Course(s)														
MDC-01	One from pool								3					
Ability Enhancement Course(s)														
AEC-01	One from pool	241/EN G/A E101							2					
Value-added Course(s)														
VAC-01	One from pool	241/EN G/V A101							2					

Total Credits									22					
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Semester 2

Course Code	Course Title	Course ID	L	T	P	L	T	P	Total Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total

Core Course(s)														
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CC-A04	English Literature (1798-1914)	241/EN G/C C201	3	1					4	30	70			
CC-A05	Study of Language- II	241/EN G/C C202	3	1					4	30	70			
CC-A06	Research Methodology	241/EN G/C C203	3	1					4	30	70			
Discipline Specific Elective Courses														
DSE-03	Indian Literature in English I	241/ENG /DS201	2	1					3	25	50			

DSE- 04	Indian Literature in English II	241/ENG /DS202												
Multidisciplinary Course(s)														
MDC-02	One from pool		2	1					3	25	50			

Ability Enhancement Course(s)														
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AEC-02	One from pool								2					
Skill Enhancement Course(s)														
SEC-01	One from pool								2					
Total Credits									22					

Semester 3

Course Code	Course Title	Course ID	L	T	P	L	T	P	Total Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
Core Course(s)														
CC-A07	Twentieth Century English Literature	241/EN G/C C301	3	1					4	30	70			

CC-A08	Literary Criticism- I	241/EN G/C C302	3	1					4	30	70			
CC-A09	Gender Studies	241/EN G/C C303	3	1					4	30	70			
Discipline Specific Elective Courses														
DSE-05	Cultural Studies	241/ENG /DS301	2	1					3	25	50			
DSE- 06	Diaspor ic Literatu re	241/ENG /DS302	2	1					3	25	50			

Multidisciplinary Course(s)														
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MDC-03	One from pool		2	1					3	25	50			
Skill Enhancement Course(s)														

SEC-02	One from pool								2					
Value-added Course(s)														

VAC-02	One from pool		2						2	15	35			
Seminar														
Seminar	Research Paper Project				2 (4hrs)				2			15	35	
Internship/Field Activity#														
									4			30	70	
Total Credits									28					

#Four credits of internship earned by a student during summer internship after 2nd semester will be counted in 3rd semester of a student who pursue 2 year PG Programme without taking exit option.

Semester 4

Course Code	Course Title	Course ID	L	T	P	L	T	P	Total Credits	MARKS					
			(Hrs)			Credits				TI	TE	PI	PE	Total	
Core Course(s)															

CC-A10	Literary Theory and Criticism- II	241/ENG /CC401	3	1					4	30	70			
CC-A11	Indian Aesthetics	241/ENG/C	3	1					4	30	70			

		C402												
Discipline Specific Elective Courses														
DSE-07	Modern English Drama	241/ENG /DS401	2	1					3	25	50			
DSE-08	Translation Studies	241/ENG /DS402	2	1					3	25	50			
Multidisciplinary Course(s)														

MDC -04	One from pool		2	1					3	25	50			
Ability Enhancement Course(s)														
AEC- 03	One from pool								2					

Community Engagement/Field Work/Survey/Seminar														
Seminar	Project Work								6			45	105	150
Total Credits									22					

SEMESTER 1

Course Code	Course Title	Course ID	L	T	P	Credits
CC-A01	English Literature (1350-1798)	241/EN G/CC10 1	70	30		4
CC-A02	American Literature	241/EN G/CC10 2	70	30		4
CC-A03	Study of Language-1	241/EN G/CC10 3	70	30		4
Discipline Specific Elective Courses						
DSE-01	Renaissance Poetry	241/EN G/DS1 01	50	25		3
DSE-02	Renaissance Drama	241/EN G/DS1 02	50	25		3

Multidisciplinary Course						
MDC-01	(One from Pool of Courses)	241/EN G/MD 101	50	25		3
Ability Enhancement Course(s)						
AEC-01	(One from Pool of Courses)	241/ENG /AE101	35	15		2
Value Addition Course(s)						
VAC-01	(One from Pool of Courses)	241/EN G/VA 101	35	15		2
Total Credits						22

CORE COURSE-CCA01

Course Objectives

CO	Description
CO-1	To study important socio-political, cultural and literary developments to develop a chronological understanding of the major trends and movements of English Literature from Anglo-Saxon to Neo classical Age.
CO-2	Study and analyze significant works from this period to understand their themes, characters, and historical context.
CO-3	Investigate how historical events, social changes, and cultural attitudes influenced literary production and themes during this era.
CO-4	Enhance your ability to read critically and interpret texts from different periods, recognizing how language and literary techniques reflect the values and concerns of the time.

Course Outcomes

On completing **English Literature (1350-1798)** the students shall be able to realize following program outcomes: -

CO	Description
CO-1	Students will develop the understanding of British/ English literary culture.
CO-2	Students will be in position to extend the knowledge of life and literature and lived situations.
CO-3	Trace the key political, cultural and artistic transformations while paying close attention to continuities with medieval tradition.
CO-4	At the end of the course the students will not only be well versed with the iconic writers and representative texts of the time but will also be critically aware of the important intellectual shift that occurred in the human thought during the Renaissance.

CORE COURSE-CCA01

Nomenclature of the Course: English Literature (1350-1798)

Max Marks: 100
Theory: 70
Internal Assessment: 30

Unit I Geoffrey Chaucer: Prologue to Canterbury Tales

Unit II William Shakespeare: *Hamlet*

Unit III Alexander Pope: *The Rape of the Lock*

Unit IV

1. Thomas Gray: "Elegy Written in a Country Churchyard"
Samuel Johnson: "London"
2. William Blake:
 - (i) "The Lamb" (From Songs of Innocence)
 - (ii) "Holy Thursday" (From Songs of Experience)
 - (iii) "London" (From Songs of Experience)

Instructions to the Paper-Setter and the students:

All questions are compulsory and carry equal marks.

Question 1 will comprise five short-answer type questions. There will be at least one question from each Unit. Students will be required to attempt any three (in about 200 words each) selecting at least one from each Unit.

6X3 (18 marks)

Questions 2, 3, 4 and 5 (with internal choice) will be long answer-type questions based on Units I, II, III, IV respectively.

13X4 (52 marks)

Suggested Reading:

Brown, John Russell. *Shakespeare's Dramatic Style: Romeo and Juliet, As You Like It, Julius Caesar,*

Twelfth Night, Macbeth.

Coleman, David. *John Webster, Renaissance Dramatist.*

Ellis Fermor, Una. *Shakespeare's Drama.*

Evans, Infor. *The Language of Shakespeare's Plays.*

Gill, Richard. *Mastering Shakespeare.*

Granville-Barker, Harley. ed. *A Companion to Shakespeare Studies.*

Hawkes, Terence. *Shakespeare and the Reason: A Study of the Tragedies and the Problem Plays.* Heilman, Robert B. ed. *Anthology of English Drama before Shakespeare.*

Jump, John. ed. Marlowe: Doctor Faustus. A Casebook.

Sanders, Wilbur. *The Dramatist and the Received Idea: Studies in the Plays of Marlowe and Shakespeare.*

Schanzer, Ernest. *The Problem Plays of Shakespeare: A Study of Julius Caesar, Measure for Measure, Antony and Cleopatra.*

Bronowski, J. *William Blake and the Age of Revolution.*

Lonsdale, Roger. Ed. *Gray and Collins: Poetical Works.*

Course Code: CCA02

Course Objectives

CO	Description
CO-1	Familiarization with the works of key literary figures in American literature.
CO-2	Analyse recurring themes in American literature, such as the American Dream, identity, race, gender, the frontier, and the role of nature.
CO-3	Acquire advanced research skills in American literature, including the ability to conduct independent research, evaluate scholarly sources, and contribute to academic discussions.
CO-4	Analyse a variety of literary genres present in American literature, including novels, short stories, poetry, drama, essays, and other forms of creative expression

Course Outcomes

On completing **American Literature** the students shall be able to realize following program outcomes: -

CO	Description
CO-1	Ability to elaborate on the historical, political, social and cultural aspects of America from early beginnings to modern contemporary times.
CO-2	Comprehension of the concept of American Dream.
CO-3	Comprehension of social realism and the American Novel.

CO-4	To be able to appraise Black Women's writings.
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Course Code: CCA02

Nomenclature of the Course: American Literature

Max Marks: 100

Theory:70

Internal Assessment: 30

Unit I

(i) J. Hector St. John De Crevecoeur: From Letter III. “What Is an American” [From Letters from an American Farmer, The Norton Anthology of American Literature Eighth Edition Vol A: Beginnings To 1820 (2012).]

(ii) R. W. Emerson: *Self-Reliance*

UNIT II

(i) Walt Whitman: “One’s Self I Sing”

“Out of Cradle Endlessly Rocking”

(ii) Emily Dickinson: “Success is Counted Sweetest”,

“Because I could not stop for Death”

Unit III

Toni Morrison: *Beloved*

Unit 1V

Arthur Miller: *Death of a Salesman*

Instructions to the Paper-Setter and Students:

All questions are compulsory to attempt.

Question no. 1 will be of short notes. Write short notes on any 4 out of 6. (8 marks)

Question no. 2 will be from Socio-cultural background. There will be *two* questions with internal choice. Attempt 1 question. (6 marks)

Unit 1

Question no. 3 will be an Essay type question with internal choice. (14 marks)

Unit 2

Question no. 4 will be an Essay type question with internal choice. (14 marks)

Unit 3

Question no. 5 will be an Essay type question with internal choice. (14 marks)

Unit 4

Question no. 6 will be an Essay type question with internal choice. (14 marks)

Suggested Readings:

Baym, Nina, ed. *The Norton Anthology of American Literature Eighth Edition* 5 Vols. 2012. Bigsby, C. W. E. *Modern American Drama*, 1945 – 2000.

Bloom's Guides - Zora Neale Hurston's *Their Eyes Were Watching God*. 2009.

Bordman, G. *The Oxford Companion to American Literature*. 1984.

Cunliffe, Marcus. *Sphere History of Literature: American Literature to 1900 Vol. 8*. 1986. Cunliffe, Marcus. *Sphere History of Literature: American Literature Since 1900 Vol. 9*. 1987. Ford, Boris. ed. *The New Pelican Guide to English Literature Vol. 9 – American Literature*. 1988.

Course Code: CC-A03

Course Objectives

CO	Description
CO-1	The learners should be able to define and state the function and Socio psychological aspects of language.
CO-2	Define and understand linguistics and its types of Linguistics.
CO-3	Study the meaning of words and its application.

Course Outcomes

On completing **Study of Language- I** the students shall be able to realize following program outcomes: -

CO	Description
CO-1	Identify deviant use of English, both in written and spoken forms.
CO-2	Recognize the errors of usage and correct them
CO-3	Use language for speaking with confidence in an intelligible and acceptable manner

Course Code: CC-A03

Nomenclature of the course: Studyof Language -1

Max Marks: 100

Theory: 70

Internal Assessment: 30

Unit I

(a) Organs of Speech and Classification of Sounds;

Speech Mechanism with reference to the Role of different Organs of Speech. Description of Vowels and Consonants, Place and Manner of Articulation, Diphthongs, Minimal Pairs, Cardinal Vowels.

(b) Three-Term Label and detailed description of R.P. Vowels and Consonants.

Unit II

(a) English Phonology:

Phonemes, Allophones, English Vowels and Consonants, Syllable Structure, Syllabic Consonant.

(b) Supra-Segmental Features of English:

Speech, Word Accent, Stress & Rhythm in Connected Speech, Intonation (Rising and Falling only).

Unit III

(a) General Indian English and Common Problems with reference to RP Sounds and suggestions to overcome these Problems.

(b) Advanced Phonology:

Assimilation, Elision, Linking- r

(c) Phonetic Transcription: According to Symbols used in Hornby's Advanced Learner's Dictionary.

Instructions to the paper-setter and students:

Question No. 1 based on Unit-I. It will have two parts based on part (a) and (b) respectively. In part (a), students will be required to attempt 3 out of the given 5 topics. This part will carry 12 marks.

In part (b), students will be required to write three label descriptions of 20 sounds out of given 26. This part will carry 10 marks.

Question No. 2 based on Unit-II will consist of 3 parts. In part I, students will be required to mark primary accent on six out of the given ten words. This part will carry 06 marks. In part II, students will be required to mark intonation on 6 six out the given 9 sentences. This part will carry 06 marks. In part III, students will be required to write short notes on any 3 of the given 4 topics based on part (a) and (b) of Unit II. This part will carry 12 marks.

Question No. 3 based on Unit-III will have two parts. Students will be required to write short notes on any 3 of the given 5 topics covering parts (a) and (b) of this unit. It will carry 12 marks. In second part of the question based on part(c), students will be required to give phonetic transcription of 24 out of the given 30 words. This part will carry 12 marks.

Prescribed Texts:

Balasubramanian. T. *A Text Book of English Phonetics for Indian Students.*

Bansal, R.K. and S.B. Harrison. *Spoken English for India.*

Gautam. K.K. *English Language Teaching: A Critical Study of Approaches and Methods.*

Hornby, A. S. *Advanced Learner's Dictionary.*

Suggested Reading:

Abercrombie, D. *Elements of General Phonetics.*

Clark, J.C. Yallop. *An Introduction to Phonetics and Phonology.*

Gimson. A. C. *An Introduction to the Pronunciation of English.*

Howatt.A.P. *A History of English Language Teaching.*

Ladefoged, Peter. 4th edn. *A Course in Phonetics.*

Laver, J. Principles of Phonetics. Nagraj. Geetha. *English Language Teaching: Approaches, Methods and Techniques.*

O' Connor. J.D. *Better English Pronunciation.*

Richards,Jack C and Theodore S. Rodgers. *Approaches and Methods in Language Teaching: A Description and Analysis.*

Richard and Rod Bolitho (ed). *Currents of Change in English Language Teaching.*

Roach, P. Phonetics. Roach. P. *English Phonetics and Phonology.*

DISCIPLINE SPECIFIC ELECTIVE COURSE- DSE-01

Course Objectives

CO	Description
CO-1	Gain a comprehensive understanding of the historical and cultural background of the Renaissance period.
CO-2	Examine major themes and poetic forms of the Renaissance, like sonnets and pastorals.
CO-3	Understanding metaphysical conceits and allegory.

Course Outcomes

On completing **Renaissance Poetry** the students shall be able to realize the following programme outcomes: -

CO	Description
CO-1	Thorough understanding of the historical and cultural context of the Renaissance period and its impact on the development of poetry.

CO-2	Develop the ability to critically analyze the major themes, forms, and structures of Renaissance poetry.
CO-3	Recognize the enduring influence of Renaissance poetry on subsequent literary traditions and its relevance to contemporary literature.

DISCIPLINE-SPECIFIC ELECTIVE COURSE- DSE-01

Nomenclature of the course- Renaissance Poetry

Max Marks: 75

Theory: 50

Internal Assessment:25

Unit I

Thomas Wyatt

Whoso List to Hunt

Henry Howard, Earl of Surrey

The Soote Season

Unit II

John Donne

Batter my Heart

A Valediction: Forbidding Mourning

Andrew Marvell

The Garden

Unit III

Philip Sidney

Astrophel and Stella- Sonnet IV: VIRTUE! alas, now let me take some rest

Christopher Marlowe

Hero and Leander

Suggested Readings:-

Ford, Boris. *From Donne to Marvell*. Penguin Books Ltd, 1990.

Gardner, Helen, ed. *The Metaphysical Poets*. Penguin Classics, 1960.

The Penguin Book of Renaissance Verse: 1509-1659 edited by David Norbrook, H. R. Woudhuysen

English Renaissance Poetry: A Collection of Shorter Poems from Skelton to Jonson edited by John Williams

The Metaphysical Poets edited by Helen Gardner

The Renaissance: Studies in Art and Poetry by Walter Pater

English Renaissance Poetry: A Collection of Shorter Poems from Skelton to Jonson edited by John Williams

The Cambridge Companion to English Renaissance Poetry edited by Clare McManus

Renaissance Literature: An Anthology of Poetry and Prose edited by John C. Hunter.

Instructions to the Paper-Setter and students:

All questions are compulsory and carry equal marks.

Question 1 will comprise four short-answer type questions. There will be at least one question from each Units. Students will be required to attempt any 4 selecting at least one from each Unit. 5X4 (20marks)

Questions 2, 3 and 4 (with internal choice) will be long answer-type questions based on Units I, II, III respectively. 3X10 (30 marks)

DISCIPLINE-SPECIFIC ELECTIVE COURSE- DSE-02

Course Objectives

CO	Description
CO-1	Understand the historical, cultural, and social contexts in which Renaissance dramas were written and performed.
CO-2	Analyze key themes, motifs, and narrative techniques used in Renaissance drama.
CO-3	Explore the various genres and forms of Renaissance drama, including tragedy, comedy, and history plays, and how these forms evolved during the period.
CO-4	Apply different critical perspectives and theoretical frameworks to the study of Renaissance drama.

Course Outcomes

On completing **Renaissance Drama** the students shall be able to realize the following programme outcomes: -

CO	Description
CO-1	Examine the tradition of English literature during Renaissance period.
CO-2	Develop a better understanding of Renaissance humanism that provides the basis for the texts suggested.
CO-3	Formulate an understanding of different genres and critique the artistic, aesthetic and cultural influence that shaped the literature of the age.
CO-4	Appraise the theme, structure, style and other literary features to better critique British drama.

DISCIPLINE SPECIFIC ELECTIVE COURSE- DSE-02

Nomenclature of the course- Renaissance Drama

Max Marks: 75

Theory: 50

Internal Assessment: 25

Unit I

The Shoemaker's Holiday by Thomas Dekker

Unit II

The Duchess of Malfi by John Webster

Unit III

The Jew of Malta by Christopher Marlowe.

Suggested Readings:-

Jump, O John.,et.al. *Marlowe's Doctor Faustus: A Selection of Critical Essays*. Palgrave, 2007.

English Renaissance Drama: A Norton Anthology edited by David Bevington, Lars Engle, Katharine Eisaman Maus, and Eric Rasmussen

Renaissance Drama edited by Arthur F. Kinney.

Shakespeare and Renaissance Drama by Patricia Parker.

The Cambridge Companion to English Renaissance Drama edited by A.R. Braunmuller and Michael Hattaway.

Renaissance Drama and the Politics of Publication by Zachary Lesser

The Role of the Audience in Renaissance Drama by Lisa Jardine:

Gender and Power in Renaissance Drama by Catherine Belsey:

The Influence of Machiavelli on Renaissance Drama by Richard T. Neer:

The Norton Anthology of English Literature, Volume B: The Sixteenth Century/The Early Seventeenth Century
edited by Stephen Greenblatt.

Renaissance Drama: An Anthology of Plays and Entertainments edited by Arthur F. Kinney.

Instructions to the Paper-Setter and students:

All questions are compulsory and carry equal marks.

Question 1 will comprise four short-answer type questions. There will be at least one question from each Units.
Students will be required to attempt any 4 selecting at least one from each Unit. 5X4 (20marks)

Questions 2, 3 and 4 (with internal choice) will be long answer-type questions based on Units I, II, III
respectively. 3X10(30 marks)

SEMESTER II

Course Code	Course Title	Course ID	L	T	P	Credits
CC-A04	English literature (1798-1914)	241/ENG /CC201	70	30		4
CC-A05	Study of Language-II	241/ENG /CC202	70	30		4
CC-A06	Research Methodology	241/ENG /CC203	70	30		4
Discipline Specific Elective Course						
DSE-03	Indian Literature in English I	241/ENG /DS201	50	25		3
DSE- 04	Indian Literature in English II	241/ENG /DS202	50	25		3
Multidisciplinary Course(s)						

MDC02	(One from Pool of Courses)	241/ENG /MD201	50	25		3
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Ability Enhancement Course(s)						
AEC02	(One from Pool of Courses)	241/ENG /AE201	35	15		2
Skill Enhancement Course(s)						
SEC02	(One from Pool of Courses)	241/ENG /SE201	35	15		2
Total Credits						22

Course Code: CC-A04

Course Objectives

CO	Description

CO-1	Demonstrate a comprehensive understanding of the historical, cultural, and social context of English literature from 1798 to 1914.
CO-2	Conduct in-depth studies of specific authors and their contributions to English literature during the given time frame.
CO-3	Engage critically with literary theories and debates relevant to the period, considering issues such as gender, class, race, and colonialism.
CO-4	Explore the evolution of literary forms, styles, and genres from Romanticism to the early 20th century.

Course Outcomes

On completing the paper **English Literature (1798-1914)**, the students shall be able to realize following programme outcomes:

CO	Description
CO-1	Familiarity with the social, cultural and intellectual background of the literature of the Romantic and Victorian Age of British literature.

CO-2	Skills to analyze a wide spectrum of Romantic and Victorian literature across various genres.
CO-3	A marked understanding and critical perspective of key literary concepts and terminology of the age.
CO-4	Familiarity with the major representative literary works of the Romantic and Victorian Age.

Course Code: CC- A04

Nomenclature of the Course: English Literature (1798-1914)

Max Marks: 100

Theory: 70

Internal Assessment: 30

Unit 1

(a) William Wordsworth: “Lines Written a Few Miles above Tintern Abbey”

“Ode: Intimations of Immortality”

(b) Percy Bysshe Shelley: “England in 1819”

(c) John Keats: “Ode to a Nightingale”

“Ode on a Grecian Urn”

Unit 2

Robert Browning: “My Last Duchess”

Alfred Tennyson: “The Lady of Shalott”

“Ulysses”

Christina Rossetti “Goblin Market”

Unit 3

Mary Shelley: *Frankenstein*

Unit 4

Oscar Wilde: *The Picture of Dorian Gray*

Instructions to the Paper-Setter and Students:

All questions are compulsory to attempt.

Question no. 1 will be of short notes. Write short notes on any 4 out of 6 (8 marks)

Question no. 2 will be from Socio-cultural background. There will be two questions with internal choice. Attempt 1 question. (6 marks)

Unit 1

Question no. 3 will be an Essay type question with internal choice. (14 marks)

Unit 2 Question no. 4 will be an Essay type question with internal choice. (14marks)

Unit 3

Question no. 5 will be an Essay type question with internal choice.(14marks)

Unit 4

Question no. 6 will be an Essay type question with internal choice. (14 marks)

Suggested Readings:

Beers, Henry A. *A History of English Romanticism in the Nineteenth Century*. Bennett, Andrew. *Romantic Poets and the Culture of Posterity*.

Berlin, Isaiah. *The Roots of Romanticism*.

Bowra, C. M. *The Romantic Imagination*.

Abercrombie, Lascellas. *Thomas Hardy: A Critical Study*.

Allen, Walter. *The English Novel*.

Strachey, Lytton. *Eminent Victorians*.

Course Code: CC-A05

Course Objectives

CO	Description
CO-1	Introduces the fundamental tools of linguistic, essential for a systematic study of language.
CO-2	Explore the concepts of language variation and change, including regional dialects, sociolects, and historical changes in language over time.
CO-3	Analyze the structure of words (morphology) and sentences (syntax), identifying morphemes, grammatical categories, and syntactic structures.

Course Outcomes

On completing the paper **Study of Language- II** the students shall be able to realize following programme outcomes:

CO	Description
CO-1	Develop skills in phonetic transcription and phonological analysis, including the ability to recognize and describe speech sounds and patterns.
CO-2	Comprehension of normative rules.
CO-3	Ability to approach language as a vital component of contemporary theoretical perspectives.

Course Code: CC-A05

Nomenclature of the Course: Study of Language- II

Maximum Marks: 100

Theory: 70

Internal Assessment: 30

Unit I

Introduction to Linguistics

(a) Language and Communication:

Human and Non-human Communication, Verbal and Non-verbal Communication, Characteristic Features of Language, Varieties of Language – Idiolect, Dialect, Standard Language, Register, Prescriptive and Descriptive Approaches to Language.

(b) Language Structure:

The Concept of Linguistic Sign, Diachronic and Synchronic, Syntagmatic and Paradigmatic Relations, Langue and Parole, Form and Substance, Competence and Performance.

Unit II

Branches of Linguistics

(a) Introduction to Historical Linguistics, Socio-Linguistics, Psycho-Linguistics and Neuro Linguistics.

(b) Introduction to Pragmatics and Stylistics

Invisible Meaning, Deixis, Anaphora, Presupposition, Direct and Indirect Speech Acts, Stylistic Study of Literature and its uses.

Unit III

Morphology and Semantics

Morphology: Some Basic Concepts

Simple and Complex Words; Root, Stem, Word; Free and Bound Morphemes; Morphs and Allomorphs; Zero Morpheme.

Structural Morphology: Inflection and Derivation.

Morphological Analysis of English Words.

Semantics: Some Basic Concepts

Meaning, Sense and Reference; Denotation and Connotation.

Lexical Relations: Paradigmatic Relations in Lexical Semantics; Hyponymy; Synonymy;

Antonymy; Polysemy; Metonymy; Collocation.

Instructions to the Paper-Setter and Students:

All questions are compulsory to attempt.

Question no. 1 will carry short notes. Attempt any 4 short notes out of 6 (16 marks)

Unit 1

Question no. 4 will be an essay type question with internal choice. (18 marks)

Unit 2

Question no. 3 will be an essay type question with internal choice. (18 marks)

Unit 3

Question no. 4 will be an essay type question with internal choice (18 marks)

Prescribed Texts

Jacobs, R.A. and Rosenbaum. *P.S. English Transformational Grammar*.

Syal, Pushpinder & Jindal D.V. *An Introduction to Linguistics: Language, Grammar and Semantics*.

Yule George, *The Study of Language*.

Beard Adrian. *Texts and Contexts: An Introduction to Literature and Language Study*.

Bell R.T. *An Introduction to Applied Linguistics*.

David Crystal. *Linguistics*.

Disciullo A.M. and Williams E. *Morphology by itself: Stems and Inflectional Classes*.

Fasolo R. and Connor-Linton. J. *An Introduction to Language and Linguistics*.

Hudson R.A. *Sociolinguistics*.

Huddleston Rodney. *An Introduction to English Transformational Syntax*.

James. Hurford R. and Heasley Brendan. *Semantics: A Course Book*.

Kaplan B. *The Oxford handbook of Applied Linguistics*.

John Morphology 2nd Edition. ---. *Language and Linguistics* Leech. G. N. Semantics.

Course code: CC203 - RESEARCH METHDOLOGY

Course Objectives

CO	Description
CO-1	To introduce the basic concepts and terms in Research Methodology.
CO-2	To address the issues inherent in selecting a research problem.
CO-3	To discuss the techniques and tools to be employed in completing a research project.
CO-4	To enable the students to prepare report writing and framing research proposals.

Course Outcomes

On completing **Research Methodology** the students shall be able to realize following

programme outcomes: -

CO	Description
CO-1	Demonstrate the ability to choose methods appropriate to research aims and objectives
CO-2	Develop advanced critical thinking skills.
CO-3	Understand the limitations of particular Research methods.
CO-4	Develop skills in qualitative and quantitative data analysis and presentation.

Course code: CC203 - Research Methodology

Nomenclature of the course- Research Methodology

Max Marks: 100

Theory: 70

Internal Assessment: 30

Unit I

Essentials of research:

Definition, concept and types of research

Preparing workable bibliography and review of literature

Identifying and formulating research problem/topic

Formulation of hypotheses, objectives and research questions

Unit II

Research methods, Mechanics of prose, Documentation and Citation:

Library, internet, and other information resources

Observation and experiment

Preparation of a research proposal

Unit III

Components of research:

Analysis of text by applying literary theory/critical perspective (literary theory/critical perspective prescribed in this semester)

Unit IV

Presenting the research report (MLA Handbook 9th Edition):

Documentation

In-text references

Preparing the list
of works cited

Suggested Readings:

Ahuja, Ram. *Research Methods*.

Banerjee, Subhojit, and Ramendu Roy. *Fundamentals of Research Methodology*. Basotia, G.R., and K. K. Sharma. *Research Methodology*.

Bhalla, Ranjit Kaur, and Mohit Puri. *Advanced Research Methodology*.

Bhattacharyya, Dipak Kumar. *Research Methodology*.

Bold, Christine. *Using Narrative in Research*.

Dagar, Sanchit. *Instant Notes on Research Methods*.

Dhiman, Anil Kumar. *Research Methodology: Basics of Research Methods, Tools and Techniques*.

Koli, L. N. *Research Methodology*.

Kothari, L.N. *Research Methodology: Theory and Practice*.

MLA Handbook. 9th ed., Modern Language Association of America, 2021.

MLA Handbook for Writers of Research Papers, 7th ed., Modern Language Association, 2015. (For definitions) Sharma, Sandhir, and Gautam Bansal. *Research Methodology*.

Instructions to the Paper-Setter and Students:

All questions are compulsory to attempt.

Question no. 1 will carry short notes. Attempt any 7 short notes out of 9. (14 marks)

Unit 1

Question no. 2 will be an essay type question with internal choice. (14 marks)

Unit 2

Question no. 3 will be an essay type question with internal choice. (14 marks)

Unit 3

Question no. 4 will be an essay type question with internal choice. (14 marks)

Unit 4

Question no.5 will be an Essay type question with internal choice. (14 marks)

DISCIPLINE SPECIFIC ELECTIVE COURSE- DSE-03

Course Objectives

CO	Description
CO-1	Understand Indian writing in English.
CO-2	Gain an insight into the cultural and literary heritage of India.
CO-3	Examine the socially-constructed nature of literary texts.
CO-4	Deep understanding of the historical and cultural contexts that influenced early Indian literature in English.

Course Outcomes

On completing **Indian Literature in English- I** the students shall be able to realize following programme outcomes: -

CO	Description
CO-1	Develop a foundation in the several aspects of Indian writing.
CO-2	Broad understanding of diverse Indian spaces through literary eras.
CO-3	Identify the impact of the socio-political and cultural issues reflected in Indian writing in English.
CO-4	Appraise the emergence and growth of Indian Writing in English.

DISCIPLINE SPECIFIC ELECTIVE COURSE- DSE-03

Nomenclature of the course- Indian Literature in English- I

Max Marks: 75

Theory: 50

Internal Assessment: 25

Unit I

The Harp of India by Henry Louis Vivian Derozio

The Patriot by Nissim Ezekiel

Unit II

An Introduction by Kamala Das

A River by A. K. Ramanujan

Unit III

On killing a Tree by Gieve Patel

The Bus by Arun Kolatkar

Suggested Readings

The Oxford India Anthology of Twelve Modern Indian Poets edited by Arvind Krishna Mehrotra.

Contemporary Indian Poetry edited by Saleem Peeradina.

Indian English Poetry: From the Beginnings up to 2000 by M. K. Naik and Shyamala A. Narayan.

Anthology of Contemporary Indian Poetry edited by Menka Shivdasani.

Instructions to the Paper-Setter and students:

All questions are compulsory and carry equal marks.

Question 1 will comprise four short-answer type questions. There will be at least one question from each Units. Students will be required to attempt any 4 selecting at least one from each Unit. 5X4 (20marks)

Questions 2, 3 and 4 (with internal choice) will be long answer-type questions based on Units I, II, III respectively. 3X10 (30 marks)

DISCIPLINE SPECIFIC ELECTIVE COURSE- DSE-04

Course Objectives

CO	Description
CO-1	To understand the historical, cultural, and socio-political contexts that have shaped Indian drama written in English, from its inception to contemporary times.

CO-2	To examine the various dramatic techniques, narrative styles, and theatrical conventions used by Indian playwrights to convey their messages and engage their audiences.
CO-3	To develop skills in critical thinking and comparative analysis by evaluating Indian English dramas.

Course Outcomes

On completing **Indian Literature in English- II** the students shall be able to realize following programme outcomes: -

CO	Description
CO-1	Analyse the social, political, and cultural issues reflected in Indian writing in English.
CO-2	Examine Indian social reformation, the freedom struggle, women's education and empowerment in Indian Writing in English.
CO-3	Assess the various forms of literature and the writers' themes and issues.

DISCIPLINE SPECIFIC ELECTIVE COURSE- DSE-04

Nomenclature of the course- Indian Literature in English- II

Max Marks: 75

Theory: 50

Internal Assessment: 25

Unit I

Mulk Raj Anand: *Untouchable*

Raja Rao: *Kanthapura*

Unit II

Premchand

The Shroud

Ismat Chughtai

The Quilt

Unit III

Dharamveer Bharati: *Andha Yug*

Bama: *Sangati*

Suggested Readings

Baral, K.C, D. Venkat Rao, and Sura Prasad Rath. *U.R. Anantha Murthy's Samskara: A Critical Reader*. Pencraft International, 2005.

De Souza, Eunice. *Talking Poems: Conversation with Poets*. OUP, 2001.

Iyengar, K.R.S. *Indian Writing in English*. Sterling Publishers, 2012.

Mehrorta, Arvind Krishna, ed. *A Concise History of Indian Literature in English Literature*. Permanent Black, 2010.

Naik, M.K. *Dimensions of Indian English Literature*. Sterling Publishers, 1965.

Tharu, Susie, and K. Lalitha. *Women Writing in India: 600 BC to the Present*. Orient Longman, 1991.

Instructions to the Paper-Setter and students:

All questions are compulsory and carry equal marks.

Question 1 will comprise four short-answer type questions. There will be at least one question from each Unit. Students will be required to attempt any 4 selecting at least one from each Unit. 5X4 (20marks)

Questions 2, 3 and 4 (with internal choice) will be long answer-type questions based on Units I, II, III respectively. 3X10 (30 marks)

SEMESTER III

Course Code	Course Title	Course ID	L	T	P	Credits
CC-A07	Twentieth Century English Literature	241/ENG/CC301	30	70		4
CC-A08	Literary Criticism- I	241/ENG/CC302	30	70		4
CC-A09	Gender Studies	241/ENG/CC303	30	70		4
Discipline Elective Course(s)						
DSE 05 (One from Pool of Courses)	Cultural Studies	241/ENG/DS301	30	70		4

DSE 06	Diasporic Literature	241/ENG/ DS302	30	70		4
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Skill Enhancement Course(s)/ Internship/Apprenticeship/project/ Community Outreach						
SEC306 OR PTI506 Project/Training/Internship (One from Pool of Courses)	Project		50 vi v a	100 Pro ject		6
Total Credits						22

Course Code: CC301

Nomenclature of the course: Twentieth Century English Literature

Course Objectives

CO	Description
CO-1	Studying the socio- political as well as historical background of the period.
CO-2	Studying relevant literary movements and ideologies that informed or influenced the literary works of the twentieth century.
CO-3	Examining the relevance of such works to our contemporary realities.
CO-4	Encourage independent reading and sharpen critical engagement of literary texts.

Course Outcomes

On completing **Twentieth Century English Literature** the students shall be able to realize following programme outcomes:-

CO	Description
CO-1	Gets an overview of major and minor writers and texts of the twentieth century.
CO-2	Studies the interface of literature, politics and society through various texts written during and after the two world wars.

CO-3	Development of a critical temperament which helps in better understanding of texts.
CO-4	Gain knowledge of the transformational changes taking place in different genres of literature.

Course Code: CC301

Nomenclature of the Course: Twentieth Century English Literature

Max Marks: 100

Theory: 70

Internal Assessment:30

Unit- I

Non- Detailed Reading:

Georgian Poetry, Imagism, War Poets, Irish Renaissance, Campus Novels, Kitchen Sink Drama, Angry Young Man Movement, Movement Poetry, Theatre of the Absurd, Stream of consciousness, Dadaism, Surrealism, Lost Generation, Bloomsbury Group, Metanarrative, Historiographic Metafiction

Unit- II

T.S. Eliot: “The Wasteland”

W H Auden: “Musee de Beaux Arts”

W.B. Yeats: “Easter 1916”

Philip Larkin: “The Whitsun Weddings”

Seamus Heaney: “Digging”

Unit- III

Harold Pinter: *The Homecoming* (1964)

Virginia Woolf: *The Mark on the Wall* (1917)

Katherine Mansfield: *The Garden Party*

Unit- IV

John Fowles: *The French Lieutenant's Woman* (1969)

Suggested Readings

Twentieth Century Poetry: Selves and Situations, Peter Robinson, Oxford University Press.

Aestheticism & Modernism: Debating Twentieth-century Literature 1900-1960, Richard Danson Brown, Suman Gupta, Routledge.

The Popular & the Canonical: Debating Twentieth-century Literature 1940-2000, David Johnson, Routledge.

Tate, Allen. *T.S. Eliot: The Man and His Work*.

Hamilton, Ian. *The Oxford Companion to 20th Century Poetry in English*.

Instructions to the Paper-Setter and Students:

All questions are compulsory to attempt.

Question no. 1 will be of short notes. Write short notes on any 4 out of 6 (8 marks)

Question no. 2 will be from Socio-cultural background. There will be two questions with internal choice. Attempt 1 question. (6 marks)

Unit 1

Question no. 3 will be an Essay type question with internal choice (14 marks)

Unit 2

Question no. 4 will be an Essay type question with internal choice (14 marks)

Unit 3

Question no. 5 will be an Essay type question with internal choice (14 marks)

Unit 4

Question no. 6 will be an Essay type question with internal choice (14 marks)

Course Code: CC-A06

Course Objectives

CO	Description
CO-1	Demonstrate a comprehensive understanding of the historical development of literary criticism, including major movements and key figures from classical to contemporary times.
CO-2	Apply various literary theories to analyze and interpret literary texts, demonstrating an understanding of how different theoretical perspectives can shape the reading of a text.
CO-3	Conduct comparative analyses of literary texts using different critical approaches, highlighting how interpretations may vary based on the chosen theoretical framework.
CO-4	Engage with contemporary debates and issues within the field of literary criticism, considering how new theories respond to evolving cultural and social contexts.

Course Outcomes

On completing the paper **Literary Criticism- I** the students shall be able to realize following programme outcomes:

CO	Description
CO-1	Contextualizes the socio- cultural background of criticism/ literary writings.
CO-2	Contextualizing critical theory within larger socio- cultural milieu.

CO-3	Comprehension and application of various critical concepts on prescribed texts.
CO-4	Developing and incisive understanding of various movements and thoughts.

Course Code: CC-A06

**Nomenclature of the Course: Literary
Criticism- I**

**Maximum Marks: 100
Theory: 70
Internal Assessment: 30**

Unit 1

Plato: *The Republic*, Book X, Translated by Benjamin Jowett (New York:
Random House, 1957)

Aristotle: *Poetics*, Translated by Ingram Bywater (New Delhi: Oxford University Press)

Unit 2

William Wordsworth: Preface to Lyrical Ballads

Samuel Taylor Coleridge: Biographia Literaria Chapters IV, XIII and XIV

Unit 3

Percy Bysshe Shelley: A Defence of Poetry

Matthew Arnold: 'The Function of Criticism at the Present

Time' "A Study of Poetry"

Unit 4

Virginia Woolf A Room of One's Own

Elaine Showalter "Towards a Feminist Poetics"

Suggested Readings:

Eagleton, Mary. ed. *Feminist Literary Criticism*.

Ellman, Maud. *Psychoanalytic Literary Criticism*.

Irigaray, Luce. "The Power of Discourse and the Subordination of the Feminine."

Literary Theory: An Anthology. Ed. Julie Rivkin and Michael

Ryan. Shelley, P. B. *A Defence of Poetry*

Instructions to the Paper-Setter and the students:

All questions are compulsory to attempt.

Question no. 1 will be of short notes. Write short notes on any 4 out of 6 (8 marks)

Question no. 2 will be from Socio-cultural background. Attempt 1 question from internal choice. (6 marks)

Unit 1

Question no. 3 will be an Essay type question with internal choice. (14 marks)

Unit 2

Question no. 4 will be an Essay type question with internal choice. (14 marks)

Unit 3

Question no. 5 will be an Essay type question with internal choice. (14 marks)

Unit 4

Question no. 6 will be an Essay type question with internal choice. (14 marks)

Course Code: CC303

Course Objectives

CO	Description
CO-1	Develop a nuanced understanding of gender as a social and cultural construct, exploring how it is portrayed and challenged in literature
CO-2	Analyse and critically evaluate the representations of gender in literary texts, considering how authors depict and question traditional gender norms.
CO-3	Examine historical perspectives on gender roles, identities, and expectations, considering how literature reflects changing societal attitudes toward gender.
CO-4	Explore the diversity of gender identities and expressions represented in literature, including the intersectionality of gender with race, class, sexuality, and other aspects of identity.

Course Outcomes

On completing ‘Gender Studies’ the students shall be able to realize following program outcomes

:-

CO	Description
CO-1	Develop ways to address societal and power inequalities to improve women’s status.
CO-2	To learn different approaches to gender, women empowerment and development
CO-3	Demonstrate an understanding of themes and issues related to gender and their representation in literature

CO-4	Implement feminist principles integral to cooperative methods of learning and research and apply feminist theory and methodology to address social problems.
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Maximum Marks: 100

Course Code: CC303

Theory: 70

Internal Assessment: 30

Nomenclature of the Course: Gender Studies

Unit 1- POETRY

Imtiaz Dharkar: “Purdah I”

“Grace”

(From *Purdah and Other Poems* by Imtiaz Dharkar Delhi: Oxford University Press, 1989)

Judith Wright: “Eve to her daughters”

Adrienne Rich: “Snapshots of a Daughter-in-Law”

Kamala Das: “The Dance of the Eunuchs” “The Stone Age”

Unit 2- NOVEL

Bama: *Karukku*

Unit 3- ESSAY

- (i) Judith Butler: *Gender Trouble: Feminism and the Subversion of Identity* (New York and London: Routledge, 1990)

Chapter 1: **Subjects of sex/Gender/Desire**

I "Women" as the subject of Feminism

II The compulsory order of Sex/Gender/Desire

VI Language, Power, and the Strategies of Displacement pp.1-6, 25-34

Chapter 2: **Prohibition, Psychoanalysis, and the Production of the Heterosexual Matrix**

IV Gender complexity and the Limits of Identification pp.66-72

Chapter 3: **Subversive Bodily Acts**

I The Body Politics of Julia Kristeva

Unit 4: Short Story

- (i) Mahasweta Devi: *Draupadi*
- (ii) Charlotte Perkins Gilman: "The Yellow Wallpaper"

Instructions to the Paper-Setter and Students:

All questions are compulsory to attempt.

Question no. 1 will be of short notes. Write short notes on any 4 out of 6 (8 marks)

Question no. 2 will be from Socio-cultural background. There will be *two* questions with internal choice. Attempt 1 question. (6 marks)

Unit 1

Question no. 3 will be an Essay type question with internal choice (14 marks)

Unit 2

Question no. 4 will be an Essay type question with internal choice (14 marks)

Unit 3

Question no. 5 will be an Essay type question with internal choice (14 marks)

Unit 4

Question no. 6 will be an Essay type question with internal choice (14 marks)

Suggested Readings

Chaturvedi, Rashmi. “Unveiling Womanhood: Dharker’s “Purdah”

de Souza, Eunice, Ed. *Nine Indian Women Poets*.

Dharker, Imtiaz, *Purdah*.

Jain, Jasbir, Ed. *Women’s Writing-Text and Context*.

Lahiri-Dutt, K. *Women of the rural communities in the Bengal delta*.

Lahiri-Dutt, K. (Ed.), *Fluid bonds: Views on gender and water*

Mukherjee, Tutun. *Staging Resistance: Plays by Women in Translation*.

Revathi, A. *A Life in Trans Activism*. Trans. Nandini Murali.

Revathi, A. *Truth About Me: A Hijra Life Story*. Trans. V. Geetha.

Stryker, Susan and Stephen Whittle, ed. *The Transgender Studies Reader*

DISCIPLINE SPECIFIC ELECTIVE COURSE- DSE-05

Course Objectives

CO	Description
CO-1	Comprehensive understanding of the foundational theories and concepts in diasporic studies, including identity, displacement, and hybridity.
CO-2	Critically analyze and interpret literature produced by diasporic communities, focusing on themes such as migration, cultural exchange, and transnationalism.
CO-3	Examine the historical, social, and cultural contexts that shape diasporic experiences, highlighting the diverse and complex nature of diaspora communities.

Course Outcomes

On completing **Diasporic Studies** the students shall be able to realize following programme outcomes:-

CO	Description
CO-1	Demonstrate a solid grasp of key theories and concepts in diasporic studies, applying them to various literary and cultural texts.
CO-2	Critically interpret and evaluate diasporic literature and cultural productions, showcasing their ability to engage with complex narratives of displacement and identity.
CO-3	Nuanced understanding of the historical and cultural contexts of diasporic communities, and application of this knowledge to appreciate the diversity and complexity of diaspora experiences.

Course code: DSE 05

Nomenclature of the course- Diasporic Studies

Max Marks: 75

Theory: 50

Internal Assessment: 25

UNIT I Key concepts of diaspora, definition, origin, kinds and salient features of diaspora.

Cultural hybridity, nostalgia, alienation and identification; displacement, rootlessness, issues of racism; literary innovations such as magic realism; allegory, diasporic re-possession/re-writings of history and the nation; outsider/insider view on homeland and host land; hyphenation of identities.

UNIT 2:

A.K Ramanujan- Small Scale Reflections on a Great House

Aga Shahid Ali: “Postcard from Kashmir”, “Call Me Ishmael Tonight”

Lahiri: “Mrs. Sen’s” (From *Interpreter of Maladies*)

Bharati Mukherjee: “A Wife’s Story”

UNIT 3

M. G. Vassanji, *The In-Between World of Vikram Lall* (Toronto: Doubleday Canada, 2003).

Suggested Readings

Bauböck, Rainer and Thomas Faist. *Diaspora and Transnationalism: Concepts, Theories and Methods*.

Bhabha, Homi, ed., *Nation and Narration*. Gilroy, Paul. *The Black Atlantic*.

Lahiri, Himadri. *Diaspora Theory and Transnationalism*

Mishra, Vijay. “The Diasporic Imaginary: Theorizing the Indian Diaspora” *Textual Practice*.

10:1 (Spring 1996) 422-433.

Renan, Ernest. “What is a Nation?”

Retis, Jessica and Roza Tsagarousianou, eds. *The Handbook of Diasporas, Media, and Culture*.

Saffran, William. “Diasporas in Modern Societies: Myths of Homeland and Return.” *Diaspora* 1, 83-99

Shackleton, Mark, ed. *Diasporic Literature and Theory – Where Now?*

Instructions to the Paper-Setter and students:

All questions are compulsory and carry equal marks.

Question 1 will comprise four short-answer type questions. There will be at least one question from each Units. Students will be required to attempt any 4 selecting at least one from each Unit. 5X4 (20marks)

Questions 2, 3 and 4 (with internal choice) will be long answer-type questions based on Units I, II, III respectively. 3X10 (30 marks)

DISCIPLINE SPECIFIC ELECTIVE COURSE- DSE-06

Course Objectives

CO	Description
CO-1	Identify, analyze and address the specific structural location of cultural issues and debates.
CO-2	Recognize, critically address and collaboratively negotiate cultural diversity and difference in a variety of educational and institutional sites.
CO-3	Create a dynamic portfolio of work that provides the opportunity for reflection and showcases examples of research and collaboration

Course Outcomes

On completing **Cultural Studies** the students shall be able to realize following programme outcomes:-

CO	Description
CO-1	Encourage students to deeply engage with the idea of culture. Equip students to analyze and explain both 'high' and 'popular' cultural text.
CO-2	Invite students to study theoretical rumination that have come out of the cultural studies.
CO-3	Further academic study in the interdisciplinary arts, humanities and social sciences.

Course Code: DSE 06

Nomenclature of the Course: Cultural Studies

Maximum Marks: 75

Theory: 50

Internal Assessment: 25

Unit – I

Non - Detailed Readings:

(i) The idea of Culture, Cultural Studies, Popular culture, Multiculturalism, Race, Gender, Ideology, Ideological State Apparatus, Cultural Hegemony, Representation, Subject, Other, Text, Class Structures, National Formations, Ethnicity, Sexual orientation, Inter-disciplinarity, Intersectionality, Anthropology, Ethnic Studies, Ethnography, Sub-Culture.

Unit – II

- (i) Walter Benjamin, *The Work of Art in the Age of Mechanical Reproduction*, 1935.
- (ii) Raymond Williams: “Culture Is Ordinary”

Unit- III

- (i) Amruta Patil: Kari (Graphic novel)
- (ii) Louis Althusser: “Ideology and Ideological State Apparatuses” (Althusser, Louis. (Essay on Ideology))

Suggested Readings:

“The Tale of a Cleft Soul: Duality of Women in the Novels of Amrita Pritam”, *Indian Women Novelists: Set III*: Vol. 7. R. K. Dhawan (Ed.)

Digole, D. P. “Amrita Pritam’s *Pinjar* The Skeleton: A Metaphor of Violence Against Women.” *Labyrinth* 1.2 (Sep 2010): 139-144.

Mufeeda, T. “Imaging the Sexual Innuendos: A Study of Amrita Patil’s *Kari*.” *Journal of Department of English and Cultural Studies, Punjab University, Chandigarh*, no.36, pp. 1-17, Autumn 2020.

Barker Chris: *Cultural Studies: Theory and Practice*.

Eagleton, Terry. *Ideology: An Introduction*.

Geertz, Clifford. *Cultures*.

Hartley, John. *A Short History of Cultural Studies*.

Sardar, Ziauddin, and Boris Von Loon. *Introducing Cultural Studies*.

Instructions to the Paper-Setter and the students:

All questions are compulsory and carry equal marks.

Question 1 will comprise four short-answer type questions. There will be at least one question from each Units. Students will be required to attempt any 4 selecting at least one from each Unit. 5X4 (20marks)

Questions 2, 3 and 4 (with internal choice) will be long answer-type questions based on Units I, II, III respectively. 3X10 (30 marks)

Internship/ Field Activity

Research Paper Project

Maximum Marks: 50

The student will be required to write a project report of about 15-20 typed pages based on the study of any selected topic, review of literary works/ movies, text. The students will be provided a suggestive list of topics/areas/issues for writing the Project Report. Every student shall submit a project work on the selected topic after the end of Semester II. The students shall be trained about MLA Handbook (Latest Edition). The project should be submitted to the Department after a proper anti-plagiarism check and certification.

Semester 4

Course Code	Course Title	Course ID	L	T	P	Credits
CC- A10	Literary Theory and Criticism- II	241/ENG/CC401	30	70		4
CC- A11	Indian Aesthetics	241/ENG/CC402	30	70		4

Discipline Elective Course(s)						
DSE 07 (One from Pool of Courses)	Modern English Drama	241/ENG/DS401	30	70		4
DSE 08	Translation Studies	241/ENG/DS402				
Skill Enhancement Course(s)/ Internship/Apprenticeship/project/ Community Outreach						
SEC306 OR PTI506 Project/Training/In	Project		50 v i v a	100 Proj ect		6

t ernship (One from Pool of Courses)						
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Total Credits						22
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Course Code: CCA10

Course Objectives

CO	Description
CO-1	Deepen Understanding of Critical Theories with an advanced understanding of major literary theories and critical frameworks.
CO-2	Enhance students' abilities to apply theoretical concepts to literary texts, fostering critical thinking and interpretative skills.
CO-3	To promote rigorous scholarly research, encouraging students to explore and contribute to contemporary debates in literary criticism and theory.
CO-4	Enable students to make connections between literary criticism and other academic disciplines, fostering a holistic understanding of literature's role in cultural and social contexts.

Course Outcomes

On completing **Literary Theory and Criticism- II** the students shall be able to realize following programme outcomes:-

CO	Description
CO-1	Demonstrate a comprehensive understanding of key literary theories and their historical development.

CO-2	Apply diverse theoretical frameworks to analyze and interpret literary texts, showcasing their critical and analytical skills.
CO-3	Conduct independent research, producing well-argued and original scholarly papers that contribute to the field of literary criticism.
CO-4	Integrate insights from various disciplines into their literary analyses, reflecting an interdisciplinary approach to literary studies.

Course Code: CCA10

Nomenclature of the Course: Literary Criticism and Theory II

Maximum Marks: 100

Theory: 70

Internal Assessment: 30

Unit I: New Criticism and American Reader Response Criticism

(A) Cleanth Brooks, “Keats’s Sylvan Historian: History without Footnotes.”

(B) W. K. Wimsatt and Monroe C. Beardsley. “The Intentional Fallacy.”

Unit II: Structuralism, Post-Modernism and Psychoanalytic Criticism

(A) Levi-Strauss, Claude. “The Structural Study of Myth.”

(B) Michel Foucault, “The Carceral”

Unit III: Deconstruction

(A) Jacques Derrida. “Structure, Sign and Play in the Discourse of the Human Sciences.”

(B) Roland Barthes: “The Death of the Author” from Roland Barthes, Image, Music, Text. Flamingo, 1977: 142-48.

Unit IV: Psychoanalysis

(A) Jacques Lacan. "The Mirror Stage as Formative of the Function of the I as Revealed in Psychoanalytic Experience." *Ecrits, A Selection*.

(B) Slavoj Zizek. Chapter 1 in *Enjoy Your Symptom!*

Instructions to the Paper-Setter and Students:

All questions are compulsory to attempt.

Question no. 1 will be of short notes. Write short notes on any 7 out of 9 (14 marks)

Unit 1

Question no. 3 will be an Essay type question with internal choice (14 marks)

Unit 2

Question no. 4 will be an Essay type question with internal choice (14 marks)

Unit 3

Question no. 5 will be an Essay type question with internal choice (14 marks)

Unit 4

Question no. 6 will be an Essay type question with internal choice (14 marks)

Suggested Reading:

Wagh, Patricia. *Literary Theory and Criticism: An Oxford Introduction*. New Delhi: OUP, 2006. Habib, M.A.R. *A History of Literary Criticism and Theory from Plato to the Present*.

Abrams, M. H. *A Glossary of Literary Terms*. Noida: Cengage, 2015.

Abrams, M. H. *The Mirror and the Lamp: Romantic Theory and the Critical Tradition*. New York: OUP, 1993.

Cuddon, J.A. *The Penguin Dictionary of Literary Terms and Literary Theory*, revised by C.E. Preston, London: Penguin Books, 1999.

Nayar, Pramod K. *Literary Theory Today*. New Delhi: Prestige, 2022.

Nayar, Pramod K. *Posthumanism*. Cornwall: Polity Press, 2014.

Payne, Michael and Johnn Schad. Eds. *Life after Theory*. London: Continuum, 2003.

Young, Robert J.C. *White Mythologies*. New York: Routledge, 2004.

Brooks, Cleanth. "Keats's Sylvan Historian: History without Footnotes." In *The Well Wrought*

- Urn: Studies in the Structure of Poetry*. Harcourt Brace & Company, 1975.
- Wimsatt, W. K, and Monroe C. Beardsley. "The Intentional Fallacy." In *The Verbal Icon: Studies in the Meaning of Poetry*. University of Kentucky Press, 1967.
- Levi-Strauss, Claude. "The Structural Study of Myth." In *Structural Anthropology Vol. 2*. University of Chicago Press, 1983.
- Foucault, Michel. "What is an Author?" In *The Foucault Reader*. Vintage Books, 2010.
- Michel Foucault. Part 4, *Prison Discipline and Punish: The Birth of the Prison* London: Penguin Books, 1991.
- Michel Foucault. *The History of Sexuality, Vol. 1: An Introduction* London: Penguin, 1991.
- Derrida, Jacques. "Structure, Sign and Play in the Discourse of the Human Sciences." In *Writing and Difference*. Routledge, 2001.
- Austin, John Langshaw. Lecture 1 in *How To Do Things With Words*. London: OUP, 1962.

Course Code: CCA11

Course Objectives

CO	Description
CO-1	Thorough understanding of fundamental concepts in Indian aesthetics.
CO-2	Critically analyze and interpret classical Indian texts and their aesthetic principles, fostering a deep appreciation of India's literary heritage.
CO-3	Examine the cultural and philosophical contexts that shaped Indian aesthetic theories, highlighting their relevance and application to contemporary art and literature.
CO-4	Promote comparative studies by relating Indian aesthetic theories to other global aesthetic frameworks, encouraging a broader perspective on aesthetics.

Course Outcomes

On completing **Indian Aesthetics** the students shall be able to realize following programme outcomes:-

CO	Description
CO-1	Demonstrate a comprehensive understanding of key theories and concepts in Indian aesthetics and their historical development.

CO-2	Apply Indian aesthetic principles to analyze and critique both classical and contemporary texts, showcasing their analytical and interpretive skills.
CO-3	Gain insights into the cultural and philosophical foundations of Indian aesthetics.
CO-4	Compare and contrast Indian aesthetic theories with other global aesthetic traditions, reflecting an interdisciplinary and comparative approach to the study of aesthetics.

Course code: A11

Nomenclature of the course: Indian Aesthetics

Max Marks: 100

Theory: 70

Internal Assessment: 30

Course Description: This ontological course has been designed to range from the ancient knowledge system to novel epistemological discourse. A study of Indian aesthetics, the philosophy of art and beauty, focusing on theories from early to contemporary, examining questions of transcendence and immanence, artistic production, definitions of art, and its place within society. The course includes research, writing, and essential key aspects of the academic discipline.

Course Objective: to encourage the examination of a variety of aesthetic theories to allow its learners to develop their own ideas concerning art and aesthetics while gaining the ability to present their ideas articulately in written and oral form. This course is intended to develop critical

thinking skills through discussion and evaluation pattern.

Unit I

1. “The Origin and Growth of Poetics in Sanskrit” by Professor P.V. Kane
2. “The Main Aspects of Indian Aesthetics” by M. Hiriyanna

Unit II

1. Indian Poetics: Rasa Theory, Dhvani Theory, and Alankaras (definitions)
2. “The Evolution of Rasas in Indian Literature” by K. Krishnamoorthy. (Pp. 15-27)
3. The Maheshvara Sutras, Paninian Aṣṭādhyāyī, as Grammar and Syntax: An Introduction

Unit III

1. The Natyasastra: Chapter one “The Origin of Drama” (Pp. 1-17, or pdf 88-104)
2. The Karma Yoga: The third chapter of Bhagavad Gita (43 Shlokas)

Unit IV

1. Preface to Sacontala: Or, the Fatal Ring: An Indian Drama by Kalidasa, tr. Sir Jones, William
2. “The Sense of Beauty” by Rabindranath Tagore.
3. “Canto One: The Symbol Dawn” from Sri Aurobindo’s Savitri: A Legend and a Symbol. (Pp. 1-10)

Prescribed Texts:

Aurobindo, Sri. *Savitri: A Legend and a Symbol*. Sri Aurobindo Ashram Publications Department, 1993.

Kalidasa, Sacontala: *Or, the Fatal Ring: An Indian Drama*. Tr. Sir William Jones. Ghose, 1876.

Krishnamoorthy, K. *The Evolution of Rasas in Indian Literature*. Ministry of Culture, Sangeet Natak Akademi, 1985.

Nikhilananda, Swami. *Spiritual Disciplines I (Karma-Yoga)*. Routledge, 1958.

Pāṇini. *Pāṇini's Grammatik*. Tr. Otto von Böhtlingk. Motilal Banarsidas, 2021.

Rabindranath Tagore on Arts & Aesthetics. Orient Longmans, 1961.

Raghavan, V., and Nagendra. *An Introduction to Indian Poetics*. Macmillan and Company Limited, 1970.

Srimad Bhagavad Gita (in Sanskrit, Hindi & English). Gita Press, 2015.

Vasu, Chandra Srisa. *The Aṣṭādhyāyī of Pāṇini*. Motilal Banarsidass, 1891, rpt. 2010.

Vivekananda, Swami. *Thoughts on the Gita*. Advaita Ashrama, 1992.

Wilkins, Charles. *The Bhagavat Geeta or Dialogues of Kreeshna and Arjoon*. Nourse, 1785.

Wilkins, Charles. *The Bhagvat - Geeta, or Dialogues of Kreeshna and Arjoon in Eighteen Lectures with Notes*. Gyan Publishing House, 2022.

Suggested Readings:

Adorno, Theodor W. *Aesthetic Theory*. Bloomsbury, 2013.

Barlingay, S.S. *A Modern Introduction to Indian Aesthetic Theory: The Development from Bharata to Jagannaatha*. D.K. Prints, 2007

Beardsley, M.C. *Aesthetics*. Hackett, 1958.

Besant, Annie, and Bhagavan Das. *The Bhagavad-Gita*. Theosophical Publishing Society, 1905. (Chapter-III, “Karma-Yoga”, Pp. 57-76)

Cahn, Steven M., and Aaron Meskin. *Aesthetics: A Comprehensive Anthology*. Blackwell Philosophy Anthologies. Wiley–Blackwell, 2007.

Chandran, Mini, and V. S. Sreenath. *An Introduction to Indian Aesthetics History, Theory, and Theoreticians*. Bloomsbury, 2021.

De, Sushil Kumar. *Studies in the History of Sanskrit Poetics*. 1925, rpt. New Bharatiya Book Corporation; 2nd Edition, 2014.

Devy, G.N. (Ed.) *Indian Literary Criticism, Theory and Interpretation*. Orient Longman, 2002.

Gokak, V.K. *The Poetic Approach to Language: With Special Reference to the History of English*. OUP, 1952.

Hegel, G.W.F., and von Humboldt, W.F. *On the Episode of the Mahābhārata Known by the Name Bhagavad-Gītā* by Wilhelm von Humboldt. Indian Council of Philosophical Research, 1995.

Hill, Stephen R., and Peter G. Harrison. *Dhatu-Patha: The Roots of Language*. Munshiram Manoharlal Publishers, 1997.

Iyengar, Srinivasa K.R. *Indian Writing In English*. Sterling Publisher, 2009.

Iyer, K.A. Subramaniam. *The Vakyapadiya of Bhartrhari*. Poona Deccan College, 1965.

Jauss, Hans Robert. *Aesthetic Experience and Literary Hermeneutics*. Minneapolis: University of Minnesota Press, 1982.

Kane, P.V. *History of Sanskrit Poetics*. Motilal Banarsidass, 1994.

Kapoor, Kapil. *Literary theory: Indian Conceptual Framework*. Affiliated East-West Press, 2012.

Kiparsky, Paul, and S.D. Joshi. *Panini as a Variationist*. Poona University Press & MIT Press, 1979.

Kiparsky, Paul. “Economy and the Construction of the Sivasutras”. Stanford University, 1979.

Malhotra, Rajiv, and Satyanarayana Dasa. *Sanskrit Non-translatables*. Amaryllis, 2022.

Nadkarni, M.V. *The Bhagavad-Gita for the Modern Reader: History, Interpretations and Philosophy*. Routledge, 2020.

Naik, M.K. *A History of Indian English Literature*. Sahitya Academy, 1982, reprint, 2007.

Nayar, P.K. *English Writing and India, 1600-1920: Colonizing Aesthetics*. Routledge, 2008.

Pandey, K.C. *Comparative Aesthetics, Vol. I: Indian Aesthetics*. Chowkhamba Sanskrit Studies 2, Varanasi, 1950, reprint, 1995.

Patankar, R.B. *Aesthetics and Literary Criticism*. Bombay Nachiketa Publication. 1969.

Petersen, Wiebke. “A Mathematical Analysis of Pāṇini’s Śiva sūtras”. *Journal of Logic, Language and Information*. Kluwer Academic Publishers, 2004.

Pollock, Sheldon. *The Rasa Reader: Classical Indian Aesthetics*. Columbia University Press, 2006.

Prabhavananda, Swami and Christopher Isherwood, an introduction by Aldous Huxley. *Bhagavad-Gita: The Song of God*. Penguin, 2002

Raghavan, V. "The Aesthetics of Ancient Indian Drama." *Indian Literature*, vol. 1, no. 2, 1958, pp. 67–74. JSTOR, <http://www.jstor.org/stable/23329292> . Accessed 14 Feb. 2012.

Raghavan, V., and Nagendra. *An Introduction to Indian Poetics*. Macmillan and Company Limited, 1970.

Ramachandran, T.P. *Aspects of Higher Indian Aesthetics*. Madras, 1982.

Rangacharya Adya. *Introduction to Bharata's Natyasastra*. New Delhi: Munshiram Manoharlal Publishers, 1966, rpt.2005.

Tiwari, R.S. *A Critical Approach to Classical Indian Poetics*. Chaukhambha Orientalia, 1984.

Vivekananda, Swami. *Bhagavad Gita*. Vedanta Press & Bookshop 2009; Advaita Ashrama, 2009.

Instructions to the Paper-Setter and Students:

All questions are compulsory to attempt.

Question no. 1 will be of short notes. Write short notes on any 7 out of 9 (14 marks)

Unit 1

Question no. 2 will be an Essay type question with internal choice (14 marks)

Unit 2

Question no. 3 will be an Essay type question with internal choice (14 marks)

Unit 3

Question no. 4 will be an Essay type question with internal choice (14 marks)

Unit 4

Question no. 5 will be an Essay type question with internal choice (14 marks)

DISCIPLINE SPECIFIC ELECTIVE COURSE- DSE-07

Course Objectives

CO	Description
CO-1	Study key playwrights of modern English drama examining their contributions to the genre and their distinctive styles.
CO-2	Investigate significant theatrical movements and innovations within modern English drama.
CO-3	Analyse recurring themes and motifs in modern English drama, such as alienation, identity, existentialism, and the critique of societal norms, exploring how these themes are expressed through dramatic techniques.

Course Outcomes

On completing the paper **Modern English Drama**, the students shall be able to realize following program outcomes:

CO	Description
CO-1	Students will develop advanced skills in critically analysing and interpreting modern English dramas, employing relevant literary theories and contextual understanding to explore themes, characters, and dramatic techniques.

CO-2	Consider ethical and cultural dimensions of modern English drama, exploring issues of representation, censorship, and the role of drama in reflecting and shaping societal values.
CO-3	Evaluate the reception of modern English dramas in their contemporary contexts and their performance history, considering how staging, interpretation, and audience reception have evolved over time.

Course- DSE 07

Nomenclature of the Course: Modern English Drama

Max Marks: 75

Theory: 50

Internal Assessment: 25

Unit 1

1. Concept/ Terms: Elements of Theatre, Aristotle's Unities, Characteristics of Tragedy by Aristotle, Problem Play, Theatre of Absurd, Epic theatre, Verfremdungseffekt (Alienation Effect), Fourth Wall, Expressionism, Realism in theatre, 20th Century poetic drama, Street play, Agitprop Theatre
2. Bertolt Brecht, (i) 'The Street Scene';(ii) 'Theatre for Pleasure or Theatre for Instruction', in Brecht on Theatre: The Development of an Aesthetic, ed. John Willet (London: Methuen, 1992) pp. 121-28; 68-76

Unit 2

Eugene Ionesco *Rhinoceros* (1959)

Unit 3

Caryl Churchill *Top Girls* (1982)

Instructions to the Paper-Setter and Students:

All questions are compulsory to attempt.

All questions are compulsory and carry equal marks.

Question 1 will comprise four short-answer type questions. There will be at least one question from each Units. Students will be required to attempt any 4 selecting at least one from each Unit. 5X4 (20marks)

Questions 2, 3 and 4 (with internal choice) will be long answer-type questions based on Units I, II, III respectively. 3X10 (30 marks)

Suggested Readings:

Burkman, Katherine H. *The Dramatic World of Harold Pinter: Its Basis in Ritual*, University of Ohio Press, 1971.

Dukore, Bernard F. *Where Laughter Stops: Pinter's Tragicomedy*, University of Missouri Press, 1976. Esslin, Martin. *Pinter: A Study of His Plays*, expanded edition, W. W. Norton, 1976.

Esslin, Martin. *The Theatre of the Absurd*, revised and enlarged edition, Penguin Books, 1976.

DISCIPLINE SPECIFIC ELECTIVE COURSE- DSE-08

Course Objectives

CO	Description
CO-1	Gain a comprehensive understanding of the major theories and concepts in translation studies.
CO-2	Develop the ability to analyze the cultural implications of translation and its role in intercultural communication.
CO-3	Acquire practical skills in translating various types of texts, utilizing appropriate strategies and tools.
CO- 4	Learn to navigate ethical challenges in translation, ensuring responsible and culturally sensitive practice.

Course Outcomes

On completing the paper **Translation Studies** the students shall be able to realize following program outcomes:

CO	Description
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CO-1	Become proficient in the foundational theories and concepts of translation studies.
CO-2	Demonstrate an understanding of the cultural nuances involved in translation and their implications.
CO-3	Practical expertise of translating different types of texts using appropriate strategies and tools.
CO- 4	Identify and address ethical challenges in translation, ensuring responsible practice.

Course Code: DSE 08

Nomenclature of the Course: Translation Studies

Max Marks: 75

Theory: 50

Internal Assessment: 25

Unit 1

Introduction to Translation

- a) Meaning and various definitions of Translation
- b) Areas of Translation
- c) Significance of Translation
- d) Brief History of translation with special reference on Theodore Savory; J C Catford; Eugene Nida; Peter Newmark and Susan Barnette
- e) Basic concepts and terms used in translation studies

Equivalence, source language, target language, source text, target text, language variety, dialect, idiolect, register, style, mode, code mixing and switching, transliteration, simultaneous and consecutive interpreting.

Unit 2

News, Poetry, Short- story, Novella, New headings, Newspaper Report, Editorial, Idiomatic expressions, Letter, Essay, Commercial Advertisements.

- (i) U.R. Ananth murthy: “What does translation mean in India”
- (ii) Sujit Mukherjee: “Translation as new Writing” (From Mukherjee Sujit, Translation as Discourse, 77-85)

Unit 3

Assignment and Project (Practical)

- (i) Short Length (Poem)

(ii) Full length (Story)

Suggested Readings:

Basnett, Susan. *Translation Studies*. London/ New York: 1980 (Indian rpt 2005).

Newmark, Peter. *A Textbook of translation*. New York: Prentice Hall, 1988.

Theodore Savory. *The Art of Translation*. Jonathan Cape Ltd, 1969.

J C Catford. *A Linguistic Theory of Translation*. Oxford University Press, 1965.

Eugene Nida. *Toward a Science of Translation*

Rosenstein, Lucy. *New Poetry in Hindi*. New Delhi: Permanent Black, 2003.

Instructions to the Paper-Setter and the students:

All questions are compulsory and carry equal marks.

Question 1 will comprise four short-answer type questions. There will be at least one question from each Units. Students will be required to attempt any 4 selecting at least one from each Unit. 5X4 (20marks)

Questions 2, 3 and 4 (with internal choice) will be long answer-type questions based on Units I, II, III respectively. 3X10 (30 marks)

Community Engagement/ Field Work/ Survey/ Seminar

Research Paper Project

Maximum Marks: 150

The student will be required to write a dissertation of about 50-60 typed pages based on the study of any selected topic, review of literary works/ movies, text. The students shall be trained about MLA Handbook (Latest Edition). Every student shall submit dissertation on the selected topic before the end of Semester IV and it should be submitted to the Department after a proper anti-plagiarism check and certification.

Department will allot Supervisors to the students within four weeks of students' promotion to the Fourth Semester.