



**INSTITUTE OF ENGLISH
UNIVERSITY OF KERALA**

**Learning Outcomes-based Curriculum Framework (LOCF) for
Postgraduate Programme**



M.A. Programme in English Language and Literature

(Under Credit and Semester System w.e.f. 2021 Admissions)

UNIVERSITY OF KERALA
Institute of English
2020

PREAMBLE

The role of higher education is vital in securing the gainful employment and providing further access to higher education comparable to the best available in the world-class institutions elsewhere. The improvement in the quality of higher education, therefore, deserves to be given top-most priority to enable the young generation of students to acquire skill, training and knowledge to enhance their thinking, comprehension and application abilities and prepare them to compete, succeed and excel globally. Sustained initiatives are required to reform the present higher education system for improving and upgrading the academic resources and learning environments by raising the quality of teaching and standards of achievements in learning outcomes across all undergraduate programs in science, humanities, commerce and professional streams of higher education.

One of the significant reforms in the undergraduate education is to introduce the Learning Outcomes-based Curriculum Framework (LOCF) which makes it student-centric, interactive and outcome-oriented with well-defined aims, objectives and goals to achieve. The University Grants Commission (UGC) took the initiative of implementing the LOCF in the Colleges and the Universities of the country. Accordingly, the University of Kerala has decided to implement the LOCF in all its departments under the auspices of Internal Quality Assurance Cell (IQAC). A series of teacher training workshops were organised by IQAC and the office of the Credit and Semester System (CSS), and the departments have revised the syllabus accordingly, through workshops and in consultation with academic experts in the field.

GRADUATE ATTRIBUTES (GAs)

The Graduate Attributes (GAs) reflect particular qualities and abilities of an individual learner including knowledge, application of knowledge, professional and life skills, attitudes and human values that are required to be acquired by the graduates of University of Kerala. The graduate attributes include capabilities to strengthen one's professional abilities for widening current knowledge and industry-ready skills, undertaking future studies for global and local application, performing creatively and professionally, in a chosen career and ultimately playing a constructive role as a socially responsible global citizen. The Graduate Attributes define the characteristics of learners and describe a set of competencies that are beyond the study of a particular area and programme.

The GAs of University of Kerala

- Continue life-long learning as an autonomous learner
- Continuously strive for excellence in education
- Apply and nurture critical and creative thinking
- Promote sustainable development practices
- Promote co-operation over competition
- Balance rights with responsibilities
- Understand and respect diversity & difference
- Not be prejudiced by gender, age, caste, religion, or nationality.
- Use education as a tool for emancipation and empowerment of humanity

Programme Specific Outcomes (PSOs)

- PSO 1: Familiarize students with the current developments in the field of English Language and Literature Studies
- PSO 2: Develop an understanding of the aesthetics and politics in literature
- PSO 3: Critique the ground of doing literary studies today
- PSO 4: Formulate critical positions to read literary texts
- PSO 5: Critically examine debates that shape ideas on art, literature, and aesthetics
- PSO 6: Discover the range and scope of the study of aesthetics in the humanities
- PSO 7: Evolve a perspective on the debates on theorizing genres
- PSO 8: Comprehend the assumptions underlying contemporary cultural discourses
- PSO 9: Problematise the socio-cultural and political implications of literary and artistic imaginations
- PSO 10: Interrogate the various modes of representations and their ramifications
- PSO 11: Introduce students to the diverse pedagogical principles and praxis in English
- PSO 12: Familiarize students with the current developments in the field of Language Studies
- PSO 13: Develop expertise in pedagogy, assessment and research domains in Language Studies
- PSO 14: Cultivate an awareness of the cultural and literary heritage of India as reflected in its literatures
- PSO 15: Creatively put to use the nuances in discourse analysis
- PSO 16: Cultivate acquaintance with interdisciplinary approaches to literature and culture

INSTITUTE OF ENGLISH, UNIVERSITY OF KERALA
M.A. PROGRAMME IN ENGLISH LANGUAGE AND LITERATURE
(Under Credit and Semester System w.e.f. 2020 Admissions)

| Semester | Sl.No. | Course Code | Course Title | Credits |
|--------------|--------|--|---|---------|
| Semester I | 1. | Core Course ENG-CC-511 | British Literary Genres I | 4 |
| | 2. | ENG-CC-512 | Philosophy of Aesthetics | 4 |
| | 3. | ENG-CC-513 | Language Studies I | 4 |
| | 4. | ENG-CC-514 | European Literature | 4 |
| | 5. | Electives ENG-SE-515 | Academic Writing Or | 2 |
| | 6. | ENG-DE-516 | Film Studies | |
| | 7. | | External Elective | 2 |
| Semester II | 1. | Core Course ENG-CC-521 | British Literary Genres II | 4 |
| | 2. | ENG-CC-522 | Critical Theories I | 4 |
| | 3. | ENG-CC-523 | Indian Writing in English | 4 |
| | 4. | ENG-CC-524 | American Literature | 4 |
| | 5. | Electives ENG-DE-525 (i) | Laws and Sexualities in India | 2 |
| | 6. | ENG-DE-525(ii) Or | Women, Bodily Autonomy and Law Or | |
| | 7. | ENG-DE-526 | Digital Feminisms | |
| | 8. | ENG-DE-527 Or | Dalit Writing Or | 2 |
| | 9. | ENG-DE-528 | Regional Indian Literatures in English Translation | |
| Semester III | 1. | Core Course ENG-CC-531 | British Literary Genre III | 4 |
| | 2. | ENG-CC-532 | Critical Theories II | 4 |
| | 3. | ENG-CC-533 | Cultural Studies | 4 |
| | 4. | Electives ENG-DE-534 (i) Or | Study of an Author – John Milton Or | 2 |
| | 5. | ENG-DE-534 (ii) Or | Study of an Author – Jane Austen Or | |
| | 6. | ENG-DE-534 (iii) Or | Study of an Author – Anton Checkov Or | |
| | 7. | ENG-DE-534 (iv) | Study of an Author – G.B.Shaw | |
| | 8. | ENG-DE-535 Or | Canadian Contexts and Texts Or | 2 |
| | 9. | ENG-DE-536 | Australia: History, Culture and Literature | |
| | 10. | ENG-DE-537 Or | Or South Asian Diaspora Narratives Or | 2 |
| | 11. | ENG-DE-538 | Literature & Ecology | |

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|----------------|----------------------|---|-------------------------------|-----------|
| | 12. | | External Elective | 2 |
| Semester IV | 1. | <u>Core Course</u> ENG-CC-541 | Contemporary Literatures | 4 |
| | 2. | ENG-CC-542 | Cultural Histories of Keralam | 4 |
| | 3. | ENG-CC-543 | Language Studies II | 4 |
| | ENG-D-544 | | Project | 4 |
| | Total Credits | | | 74 |

Extra-Departmental Electives

| Semester | Sl.No. | Course Code | Course Title | Credits |
|-----------------|---------------|--------------------|-------------------------------------|----------------|
| Semester I | 1. | ENG-GC-516 | English for Effective Communication | 2 |
| | 2. | ENG-GC-517 | Feminist Legal Studies in India | 2 |
| Semester II | 1. | ENG-GC-529 | Introduction to Canadian Studies | 2 |
| Semester III | 1. | ENG-GC-539 | Communication Skills in English | 2 |

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| Semester | Course Code | Name of the course | Core Courses (CC) | Discipline-Specific Elective (DE) | Generic Course (GC) | Skill Enhancement Elective (SE) | Credits |
|-----------------|--------------------|----------------------------|--------------------------|--|----------------------------|--|----------------|
| I | ENG-CC-511 | British Literary Genres I | + | | | | 4 |
| | ENG-CC-512 | Philosophy of Aesthetics | + | | | | 4 |
| | ENG-CC-513 | Language Studies I | + | | | | 4 |
| | ENG-CC-514 | European Literature | + | | | | 4 |
| | ENG-SE-515 | Academic Writing | | | | + | 2 |
| | ENG-DE-516 | Film Studies | | | + | | 2 |
| II | ENG-CC-521 | British Literary Genres II | + | | | | 4 |
| | ENG-CC-522 | Critical Theories I | + | | | | 4 |
| | ENG-CC-523 | Indian Writing in English | + | | | | 4 |
| | ENG-CC-524 | American Literature | + | | | | 4 |

| | | | | | | | |
|------------|------------------|--|---|---|--|--|---|
| | ENG-DE-525 (i) | Laws and Sexualities in India | | + | | | 2 |
| | ENG-DE-525(ii) | Women, Bodily Autonomy and Law | | + | | | 2 |
| | ENG-DE-526 | Digital Feminisms | | + | | | 2 |
| | ENG-DE-527 | Dalit Writing | | + | | | |
| | ENG-DE-528 | Regional Indian Literatures in English Translation | | + | | | 2 |
| III | ENG-CC-531 | British Literary Genre III | + | | | | 4 |
| | ENG-CC-532 | Critical Theories II | + | | | | 4 |
| | ENG-CC-533 | Cultural Studies | + | | | | 4 |
| | ENG-DE-534 (i) | Study of an Author – John Milton | | + | | | 2 |
| | ENG-DE-534 (ii) | Study of an Author – Jane Austen | | + | | | 2 |
| | ENG-DE-534 (iii) | Study of an Author – Anton Checkov | | + | | | 2 |

| | | | | | | | |
|-----------------------------------|-----------------|--|---|---|---|--|---|
| | ENG-DE-534 (iv) | Study of an Author – G.B.Shaw | | + | | | 2 |
| | ENG-DE-535 | Canadian Contexts and Texts | | + | | | 2 |
| | ENG-DE-536 | Australia: History, Culture and Literature | | + | | | 2 |
| | ENG-DE-537 | South Asian Diaspora Narratives | | + | | | 2 |
| | ENG-DE-538 | Literature & Ecology | | + | | | 2 |
| IV | ENG-CC-541 | Contemporary Literatures | + | | | | 4 |
| | ENG-CC-542 | Cultural Histories of Keralam | + | | | | 4 |
| | ENG-CC-543 | Language Studies II | + | | | | 4 |
| Extra-Departmental Courses | | | | | | | |
| Semester I | ENG-GC-516 | English for Effective Communication | | | + | | 2 |
| | ENG-GC-517 | Feminist Legal Studies in India | | | + | | 2 |

| | | | | | | | |
|---------------------|------------|----------------------------------|--|--|---|--|----------|
| Semester II | ENG-GC-529 | Introduction to Canadian Studies | | | + | | 2 |
| Semester III | ENG-GC-539 | Communication Skills in English | | | + | | 2 |

Semester I
Course Code: ENG-CC-511
Course Title: British Literary Genres I
Credits: 4

| CO | COURSE OUTCOME STATEMENT | PSO |
|-----------|--|---------------|
| CO1 | Recognize the dynamics of the evolution of genres | PSO1 and PSO5 |
| CO2 | Analyze the implications of theorizing literary genres | PSO7 |
| CO3 | Evolve critical perspectives on the evolution of genres | PSO7 |
| CO4 | Learn to explore literary texts in the dual context of genre and period of composition | PSO8 |
| CO5 | Cultivate a critical temperament to read literary texts | PSO5 |
| CO6 | Contextualize the ground of English Studies | PSO9 |

Module Outcome (MO)

Module 1

- MO1 Expand knowledge of the evolution of genres
- MO2 Locate the evolution of genre traditions
- MO3 Bring in a critical perspective on genre specific narratives

Module 2

- MO1 Explore transformation of genres
- MO2 Examine the epigenesis of genres
- MO3 Bring in a critical perspective on genre specific narratives

Module 3

- MO1 Expand understanding of romantic genre theory
- MO2 Contextualize dimensions in Victorian poetics
- MO3 Critically discuss Romantic and Victorian poetry

Module 4

- MO1 Critically understand evolution of English drama
- MO2 Explore English professional stage
- MO3 Critically discuss Elizabethan drama

Module 5

- MO1 Acquire insights into the nature of audience and their culture
 MO2 Explore genre, gender, theatre interface
 MO3 Critically discuss Jacobean drama

Module 6

- MO1 Explore the afterlives of Shakespeare
 MO2 Discuss Shakespearean incarnations on stage, screen and electronic text
 MO3 Critically examine Shakespeare adaptation in film

Course Content**Module I Evolution of Genres****Required Reading**

- Geoffrey Chaucer. "The General Prologue." *The Canterbury Tales*. Trans. Neville Coghill.
 Edmund Spenser. "Prothalamion."
 William Shakespeare. "My Mistress' Eyes are Nothing Like the Sun."
 John Donne. "Valediction Forbidding Mourning."
 John Milton. "On his Blindness"

Recommended Reading

- Genette, Gerard. "The Architext." *Modern Genre Theory*. Ed. David Duff. Routledge. 2000.
 pp. 210 – 218.
 Fowler, Alastair. "Genre and Tradition." *The Cambridge Companion to English Poetry: Donne
 to Marvell*. Ed. Thomas M. Corns. Cambridge UP. 1993. pp. 80 – 100.
 Thomas Wyatt. "Whoso List to Hunt."
 John Donne. "The Flea."
 George Herbert. "The Pulley."
 Andrew Marvell. "The Definition of Love," "An Horatian Ode Upon Cromwell's Return From
 Ireland."

Module II Classical Impulses**Required Reading**

- Fowler, Alastair. "Transformations of Genre." *Modern Genre Theory*. Ed. David Duff.
 Routledge. 2000. pp. 232 – 249.
 John Dryden. "Absalom and Achitophel."
 William Blake. "The Sick Rose."
 Thomas Gray. "Elegy Written in a Country Churchyard."

Recommended Reading

- Rajan, Tilottama. "The Epigenesis of Genre: New Forms from Old." *The Cambridge History of
 English Romantic Literature*. James Chandler. Cambridge UP. 2009. pp. 507 – 526.
 Alexander Pope. "The Rape of the Lock."
 William Collins. "Ode to Evening."

Module III Highways of Poetry

Required Reading

William Wordsworth. "Tintern Abbey."
 P.B. Shelley. "Ode to the West Wind."
 John Keats "Ode to Autumn")
 Robert Browning. "Andrea Del Sarto."
 Matthew Arnold. "Dover Beach."

Recommended Reading

Duff, David. "Romantic Genre Theory." *Romanticism and the Uses of Language*. Oxford UP. 2009. pp. 58 – 94.
 Christ, Carol T. "Introduction: Victorian Poetics." *A Companion to Victorian Poetry*. Ed. Richard Cronin, Alison Chapman, and Antony H. Harrison. Blackwell. 2002. pp. 1 – 21.
 S.T. Coleridge. "The Rime of the Ancient Mariner."
 John Keats. "Endymion."
 Elizabeth Barrett Browning. "Mother and Poet."
 Alfred Tennyson. "The Lotus-eaters."

Module IV Elizabethan Drama

Required Reading

Williams, Raymond. "English Medieval Drama." *Drama in Performance*. Raymond Williams. C.A. Watts & Co. 1968. Pp. 32 – 52.
 Christopher Marlowe. *Dr. Faustus*
 William Shakespeare. *Richard II*

Recommended Reading

H a p p é, Peter. "Theatres and Companies: The Context of the Professional Stage—James Burbage and John Lyly." *Elizabethan Drama*. Ed. with Intr. Harold Bloom. Chelsea. 2004. pp. 27 – 45.
 Ben Jonson. *Volpone*
 William Shakespeare. *King Lear*
 John Webster. *The White Devil*

Module V Jacobean Drama

Required Reading

O'Brien, John. "Drama: Genre, Gender, Theatre." *A Concise Companion to the Restoration and Eighteenth Century*. Ed. Cynthia Wall. Blackwell. 2005. Pp. 183 - 201.
 William Congreve. *The Way of the World*
 Oscar Wilde. *The Importance of being Earnest*

Recommended Reading

Leggatt, Alexander. "The Audiences and their Culture." *Jacobean Public Theatre*. Alexander Leggatt. Routledge. 1992. pp. 27 – 43.
 Oliver Goldsmith. *She Stoops to Conquer*
 R.B. Sheridan. *The Rivals*

Module VI Afterlives of Shakespeare

Required Reading

- Hatchuel, Sarah. "Shakespeare, from Stage to screen: A Historical and Aesthetic Approach." *Shakespeare, from Stage to Screen*. Cambridge UP. 2004. Pp. 1 – 32.
- Gulzar, dir. *Angoor*. A.R. Movies. 1982.

Recommended Reading

- Best, Michael. "Shakespeare and the Electronic Text." *A Concise Companion to Shakespeare and the Text*. Ed. Andrew Murphy. Blackwell. 2007. Pp. 145 – 161.
- Macdonald, Anne-Marie. *Goodnight Desdemona (Good morning Juliet)*. 1988.
- Cesaire, Aime. *A Tempest*. 1969. Trans. Richard Miller. 1985.

References

- Adams, James Eli. *A History of Victorian Literature*. Wiley-Blackwell. 2009.
- Best, Michael. *A Concise Companion to Shakespeare and the Text*. Ed. Andrew Murphy. Blackwell. 2007.
- Bloom, Harold. Ed. with Intr. *Elizabethan Drama*. Chelsea. 2004.
- Corns, Thomas M. Ed. *The Cambridge Companion to English Poetry: Donne to Marvell*. Cambridge UP. 1993.
- Cronin, Richard, Alison Chapman, and Antony H. Harrison. Ed. *A Companion to Victorian Poetry*. Blackwell. 2002.
- Duff, David. Ed. *Modern Genre Theory*. Routledge. 2000.
- . *Romanticism and the Uses of Language*. Oxford UP. 2009.
- Hatchuel, Sarah. *Shakespeare, from Stage to Screen*. Cambridge UP. 2004.
- Hiscock, Andrew and Lisa Hopkins. Ed. *Teaching Shakespeare and Early Modern Dramatists*. Palgrave. 2007.
- Leggatt, Alexander. *Jacobean Public Theatre*. Routledge. 1992.
- Lockridge, Laurence S. *The Ethics of Romanticism*. Cambridge UP. 1989.
- Luebering, J.E. Ed. *English Literature from the Restoration through the Romantic Period*. Britannica. 2011.
- Pickering, Kenneth. *Key Concepts in Drama and Performance*. Palgrave. 2005.
- Rosemarin, Adena. *The Power of Genre*. U of Minnesota P. 1985.
- Spiller, Michael R.G. *The Development of the Sonnet: An Introduction*. Routledge. 1992.
- Wall, Cynthia. Ed. *A Concise Companion to the Restoration and Eighteenth Century*. Blackwell. 2005.
- Wiseman, Susan. *Drama and Politics in the English Civil War*. Cambridge UP. 1998.
- Zucker, Adam and Alan B. Farmer. *Localizing Caroline Drama: Politics and the Economics of the Early Modern English Stage, 1625 – 1642*. Palgrave. 2006.

Semester I**Course Code: ENG-CC-512****Course Title: Philosophy of Aesthetics****Credits: 4**

| CO | COURSE OUTCOME STATEMENT | PSO |
|-----|--|---------------|
| CO1 | Contextualize the foundations of Indian aesthetic philosophy | PSO2 |
| CO2 | Focalize concepts in Indian aesthetics | PSO4 and PSO5 |
| CO3 | Contextualize seminal thoughts in Western aesthetic philosophy | PSO4 and PSO5 |
| CO4 | Evolve a theoretical grounding on debates on aesthetics | PSO6 |
| CO5 | Debate on ideas on art and literature | PSO3 |
| CO6 | Conceptualize the need to theorize aesthetics | PSO4 |

Module Outcome (MO)**Module 1**

- MO1 Acquire a grounding in concepts in Indian Aesthetics
MO2 Perceive the range and depth of critical concepts in Indian aesthetics
MO3 Provide a critical perspective into fundamental concepts in Indian aesthetic philosophy

Module 2

- MO1 Examine the synthesis of ideas and concepts in art experience
MO2 Explore the multiple shades in aesthetic philosophy
MO3 Synthesize concepts and theories of art in India

Module 3

- MO1 Critically introduce basic concepts in Western aesthetic tradition
MO2 Explicate the philosophical foundation of Western aesthetic tradition
MO3 Examine seminal foundational texts in Western aesthetic tradition

Module 4

- MO1 Critically address relationships between life and art
MO2 Engage with the debates on issues concerning aesthetics
MO3 Theorize the structure of aesthetic experience

Module 5

- MO1 Comprehend the nature and function of art in contemporary times

- MO2 Theorize on the idea of art and artwork
 MO3 Examine seminal principles in aesthetic philosophy

Module 6

- MO1 Comprehend the mode of existence of art in contemporary times
 MO2 Theorize art in the digital era
 MO3 Examine conceptual terms in contemporary theorizing in art and aesthetics

Course Content

Module I Texts on Aesthetics

- Bharata-Muni. “The Sentiments.” *The Natyaśāstra*. Trans. and Intr. Manomohan Ghosh. The Royal Asiatic Society of Bengal. 1951. pp. 100 – 117.
 “Akattinai-y-iyal.” *Tolkāppiyam*. Vol. II *Porulatikāram*. P.S. Subrahmanya Sastri. The Kuppuswami Sastri Research Institute. 2002. pp. 1 – 36

Module II Aesthetic Experience

- Sri Aurobindo. “The Soul of Poetic Delight and Beauty.” *Indian Aesthetics: An Introduction*. Ed. V.S. Sethuraman. Macmillan. 1992. pp. 405 – 416.
 Chattopadhyaya, D.P. “Ancient and Medieval Concepts and Theories of Art in India.” *Contemporary Philosophy: A New Survey*. Ed. Guttorm Fløistad. Springer. 2007. pp. 41 – 66.

Module III Western Aesthetic Tradition

- Kant, Immanuel. “Extract from ‘Analytic of Aesthetic Judgment’ and ‘Dialectic of Aesthetic Judgment’, *Critique of Judgment*.” *The Continental Aesthetic Reader*. Ed. Clive Cazeaux. Routledge. 2000. pp. 16 – 34.
 Nietzsche, Friedrich. “Of Truth and Lie in an Extra-Moral Sense.” *The Continental Aesthetic Reader*. Ed. Clive Cazeaux. Routledge. 2000. pp. 53 – 62.

Module IV Revisiting Aesthetic Experience

- Pater, Walter. “Conclusion.” *The Renaissance: Studies in Art and Poetry*. 1873. Pp. 207 – 213. <http://www.ajdrake.com/etexts/>
 McCormick, Peter. “Objective Aesthetic Experiences.” *Contemporary Philosophy: A New Survey*. Ed. Guttorm Fløistad. Springer. 2007. pp. 253 – 265.

Module V Art Experience Today

- Groys, Boris. “Art in the Age of Biopolitics: From Art work to Art Documentation.” *Art Power*. The MIT Press. 2008. pp. 53 – 65.
 Kuçuradi, Ioanna. “Value, Values and Literature.” *Contemporary Philosophy: A New Survey*. Ed. Guttorm Fløistad. Springer. 2007. pp. 385 – 401.

Module VI Digit Art

- Benjamin, Walter. “The Work of Art in the Age of Mechanical Reproduction.” *The Continental Aesthetic Reader*. Ed. Clive Cazeaux. Routledge. 2000. pp. 322 - 343

Groys, Boris. "From Image to Image File – and Back: Art in the Age of Digitalization." *Art Power*. The MIT Press. 2008. pp. 83 – 91.

Recommended Reading

Bharata-Muni. "The Emotional and other States." *The Natyaśāstra*. Trans. and Intr.

Manomohan Ghosh. The Royal Asiatic Society of Bengal. 1951. pp. 118 – 147.

Hamashita, Masahiro. "Extending Meanings of Aesthetics and the Ethical Moment."

Contemporary Philosophy: A New Survey. Ed. Guttorm Fløistad. Springer. 2007. pp. 25 – 40.

Locke, John "An Essay Concerning Human Understanding." Book II. pp.121 – 159.

https://archive.org/stream/concerninghumanu01lockuoft/concerninghumanu01lockuoft_djvu.txt

References

Beardsley, Monroe C. *Aesthetics from Classical Greece to the Present: A Short History*. U of Alabama P. 1975.

Bharata-Muni. *The Natyaśāstra*. Trans. and Intr. Manomohan Ghosh. The Royal Asiatic Society of Bengal. 1951.

Cazeaux, Clive. Ed. *The Continental Aesthetic Reader*. Routledge. 2000.

Fløistad, Guttorm. Ed. *Contemporary Philosophy: A New Survey*. Springer. 2007

Gaut, Berys Nigel, and Dominic McIver Lopes. Ed. *The Routledge Companion to Aesthetics*. 2nd ed. Routledge. 2005.

Groys, Boris. *Art Power*. The MIT Press. 2008.

Hegel, G.W.F. *Aesthetics: Lectures on Fine Art*. Trans. T.M. Knox. Clarendon. 1975.

Kivy, Peter. Ed. *The Blackwell Guide to Aesthetics*. Blackwell. 2004.

Mattick, Paul. *Art in its Time: Theories and Practices of Modern Aesthetics*. Routledge. 2003.

Sethuraman, V.S. Ed. *Indian Aesthetics: An Introduction*. Macmillan. 1992.

Semester I
Course Code: ENG-CC-513
Course Title: Language Studies I
Credits: 4

| CO | COURSE OUTCOME STATEMENT | PSO |
|-----|--|-----------------|
| CO1 | Critically examine the various theoretical and practical aspects of language teaching. | PSO1 and PSO12 |
| CO2 | Develop professional expertise in areas such as EAP and ESP | PSO13 |
| CO3 | Cultivate a professional expertise in teaching ESL and materials development | PSO13 |
| CO4 | Familiarise the student with classroom procedures. | PSO11 and PSO15 |
| CO5 | Put to use the internalized methods of language teaching and learning. | PSO11 and PSO15 |
| CO6 | Acquire the relevant training to evaluate the syllabus and testing tools | PSO11 and PSO13 |

Module Outcome (MO)

Module 1

- MO1 Discuss the status of ELT in the curriculum in India
MO2 Familiarise the basic concepts in ELT
MO3 Examine the models of Syllabus Design in Language Curriculum Development

Module 2

- MO1 Critically examine the origin and development of ESP
MO2 Familiarise the students to the ESP course design and evaluation.
MO3 Discuss the change in the status of English teaching.

Module 3

- MO1 Examine the different methods of language teaching.
MO2 Discuss the psychological approaches to language teaching.
MO3 Familiarise the pedagogical principles of language teaching.

Module 4

- MO1 Examine the classroom procedures in teaching English.

- MO2 Practice in classroom teaching
 MO3 Create teaching/learning packages for poetry, prose, drama and fiction.

Module 5

- MO1 Familiarise the different testing materials and evaluation tools.
 MO2 Analyse the characteristics of a good test.
 MO3 Create testing tools for different types of tests.

Module 6

- MO1 Familiarise the research methodology in ELT
 MO2 Design questionnaires and observe case files.
 MO3 Create tools for data analysis and project writing.

Course Content

Module I Context, Curriculum, Syllabus

Required Reading

Status of ELT in the curriculum in India --- Postcolonial perspectives on English Studies in India
 ---- Position of English language teaching pre-independence and post –independence scenario---
 ESL/EFL ---basic concepts in ELT ---L1 and L2; Bilingualism and multilingualism;
 Teaching/Learning, Acquisition/Learning distinction; language skills – LSRW, critical &
 creative skills--- communicative competence vs. linguistic competence---Interlanguage---
 Teacher/learner-centric--- Multiple Intelligence--- Curriculum and syllabus design--- types of
 syllabi : the Structural syllabus; the Notional-Functional syllabus; the Communicative syllabus

Recommended Reading

Sociolinguistics--- Psycholinguistics ----- The Models of Syllabus Design in Language
 Curriculum Development --- Registers & ELT design -----Needs Analysis in Syllabus Design ---
 General English Programme

Module II English for Specific Purposes

Required Reading

English for specific purposes : the origin of ESP; the development of ESP; ESP as approach and
 not product. ESP --- The concept of Needs Analysis in ESP-- Business English, Legal English,
 Medical English and Technical English

Recommended Reading

ESP course design : language descriptions----application of ESP ---- the syllabus : content of
 ESP materials--- materials design and evaluation; methodology----the role of the ESP teacher---
 knowledge required of the ESP teacher -- change in the status of English teaching.

Module III Theories of Teaching/Learning

Required Reading

Methods of Language Teaching– Grammar Translation Method --- Direct Method-Audiolingual
 Method-Silent Way-Suggestopaedia-Communicative Language Teaching--- classroom
 strategies-classroom management- authentic materials--dichotomy between accuracy and

fluency-ICT-enabled Language Teaching--- web tools for language learning-Psychological approaches to language learning – Behaviourism, Cognitivism, Constructivism – Skinner, Pavlov, Chomsky, Vygotsky – learner factors – age, aptitude, motivation, interest, personality--- - conditions of learning and environment--- socio-cultural factors

Recommended Reading

Krashen's Monitor Model---Task based/content based language teaching----Critical Pedagogy--- --- contrastive analysis; error analysis

Module IV Classroom Procedures

Required Reading

Learner-oriented teaching – interactive teaching – peer/group work, seminars, tutorials and library work – Literature and Language Teaching---Practice in classroom teaching---Lesson Plans to teach grammar, prose, poetry, drama and fiction---Materials Production----- materials for teaching LSRW- teaching language skills--- teaching pronunciation and spoken English--- prose and poetry---teaching grammar and vocabulary----- teaching composition --- drama & fiction

Recommended Reading

Teaching/learning packages for teaching poetry, prose, drama and fiction-----grammar- & vocabulary----- Practice teaching

Module V Testing and Evaluation

Required Reading

Materials for Testing and Evaluation – internal and external evaluation--- selecting / adapting materials for evaluation- classroom processes --- characteristics of a good test (validity, reliability, practicability)----kinds of tests -----proficiency tests- achievement tests- diagnostic tests; placement tests- testing tools---- (multiple choice, cloze tests, C-tests, dictation etc.)----- techniques of testing: stages of test construction; administration of tests; statistical analysis of test results

Recommended Reading

Materials for evaluating language ability----guidelines for evaluating language skills ---- managing and communicating assessment---the need for tests --- testing language skills -- testing listening---oral ability--- writing--- reading --grammar and vocabulary

Module VI Research Methodology

Required Reading

Research Project in ELT ---- data collection techniques: tape recording data ----experiments in classroom teaching---designing questionnaires--- interviews-general procedures --- observation and case studies

Recommended Reading

Tools for data analysis and project writing ---- using computers to study texts; the Data Protection Act---how to reference---plagiarism-how to avoid it---using statistics ---- hints on academic writing

Required Reading

- Allen, French. *Techniques in Teaching Vocabulary*. Cambridge UP. 1983.
- Brumfit, C. *Communicative methodology in language teaching*. Cambridge UP. 1984
- . *Language and Literature Teaching : From Practice to Principles*. Pergamon. 1985.
- Byrne, Donn. *Teaching oral English*. Longman. 1976.
- . *Teaching writing skills*. Longman. 1988.
- Grellet, F. *Developing Reading Skills*. Cambridge UP. 1981.
- Harding, D. H. *New Patterns of Language Teaching*. Longman. 1967.
- Harris, David P. *Testing English as a Second Language*. McGraw-Hill. 1969.
- Heaton, J.B. *Writing English Language Tests*. Longman. 1975.
- Hughes, Arthur. *Testing for Language Teachers*. Cambridge UP. 1989.
- Hubbard, Philip. *Computer Assisted Language Learning*. Routledge. 2009.
- Hutchinson, Tom and Alan Waters. *English for Specific Purposes*. Cambridge UP. 1987.
- Kennedy, Chris and Rod Bolitho. *English for Specific Purposes*. Macmillan. 1984.
- Mackay, Ronald and Alan Mountford, ed. *English for Specific Purposes*. Longman. 1978.
- Madson, Harald S. *Techniques in Testing*. OUP. 1983.
- Mitchell, R. and F. Myle. *Second Language Learning Theories*. 2nd edition. Routledge. 2004.
- Munby, J. *Communicative syllabus design*. Cambridge UP. 1978.
- Nunan, D. *Syllabus design*. Oxford UP. 1988.
- Pincott, Millie. *English for Business Students*. Longman. 1973.
- Prabhu, N.S. *Second Language Pedagogy*. Oxford UP. 1987.
- Rivers, Wilga. M. *Teaching Foreign Language Skills*. U of Chicago P. 1981.
- Stern, H. H. *Fundamentals of Language Teaching*. Oxford UP. 2003.
- Trimble, Louise. *English for science and technology*. Cambridge UP. 1985.
- Wilkins, D.A. *Notional Syllabuses*. Oxford UP. 1976.

Semester I
Course Code: ENG-CC-514
Course Title: European Literature
Credits: 4

| CO | COURSE OUTCOME STATEMENT | PSO |
|-----------|--|------------|
| CO1 | Recognize the dynamics behind the diversity in European Literature | PSO 2 |
| CO2 | Analyze the significance and contributions of European Literature | PSO 9 |
| CO3 | Evolve critical perspectives on European Literature | PSO 5 |
| CO4 | Learn to explore literary texts in the political, cultural and economic context of various nations in Europe | PSO 7 |
| CO5 | Cultivate a critical temperament to read literary texts across Europe | PSO 4 |
| CO6 | Contextualize the moorings of western literary traditions | PSO 6 |

Module Outcome (MO)

Module 1

- MO1 Expand knowledge of European Literature
- MO2 Locate Language, Literature and Popular Culture in European Literature
- MO3 Bring in a critical perspective on Literary Movements

Module 2

- MO1 Explore the evolution of European Poetry
- MO2 Examine the evolution of poetic principles
- MO3 Bring in a critical perspective on European Poetry

Module 3

- MO1 Expand understanding of European Drama
- MO2 Contextualize the dialectics in European Theatre
- MO3 Critically discuss the impact of European Drama on the political scenario

Module 4

- MO1 Critically understand the history and evolution of the genre
- MO2 Explore the balance between the individual's idiosyncrasies and the political,

MO3 cultural and economic factors
Critically examine the rise of capitalism and the evolution of the modern city

Module 5

MO1 Acquire insights into the advent and development of European short story
MO2 Explore the multiple themes in European short story
MO3 Critically discuss concepts such as identity and trauma

Module 6

MO1 Explore the variety of themes in European non fiction
MO2 Discuss the evolution and the diversity of the genre
MO3 Critically examine the common literary examples in European non fiction

Course Content

Module I Literary Movements

Required Reading

Agents of change - Culture, language, writing, literary language, literary forms, individual writers and texts --Renaissance Literature – The Enlightenment – Romanticism – Realism – Dadaism - Aestheticism – Commedia dell’arte – Modernism – Naturalism – Nouveau Roman – ‘Sturm und Drung’ – Surrealism – Symbolism - Postmodernism

Recommended Reading

Cohen, Walter. “Language, Literature, and Popular Culture in the Age of Reformation.” A *History of European Literature: The West and the World from Antiquity to the Present*. Oxford UP. 2017. pp.200 - 236.
Gray, Richard T. “Metaphysical Mimesis: Nietzsche’s Geburt der Tragodie and the Aesthetics of Literary Expressionism,” *A Companion to the Literature of German Expressionism*. Ed. Neil H. Donahue. Camden. 2005. pp. 39 - 65.

Module II Poetry

Required Reading

Abbott, Helen. “Poetic Principles: Rhetoric, Rhapsody and Music.” *Between Baudelaire and Mallarme: Voices, Conversation and Music*. Ashgate. 2009. pp.19 - 52.
Homer. Book VIII. *The Odyssey*. Trans. Richmond Lattimore.
Charles Baudelaire. “Beauty”, “The Ideal” and “The Giantess” from *The Flowers of Evil*
Rainer Maria Rilke. “Archaic Torso of Apollo”
Wisława Szymborska. “Conversation with a Stone”

Recommended Reading

Hooley, Daniel M. “Juvenal.” *Roman Satire*. Blackwell. 2007. pp.112 - 140.
Martin, Richard P. “Epic as Genre.” *A Companion to Ancient Epic*. Ed. John Miles Foley. Blackwell, 2005: 9-19.
Sappho. “A Hymn to Venus”
Pindar. “Olympic Ode 1”

Mallarme. "Herodiade"
 Guillaume Apollinaire. "Clotilde"
 Anna Akhmatova. "Requiem"
 Jacques Prevert. "This Love"

Module III Drama

Required Reading

Brooker, Peter. "Dialectics in the Theatre." *Bertolt Brecht: Dialectics, Poetry and Politics*.
 Croom Helm. 1998. pp.17 - 32.
 Sophocles - *Antigone*
 Moliere - *Tartuffe*
 Henrik Ibsen - *Hedda Gabler*
 Bertolt Brecht - *Mother Courage and Her Children*

Recommended Reading

Kitto, H.D.F. "Greek and Elizabethan Tragedy." *Form and Meaning in Drama*. Methuen. 1964.
 pp. 199- 230.
 Aristophanes - *The Frogs*
 Jean Racine - *Phaedra*
 August Strindberg - *Miss Julie*
 Federico Garcia Lorca - *Blood Wedding*

Module IV Novel

Required Reading

Kundera, Milan. "The Depreciated Legacy of Cervantes." *The Art of the Novel*. Trans. Linda
 Asher. Grove. 1988.
 Leo Tolstoy. *Anna Karenina*
 Nikos Kazantzakis. *Zorba, the Greek*
 Milan Kundera. *The Unbearable Lightness of Being*
 Herta Muller. *The Land of Green Plums*

Recommended Reading

Duval, Edwin M. "Rabelais and French Renaissance Satire." *A Companion to Satire*. Ed. Ruben
 Quintero. Blackwell. 2007. pp. 70 - 85.
 Reeve, Michael. "The Re-emergence of Ancient Novels in Western Europe, 1300 – 1810." *The
 Cambridge Companion to the Greek and Roman Novel*. Ed. Tim Whitmarsh. Cambridge
 UP, 2008. pp.282 - 298.
 Cervantes. *Don Quixote*
 Gustave Flaubert. *Madame Bovary*
 Balzac. *Cousin Betty*
 Hermann Hesse. *Siddhartha*
 Gunter Grass. *Cat and Mouse*

Module V Short Story

Required Reading

Patterson, Anthony. "Social Realism in the Short Story" in *The Cambridge Companion to the*

English Short Story. Ed. Anne-Marie Einhaus. Cambridge UP. 2016. pp. 28 - 41.
 Voltaire. "Plato's Dream"
 Fyodor Dostoevsky. "Honest Thief"
 Frantz Kafka. "The Judgement"
 Italo Calvino. "Marcovaldo"

Recommended Reading

Bondanella, Peter. "Italo Calvino and Umberto Eco: Postmodern Masters." *The Cambridge Companion to the Italian Novel*. Ed. Peter Bondanella and Andrea Ciccarelli. Cambridge UP. 2003. pp. 168 - 181.
 Luigi Pirandello. "War"

Module VI Non Fiction

Required Reading

Sartre, Jean-Paul. "Why Write?" *What is Literature?* Trans. Bernard Frechtman. Philosophical Library. 1949.
 Giorgio Vasari. *The Lives of the Artists*. Life of Michelangelo. Trans. Conaway Bondanella and Peter Bondanella. OUP, 1998. pp. 439-450.
 Paul Valery. "Crisis of the Mind"
 Albert Camus. "The Myth of Sisyphus"

Recommended Reading

Milne, Anna-Louise. "Introduction: The City as Book." *The Cambridge Companion to the Literature of Paris*. Cambridge UP. 2013. pp. 1 - 18.
 Williams, Rhys W. "Prosaic Intensities: The Short Prose of German Expressionism." *A Companion to the Literature of German Expressionism*. Ed. Neil H. Donahue. Camden. 2005. pp. 89 - 109.
 Marcel Proust. "On Reading"
 Umberto Eco. "The Socratic Strip"

References

Alter, Robert. *Urban Experience and the Language of the Novel*. Yale UP. 2005.
 Bloom, Harold. *The Anxiety of Influence: A Theory of Poetry*. Oxford UP. 1973.
 Fischer- Lichte, Erika. Trans. Jo Riley. *History of European Drama and Theatre*. Routledge. 2004.
 Furst, Lillian R. *Fictions of Romantic Irony*. Harvard: Harvard UP, 1984.
 Gay, Peter. *Savage Reprisals: Bleak House, Madame Bovary, Buddenbrooks*. Norton. 2002.
 Graeme, Tytler. *Physiognomy in the European Novel: Faces and Fortunes*. Princeton UP. 2016.
 Hutchinson, Ben. *Lateness and Modern European Literature*. Oxford UP. 2016.
 Knapp, John. *An Aesthetics of Morality: Pedagogic Voice and Moral Dialogue in Mann, Camus, Conrad and Dostoevsky*. South Carolina UP. 2002.
 Piotr, Parlej. *The Romantic Theory of the Novel: Genre and Reflection in Cervantes, Melville, Flaubert, Joyce and Kafka*. Louisiana State UP, 1997.
 Rollyson, Carl E. and Frank N. Magill. *Critical Survey of Drama*. Salem Press. 2003.
 Schumacher, Claude. Ed. *Naturalism and Symbolism in European Theatre, 1850–1918*. Cambridge UP. 1997.

Smith, Robert Rowland. *On Modern Poetry: From Theory to Total Criticism*. A & C Black. 2012.

Whitmarsh, Tim. *The Cambridge Companion to the Greek and Roman Novel*. Cambridge UP. 2008.

Semester II
Course Code: ENG-CC-521
Course Title: British Literary Genres II
Credits: 4

| CO | COURSE OUTCOME STATEMENT | PSO |
|-----|---|-------|
| CO1 | Critically understand the dynamics in the evolution of prose forms in English | PSO7 |
| CO2 | Evolve critical perspectives on theorizing the forms of the novel | PSO2 |
| CO3 | Evolve critical perspectives on the evolution of the short story | PSO2 |
| CO4 | Cultivate a critical temperament to read English prose | PSO10 |
| CO5 | Cultivate a critical temperament to read novels | PSO10 |
| CO6 | Cultivate a critical temperament to read short stories | PSO10 |

Module Outcome (MO)

Module 1

- MO1 Examine the evolution of English prose and fiction
MO2 Focalize the socio cultural background during 1485 - 1700
MO3 Bring in a critical perspective on genre specific narratives

Module 2

- MO1 Analyse the intellectual rigour in English prose
MO2 Interrogate the range of English prose
MO3 Examine the expressive dimensions in English prose

Module 3

- MO1 Acquire a critical understanding of the reading public
MO2 Acquire a critical understanding of the rise of the novel
MO3 Respond creatively to the nuances in novels

Module 4

- MO1 Acquire a critical understanding of the novel and society
MO2 Examine the exploration of realism in the novel
MO3 Respond creatively to the nuances in novels

Module 5

- MO1 Acquire critical insights on theorizing the gothic novel
 MO2 Explore the nature and architecture of gothic
 MO3 Respond creatively to the gothic form

Module 6

- MO1 Acquire a critical understanding of the English short story
 MO2 Analyse the nuances of story telling
 MO3 Respond creatively to short stories

Course Content**Module I English Essay and Prose : Beginnings****Required Reading**

- Parrinder, Patrick. "Cavaliers, Puritans and the Rogues: English Prose Fiction from 1485 to 1700." *Nation & Novel: The English Novel from its Origin to the Present Day*. Patrick Parrinder. Oxford UP. 2006. pp. 35 – 62.
 Philip Sidney. "An Apology for Poetry."
 Francis Bacon. "Of Studies"
 Dr. Johnson "Preface to Shakespeare."
 Jonathan Swift. "Battle of the Books."

Recommended Reading

- Caxton, William. "Preface *Morte Darthur*"
https://www.wwnorton.com/college/english/nael/noa/pdf/14Morte_1_4.pdf
 More, Thomas. *Utopia*. Book 1 *The Norton Anthology of English Literature* Vol 1. Ed. Stephen Greenblatt et al. 8th edition. W.W. Norton. 2006. pp. 524 – 545.
 Francis Bacon. "Of Truth," and "Of Plantations."
 John Bunyan. *The Pilgrim's Progress*
 John Dryden "A Discourse Containing the Original and Progress of Satire."
<https://andromeda.rutgers.edu/~jlynch/Texts/drydendiscourse2.html>
 Richard Steele. "The Preface." *Tatler* and *Tatler* No.1. 12 April 1709.
<https://www.gutenberg.org/files/13645/13645-h/13645-h.htm>
 Joseph Addison. "The Spectator's Account of Himself."

Module II Reason in Prose**Required Reading**

- Mill, J.S. "From *The Subjection of Women*." *The Norton anthology of English Literature* Vol 2. Ed. Stephen Greenblatt et al. 8th ed. W.W. Norton. 2006. Pp. 1061 – 1070.
 William Wordsworth. "Preface to Lyrical Ballads."
 Charles Lamb. "Dream Children."
 William Hazlitt. "My first Acquaintance with Poets."
<https://archive.org/details/essaysofwilliamh00hazliala/page/n9>

Recommended Reading

Paine, Tom. Selection from *Rights of Man*. *The Norton Anthology of English Literature*. Vol 2. Ed. Stephen Greenblatt et al. 8th edition. W.W. Norton. 2006. pp. 163 – 167.

Carlyle, Thomas. Selection from *Past and Present*. *The Norton Anthology of English Literature* Vol 2. Ed. Stephen Greenblatt et al. 8th Ed. W.W. Norton. 2006. pp. 1024 – 1029.

https://archive.org/details/sirrogerdiscover100addi_0/page/n9

Thomas de Quincy. “On Murder considered as one of the fine arts.”

https://www.wwnorton.com/college/english/nael/noa/pdf/27636_Roma_U13_Quincey.pdf

Matthew Arnold. “Sweetness and Light.”

Module III The Rise of the Novel**Required Reading**

Watt, Ian. “The Reading Public and the Rise of the Novel.” *The Rise of the Novel*. U of California P. 1957.

Jonathan Swift. *Gulliver’s Travels*

Henry Fielding. *Joseph Andrews*

Daniel Defoe. *Moll Flanders*

Recommended Reading

Lukacs, George. “The Epic and the Novel.” *The Theory of the Novel*. George Lukacs. Trans. Anna Bostock. Merlin. 1971.

Lawrence Sterne. *Tristram Shandy*

Walter Scott. *Heart of the Midlothian*

Emile Bronte. *Wuthering Heights*

Module IV The Novel and Society**Required Reading**

Walder, Dennis, Stephen Regan, Pam Morris and Richard Allen. “The Novel and Society.” *The Realist Novel*. Ed. Dennis Walder. Routledge. 1995. pp. 101 - 138

George Eliot. *The Mill on the Floss*

William Thackeray. *Vanity Fair*

Recommended Reading

David, Deirdre. “Empire, Race, and the Victorian Novel.” *A Companion to the Victorian Novel*. Ed. Patrick Brantlinger and William B. Thesing. Blackwell. 2002. pp. 84 – 100.

Charles Dickens. *Hard Times*

Thomas Hardy. *Far from the Madding Crowd*

Module V Art of Darkness**Required Reading**

Hogle, Jerrold E. “Theorizing the Gothic.” *Teaching the Gothic*. Ed. Anna Powell and Andrew Smith. Palgrave. 2006. pp. 29 – 47.

Mary Shelley. *Frankenstein*

Bram Stoker. *Dracula*

Recommended Reading

- Paul, Robert S. "Those Eminent Victorians." *Whatever Happened to Sherlock Holmes: Detective Fiction, Popular Theology, and Society*. Southern Illinois UP. 1991. pp. 31 – 61.
- R.L. Stevenson. *The Strange Case of Dr. Jekyll and Mr. Hyde*
- Wilkie Collins. *The Moonstone*

Module VI Short Story**Required Reading**

- March-Russell, Paul. "Economies of Scale: The Short Story in England." *The Short Story: An Introduction*. Edinburgh UP. 2009. pp. 43 – 52.
- Saki. "The Open Window."
- Arthur Conan Doyle. "A Scandal in Bohemia."
- Rudyard Kipling. "Toomai of the Elephants."
- H.G. Wells. "The Man who could work Miracles."

Recommended Reading

- March-Russell, Paul "Origins: From Folktale to Art tale." *The Short Story: An Introduction*. Edinburgh UP. 2009. pp. 1 – 11.
- Charles Dickens "George Silverman's explanation."
- Oscar Wilde "The Happy Prince."
- Anthony Trollope. "John Bull on the Guadalquivir."

References

- Brantlinger, Patrick and William B. Thesing. Ed. *A Companion to the Victorian Novel*. Blackwell. 2002.
- Greenblatt, Stephen et al. Ed. *The Norton Anthology of English Literature* . Vol 1. 8th Ed. W.W. Norton. 2006.
- . Ed. *The Norton Anthology of English Literature*. Vol 2. 8th Ed. W.W. Norton. 2006.
- Hogle, Jerrold E. *Teaching the Gothic*. Ed. Anna Powell and Andrew Smith. Palgrave. 2006.
- Lukacs, George. *The Theory of the Novel*. Trans. Anna Bostock. Merlin. 1971.
- March-Russell, Paul. *The Short Story: An Introduction*. Edinburgh UP. 2009.
- Parrinder, Patrick. *Nation & Novel: The English Novel from its Origin to the Present Day*. Oxford UP. 2006.
- Paul, Robert S. *Whatever Happened to Sherlock Holmes: Detective Fiction, Popular Theology, and Society*. Southern Illinois UP. 1991.
- Walder, Dennis. Ed. *The Realist Novel*. Routledge. 1995.
- Wall, Cynthia. Ed. *A Concise Companion to the Restoration and Eighteenth Century*. Blackwell. 2005.
- Watt, Ian. *The Rise of the Novel*. U of California P. 1957.

Semester II**Course Code: ENG-CC-522****Course Title: Critical Theories I****Credits: 4****Course Outcomes (CO)**

| CO | COURSE OUTCOME STATEMENT | PSO |
|-----------|---|------------|
| CO 1 | Arrive at critically informed readings of literary and cultural texts | PSO 9 |
| CO 2 | Envision the complex interstices between literature, culture and society that structure texts, practices and power relations | PSO 2 |
| CO 3 | Navigate the theoretical paradigms that transcend and unsettle disciplinary boundaries | PSO 4 |
| CO 4 | Challenge and critique the existing regimes of truth through theories of poststructuralism and histories of thoughts | PSO 5 |
| CO 5 | Get deeper insights into the empowerment of women | PSO 8 |
| CO 6 | Examine the discursive worlds of the Empire and the structures of the Nation to comprehend the workings of different forms of power | PSO 5 |

Module Outcome (MO)**Module 1**

MO 1 Explore the linguistic turn in literary theory

MO 2 Examine the structuralist school in literary theory

MO3 Critically discuss the major theorists in Structuralism

Module 2

MO 1 Familiarise with the deconstructive turn in literary theory

MO 2 Acquire insights into the major tenets of Derrida and Lyotard

MO 3 Evolve a critical perspective for textual analysis

Module 3

MO 1 Examine the development of the historical turn in literary theory

MO 2 Acquire a critical understanding of the major tenets of Williams and Foucault

MO 3 Bring in a critical perspective for textual analysis

Module 4

MO 1 Discuss the theories of Feminism

MO 2 Internalise the critical perspectives of Gayle Rubin and Uma Narayan

MO 3 Evolve a strategy of feminist textual analysis

Module 5

MO 1 Examine the evolution of the theories of the empire

MO 2 Closely examine the major ideas of Said and Negri and Hardt

MO 3 Acquire a critical understanding to make textual analysis

Module 6

MO 1 Comprehend the theories of the nation

MO 2 Understand the critical concepts of Partha Chatterjee and Arjun Appadurai

MO 3 Evolve a theoretical perspective for textual analysis

Course Content**Module I: Linguistic Turn****Required Reading**

Concepts

- Structuralism
 - Saussurean Linguistics
 - Semiotics and Semiology
 - Mythologies
- Psychoanalysis
 - Freudian Psychoanalysis
 - Lacanian Psychoanalysis
 - Zizek and his Lacanian Critique

Saussure, Ferdinand de. "The Nature of the Linguistic Sign." *Course in General Linguistics*. Columbia University Press. 2011. pp. 65–70.

Lacan, Jacques. "The Mirror Stage as Formative of the Function of the I as Revealed in Psychoanalytic Experience." *Reading French Psychoanalysis*. Routledge. 2010. pp. 97–104.

Text for Methodological Application

Poe, Edgar Allan. "The Purloined Letter." *Journal of Literary Studies*, vol. 3, no. 3, 1987, pp. 71–83., doi:10.1080/02564718708529833.

Recommended Reading

Culler, Jonathan D. *Structural Poetics: Structuralism, Linguistics and the Study of Literature*. Cornell University Press. 1976.

Barthes, Roland. "Death of the Author." *Modern Criticism and Theory: a Reader*, by David Lodge and Nigel Wood. Routledge. 2013. pp. 145–150.

Chodorow, Nancy J. *Feminism and Psychoanalytic Theory*. Yale University Press, 1992.

Zizek, Slavoj. *How to Read Lacan*. Granta Books. 2006.

Module II: Deconstructive Turn

Required Reading

Concepts

- Poststructuralism
- Derrida and Deconstruction
- Play and Trace
- Discourse
- Postmodernism
- Subjectivity
- Simulacra
- Pastiche

Derrida, Jacques. “Structure, Sign and Play in the Discourse of the Humanities.” *Modern Criticism and Theory: a Reader*. David Lodge and Nigel Wood. Ed. Routledge. 2013. pp. 89 – 103.

Lyotard, Jean-François. “Answering the Question: What Is Postmodernism?” *Postmodern Debates*. Palgrave. 2001. pp. 53–62.

Text for Methodological Application

Frost, Robert. “The Road Not Taken.” *Poetry Foundation*. 1916.

www.poetryfoundation.org/poems/44272/the-road-not-taken

Recommended Reading

Man, Paul De. “The Resistance to Theory.” *Yale French Studies* 63. 1982. pp. 3-20.
doi:10.2307/2929828.

Hutcheon, Linda. *A Poetics of Postmodernism: History, Theory, Fiction*. Routledge. 1988.

Baudrillard, Jean. *Simulacra and Simulation*. University of Michigan Press. 1994.

Module III: Historical Turn

Required Reading

Concepts

- Marxism
 - Base and Superstructure
 - Hegemony
 - Interpellation
- New Historicism and Cultural Materialism
 - Text and Context
 - Archaeology
 - Genealogy

Williams, Raymond. “Base and Superstructure in Marxist Cultural Theory .” *Raymond Williams on Culture & Society: Essential Writings*. Raymond Williams. Ed. Jim McGuigan. Sage. 2014.

Foucault, Michel. “Introduction.” *The Archaeology of Knowledge*. Routledge. 2002. pp. 3–19.

Text for Methodological Application

Bond, Edward. *Lear*. Methuen Drama. 1995

Recommended Reading

- Eagleton, Terry. *Marxism and Literary Criticism*. Routledge. 2006.
 Brannigan, John. *New Historicism and Cultural Materialism*. St. Martin's Press. 1998.
 Koopman, Colin. *Genealogy as Critique: Foucault and the Problems of Modernity*. Indiana University Press. 2013.

Module IV: Theories of Feminisms**Required Reading**

Concepts

- Gender
- Waves of Feminism
- Liberal, Radical and Marxist Feminisms
- French, Black and Postcolonial Feminisms
- Third-World, South Asian and Indian Feminisms
- Post-Feminism

Rubin, Gayle S. "The Traffic in Women: Notes on the Political Economy of Sex." *Deviations*. 2011. pp. 33–65. Duke University Press.

Text for Methodological Application

Ashokan, Manu, dir. *Uyare*. Kalpaka Films. 2019.

Recommended Reading

- Freedman, Estelle B., ed. *The Essential Feminist Reader*. Modern Library. 2007.
 Gamble, Sarah, ed. *The Routledge Companion to Feminism and Postfeminism*. Routledge, 2010.
 Jha, Sonora, and Alka Kurian, eds. *New Feminisms in South Asian Social Media, Film, and Literature: Disrupting the Discourse*. Routledge. 2017.
 Narayan, Uma. "Contesting Cultures: 'Westernization', Respect for Cultures and Third-World Feminists." *Dislocating Cultures: Identities, Traditions, and Third-World Feminism*. Routledge. 1997. pp. 1–40.

Module V: Theories of the Empire**Required Reading**

Concepts

- Colonialism and Postcolonialism
- Decolonizing the Mind
- Orientalism
- Subaltern
- Liminality
- Empire

Said, Edward W. "Introduction." *Orientalism*. Vintage Books. 1979. pp. 1–30.

Negri, Antonio, and Michael Hardt. "The Limits of Imperialism." *Empire*. Harvard University Press. 2000. pp. 221–239.

Text for Methodological Application

Lean, David, director. *A Passage to India*. Thorn EMI, 1984.

Recommended Reading:

Loomba, Ania. *Colonialism/Postcolonialism*. 3rd ed. Routledge, Taylor & Francis Group. 2015.

Ashcroft, Bill, et al., eds. *The Post-Colonial Studies Reader*. Routledge. 1995.

Chatterjee, Partha. *Empire and Nation*. Columbia University Press. 2010.

Module VI: Theories of the Nation

Required Reading

Concepts

- Imagining Communities
 - Inventing Traditions
 - Nation as an Imagined Community
 - Derivative Nationalism
- Re-Imagining Borders
 - Body Politic and Citizenship
 - Diaspora and Migration
 - Cosmopolitanism

Chatterjee, Partha. "Whose Imagined Community?" *Empire and Nation*. Columbia University Press. 2010. pp. 23–36.

Appadurai, Arjun. "Disjuncture and Difference in the Global Cultural Economy." *Design: Critical and Primary Sources*. 2016. doi:10.5040/9781474282888.0015.

Texts for Methodological Application

Patwardhan, Anand, dir. *War and Peace*. ICARUS Films. 2002.

Recommended Reading

Anderson, Benedict. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. Revised ed. Verso, 2016.

Thapar, Romila. "Reflections on Nationalism and History." *On Nationalism*. Romila Thapar et al., Aleph. 2016.

Gellner, Ernest. *Nations and Nationalism*. Cornell University Press. 2008.

References

Leitch, Vincent B., et al. *The Norton Anthology of Theory and Criticism*. W.W. Norton. 2018.

Nayar, Pramod K. *Contemporary Literary and Cultural Theory: from Structuralism to Ecocriticism*. Pearson. 2017.

Rivkin, Julie, and Michael Ryan. *Literary Theory: An Anthology*. John Wiley and Sons Ltd. 2017.

Waugh, Patricia. *Literary Theory and Criticism: An Oxford Guide*. Oxford UP. 2007.

Semester II
Course Code: ENG-CC-523
Course Title: Indian Writing in English
Credits: 4

| CO | CO Statement | PSO |
|-----|--|-------|
| CO1 | Recognize the dynamics behind the diversity in Indian Writing in English | PSO14 |
| CO2 | Analyze the significance and contributions of Indian Writing in English | PSO9 |
| CO3 | Evolve critical perspectives on Indian Writing in English | PSO5 |
| CO4 | Learn to explore literary snapshots of modern Indian histories, folklore, social structures such as class and gender, and diverse Indian spaces across the length and breadth of the country | PSO7 |
| CO5 | Cultivate a critical temperament to read literary texts in English across India | PSO10 |
| CO6 | Contextualize the moorings of oriental and western literary traditions in Indian Writing in English | PSO6 |

Module Outcome (MO)

Module 1

- MO1 Expand knowledge of Poetry in Indian Writing in English
 MO2 Locate the conflict between tradition and modernity at various levels and social, cultural, familiar, national and cosmopolitan elements in the genre
 MO3 Bring in a critical perspective on poetry in Indian Writing in English

Module 2

- MO1 Explore the growth, development and literary background of Indian English
 MO2 Examine the influence of the contemporary social and political situations on Prose in Indian Writing in English
 MO3 Bring in critical perspectives on Prose in Indian Writing in English

Module 3

- MO1 Expand understanding of Drama in Indian Writing in English
 MO2 Contextualize and examine how Contemporary Indian Drama works with two literary and cultural traditions, the Oriental and the Western

MO3 Critically discuss how plays in Contemporary Indian Writing in English are experimental and innovative in terms of thematic and technical qualities

Module 4

MO1 Critically understand the history and evolution of novel in Indian Writing in English

MO2 Explore the variegated socio-cultural complex that is revealed in novel in Indian Writing in English

MO3 Critically examine the novels in Indian Writing in English which portray an augmentation of a feminist centered approach

Module 5

MO1 Acquire insights into the advent and development of short story in Indian Writing in English

MO2 Explore the variety and nuance of Indian experience in Indian English short story

MO3 Critically discuss aspects such concentration, brevity and sensitivity in Indian English short story

Module 6

MO1 Explore the complexities of Indian identities as they are portrayed in Non Fictional Writings

MO2 Discuss the evolution and the diversity of the genre

MO3 Critically examine concepts such as modernism, regionalism, the contemporary and representations of history, class and gender

Course Content

Module I Poetry

Required Reading

King, Bruce. "Introduction" *Modern Indian Poetry in English*. Oxford UP. 1987. pp 1-10.

Toru Dutt "Our Casuarina Tree"

Sarojini Naidu "Bangle Sellers"

Nissim Ezekiel "Goodbye Party to Miss Pushpa T. S."

Kamala Das "Introduction"

A.K. Ramanujan "Obituary"

Recommended Reading

King, Bruce. "Towards a Canon". *Modern Indian Poetry in English*. Oxford UP. 1987. pp. 60-72.

Tagore Songs 1, 6, 50, 81, 95 & 103 [from *Gitanjali*]

Parthasarathy "Exile"

Jayanta Mahapatra "Freedom"

Imtiaz Dharkar "Purdah I"

Arun Kolatkar "An Old Woman"

Module II Prose**Required Reading**

Macaulay, Thomas Babington. "Minute on Indian Education."

<home.iitk.ac.in/~hcverma/Article/Macaulay-Minutes.pdf>

Viswanathan, Gauri. "The Beginning of English Literary Study."

<https://www.uibk.ac.at/anglistik/staff/davis/the-beginning-of-english-literary-study-in-british-india.pdf>

Gandhi, M. K. *Hindswaraj*.

Ambedkar, B. R. "Annihilation of Caste." *The Essential Writings of B. R. Ambedkar*. Ed. Valerian Rodrigues. Oxford UP. 2002. 263-305

Recommended Reading

Gopal, Priyamvada. "Making English India". *The Indian English Novel: Nation, History and Narration*. Oxford UP. 2009. pp 11-24.

Chatterjee, Partha. "Whose Imagined Community"

<jan.ucc.nau.edu/~sj6/Chatterjee%20Whose%20Imagined%20Community.pdf>

Shinde, Tarabai. Selection from *Stree-purushatulana*. Trans. Rosalind O'Hanlon.

A Comparison between Women and Men: Tarabai Shinde and the Critique of Gender Relations in Colonial India. Rosalind O'Hanlon. Madras: Oxford UP, 1994: 75-7; 99-111; 114-18; 122-4.

Module III Drama**Required Reading**

Rai, R.N. "Perspectives and Challenges in Indian English Drama." *Perspectives and Challenges in Indian English Drama*. Ed Neeru Tandon. Atlantic. 2006. pp 11-23.

Girish Karnad *Yayathi*

Vijay Tendulkar *Kanyadan*

Mahesh Dattani *Tara*

Recommended Reading

Chakraborty, Kaustav. "Introduction." *Indian Drama in English*. PHL Publications. pp1-18.

Badal Sircar *Evam Indrajith*

Indira Parthasarathy *Aurangzeb*

Ratan Thiyam *Chakavyuha*

Module IV Novel**Required Reading**

Mukherjee, Meenakshi "From Purana to Nutana". *Realism and Reality: The Novel and Society in India*. Oxford UP. 1985. 1-18

Mulk Raj Anand *Untouchables*

Salman Rushdie *Midnight's Children*

Anita Desai *Voices in the City*

Amitav Ghosh *Shadow Lines*

Recommended Reading

- Gopal, Priyamvada. "Family Matters: Domesticity and Gender in the Novel" *The Indian English Novel: Nation, History and Narration*. Oxford UP. 2009. pp 139-159.
- Raja Rao *The Serpent and the Rope*
- Arundhati Roy *The God of Small Things*
- Kushwant Singh *The Train to Pakistan*

Module V Short Story**Required Reading**

- Rushdie, Salman. "Introduction." *The Vintage Book of Indian Writing: 1947-1997*. Eds. Salman Rushdie and Elizabeth West. Vintage. 1997. pp.ix-xxii.
- Rabindranath Tagore "Detective"
- Prem Chand "The Penalty for Integrity"
- R. K. Narayan "A Horse and Two Goats"
- Namita Gokhale "Chronicles of Exile"

Recommended Reading

- Mukherjee, Meenakshi. "The Anxiety of Indianness." *The Perishable Empire*. Oxford UP. 2000. pp.166-186.
- Ruskin Bond "When Darkness Falls"
- Aravind Adiga "The Sultan's Battery"

Module VI Translation**Required Reading**

- Paniker, Ayyappa. "Towards an Indian Theory of Literary Translation" *Translation: From Periphery to Centrestage* Ed. Tutun Mukherjee. 1998. 39-46.
- Vijayan O,V. *The Legends of Khasak*.
- Mahasweta Devi *Draupadi*. (Trans. Gayatri Chakravorty Spivak)

Recommended Reading

- Gayatri Chakravorty Spivak "The Politics of Translation". *Outside in the Teaching Machine*. Routledge.1993. pp 179-200.
- U. R. Ananthamurthy *Samskara: A Rite for a Dead Man*. (Trans. A. K. Ramanujan)
- Bama *Sangati*. (Trans. Lakshmi Holmstrom)

References

- Bhatnagar, Manmohan K. *Indian Writing in English*. Atlantic Publishers and Distributors.1997.
- Daniel James D.P.C., ed. *Petals of Prose and Poetry*. Harrows Publications. 2011.
- Das, Nigamanda, ed. *Contemporary Indian Writing in English: Trends, Concepts, Techniques*. Adhyayan. 2007.
- Iyengar .R.Srinivasa. *Indian Writing in English*. Sterling Publishers Private Limited. 1983.
- King, Bruce. *Modern Indian Poetry in English*. Oxford UP. 1987.
- Mukherjee, Meenakshi. *The Perishable Empire*. Oxford UP. 2000.
- Naik, M.K, ed. *Aspects of Indian Writing in English*. Macmillan India Limited. 1982.
- . *A History of Indian English Literature*. Sahitya Akademi. 2009.
- Prasad, G.J.V. *Writing India, Writing English*. Routledge. 2011.

Ramarao , Vimala., ed. *Current Prose for Better Learning* . Macmillan India Limited. 982.
Rushdie, Salman and Elizabeth West, eds. *The Vintage Book of Indian Writing: 1947-1997*.
Vintage. 1997.

Semester II
Course Code: ENG-CC-524
Course Title: American Literature
Credits: 4

| CO | COURSE OUTCOME STATEMENT | PSO |
|-----------|---|------------|
| CO1 | To enable students to become proficient in close reading strategies, and the ability to comparatively analyze, parse, contextualize and synthesize complex ideas generated from literature, in general. | PSO 1 |
| CO2 | To develop competencies in the history of and development of literature in the United States | PSO 3 |
| CO3 | Evolve critical perspectives on American Literature | PSO 4 |
| CO4 | Learn to explore literary texts in the political, cultural and economic contexts of the United States | PSO 5 |
| CO5 | Recognize the dynamics behind the diversity in American Literature | PSO 7 |
| CO6 | Analyze the significance and contributions of American Literature | PSO 3 |

Module Outcome (MO)

Module 1

- MO1 Expand knowledge of American Literature as an integral part of the historical continuum that covers the crucial decades of Civil War and Reconstruction
- MO2 Examine the exclusive model of citizenship, the extraordinary kinds of suffering and deprivations the construction of race and gender in 19th century American social, political, and legal discourse
- MO3 Bring in a critical perspective on the “reparative history” and its impact on the historical narratives which have structured the past

Module 2

- MO1 Explore the evolution of American Poetry
- MO2 Examine the various moments and movements of American poetry
- MO3 Bring in a critical perspective on the issues that characterize the works of canonic and less canonic American poets, debate and critically assess their message, and investigate the role poetry had in the shaping of America’s collective self.

Module 3

- MO1 Expand understanding of American Drama
- MO2 Contextualize America's great and unprecedented opportunity for leadership in dramatic creation
- MO3 Critically analyse how theatre has formed and influenced the millennial culture of America

Module 4

- MO1 Critically understand the history and evolution of the genre
- MO2 Explore the American novel as an articulation of desire, trauma, restlessness, political outrage, and mythical projections of the Self.
- MO3 Critically examine the concept of the 'Great American Novel'

Module 5

- MO1 Acquire insights into the advent and development of American short story
- MO2 Explore the multiple themes in American short story
- MO3 Critically discuss the continued exchanges across the Atlantic and how the experiences of the World Wars and the Holocaust affected and reshaped the rich short story tradition in America

Module 6

- MO1 Explore the variety of themes in American Non Fiction
- MO2 Discuss the complexities of race as it manifests in the course texts within a specific historical and theoretical framework
- MO3 Critically examine the common literary examples in American Non fiction

Course Content**Module I****Required Reading**

- Spiller, Robert E. "The First Frontier." *American Literature of the Nineteenth Century*. Eds. Fisher Samuelson and Reninger Vaid. S. Chand. 1987. pp.1-5.
- . "A Note About "Puritanism" and "Democracy" The 17th and 18th Centuries. *American Literature of the Nineteenth Century*. Eds. Fisher Samuelson and Reninger Vaid. S.S. Chand. 1987. pp.6-15.
- Gray, Richard. "Negotiating the American Century: American Literature Since 1945." *A History of American Literature*. Wiley-Blackwell. 2003. pp.249 - 372.

Recommended Reading

- Johnson, Paul. "The First International Nation: Melting-Pot America." *A History of the American People*. Harper Collins.1997. pp. 627 - 724.
- Terry, Margaret. "Shape and Shapers of the Movement." *The Harlem Renaissance*. Ed. Harold Bloom. Chelsea. 2004. pp.13-22.

Module II Poetry**Required Reading**

- Hartman, Geoffrey H. "Purification and Danger I: American Poetry." *Criticism in the Wilderness: The Study of Literature Today*. Yale UP. 1980. pp. 115 – 132.
- MacGowan, Christopher. "Introduction." *Twentieth-Century American Poetry*. Blackwell. 2004. pp.1 - 5.
- Walt Whitman "To a Stranger"
- Emily Dickinson "Success is counted sweetest"
- William Carlos Williams "Landscape with the Fall of Icarus"
- Denise Levertov "What Were They Like?"
- Gary Snyder "Axe Handles"

Recommended Reading

- Guan, Frank. "Green House: A Brief History of American Poetry." preludemag.com
- Newcomb, John Timberman. "The Emergence of 'The New Poetry.'" *The Cambridge Companion to Modern American Poetry*. Ed. Walter Kalaidjian. Cambridge UP. 2015. Pp. 11 - 22.
- e.e. cummings "The Cambridge ladies who live in furnished souls"
- Elizabeth Bishop "The Fish"
- John Ashbery "Blue Sonata"
- W.S. Merwin "Day After Day"
- Robert Pinsky "Creole"

Module III: Drama**Required Reading**

- Gassner, John. "Introduction: The Mid-Century Theatre, A Reprise with Variations." *Best American Plays Third Series 1945 - 1951*. Crown.1952. pp. xi - xxviii.
- Eugene O'Neill *Long Day's Journey into Night*
- Tennessee Williams *A Streetcar Named Desire*
- Lorraine Hansberry *A Raisin in the Sun*

Recommended Reading

- Bigsby, C.W.E. "The Absent Voice: American Drama and the Critic." *Modern American Drama 1945 - 2000*. Cambridge UP. 1992. pp.1 - 13.
- Okur, Nilgun Anadolu. "Drama as Social Criticism: Assessing Baraka's Great Goodness of Life." *Journal of Black Studies* 19.4. June 1989. pp. 411 - 21.
- Arthur Miller *All My Sons*
- Edward Albee *The Zoo Story*

Module IV: Novel**Required Reading**

- Fiedler, Leslie. "The Novel and America." *Love and Death in American Novel*. Dalkey Archive P. 2003. pp. 23-38.
- Matthiessen, F. O. "From "Young Goodman Brown" to "The Whiteness of the Whale"." *American Renaissance*. Oxford UP. 1960. pp.282-291.

Herman Melville *Moby Dick*
 Harriet Beecher Stowe *Uncle Tom's Cabin*
 Philip Roth *The Human Stain*
 Lionel Shriver *We Have to Talk About Kevin*

Recommended Reading

Godden, Richard. "Money and Things: Capitalist Realism, Anxiety, and Social Critique in Works by Hemingway, Wharton, and Fitzgerald." *The Modern American Novel 1900 - 1950*. Ed. John T. Matthews. Blackwell. 2013. pp. 181 - 201.
 Mark Twain *The Adventures of Tom Sawyer*
 Jack London *The Call of the Wild*

Module V: Short Story

Required Reading

London, Jack. "First Aid to Rising Authors." *No Mentor but Myself: Jack London on Writers and Writing*. Ed. Dale L. Walker and Jeanne Campbell Reesman. Stanford UP, 1999. pp. 23 - 29.
 Edgar Allan Poe "The Tell Tale Heart"
 Artemus Ward. "The Tower of London"
 Ernest Hemingway "Fathers and Sons"
 J.D. Salinger "A Perfect Day for Bananafish"

Recommended Reading

Tallack, Douglas. "American Short Fiction: A Bibliographical Essay." *American Studies International* 23.2. Oct. 1985. pp. 3 - 59.
 Ford, Richard. "Why Not a Novella?" *The Granta Book of the American Long Story*. Granta. 1998. pp.xi - xxx.
 Washington Irving "Rip Van Winkle"
 Raymond Carver "Little Things"

Module VI: Non Fiction

Required Reading

Ralph Waldo Emerson "Self Reliance"
 Adrienne Rich "When We Dead Awaken: Writing as Re-Vision"
 Gold, Philip. "The Rise, Development and Circulation of the Slave Narrative." *The Cambridge Companion to the African American Slave Narrative*. Ed. Audrey A. Fisch. Cambridge UP. 2007. pp.11-27.

Recommended Reading

Gervais, Ricky. "The Difference between American and British Humour." November 9, 2011. time.com
 Hanski, Mike. "Famous American Essay Writers: from Early Days to Contemporary Essayists." bid4papers.com

References

Blair, Walter. *Tall Tale America: A Legendary History of our Humorous Heroes*. U

- of Chicago P. 1944.
- Fletcher, Angus. *A New Theory for American Poetry: Democracy, the Environment, and the Future of Imagination*. Harvard UP. 2006. Print.
- Hart James, D. and Phillip W. Leininger. Eds. *The Oxford Companion to American Literature*. Oxford UP. 1995.
- King, Martin Luther. "I Have a Dream." < <https://www.archives.gov/files/press/exhibits/dream-speech.pdf>>
- Kirsch, Adam. *The Wounded Surgeon: Confession and Transformation in Six American Poets: Robert Lowell, Elizabeth Bishop, John Berryman, Randall Jarrell, Delmore Schwartz and Sylvia Plath*. Norton. 2005.
- O'Connor, Margaret Anne and John Alberti. Eds. *Ernest Hemingway*. Norton. 2000.
- Sullivan, Nancy. Ed. *The Treasury of American Poetry: A Collection of the Finest by American Poets*. Doubleday. 1978.

Semester III**Course Code: ENG-CC-531****Course Title: British Literary Genres III****Credits: 4**

| CO | COURSE OUTCOME STATEMENT | PSO |
|-----------|--|---------------|
| CO1 | Critically understand the evolution of genres | PSO 7 |
| CO2 | Evolve critical perspectives about the debates on the evolution of genres. | PSO 7 |
| CO3 | Cultivate a critical temperament to read texts across genre and history | PSO 4, PSO 10 |
| CO4 | Be able to appreciate the evolution of English studies | PSO 7 |
| CO5 | Problematise the socio-cultural and political implications of literary and artistic imaginations | PSO 9 |
| CO6 | Analyze the implications of theorizing literary genres | PSO 3, PSO 10 |

Module Outcome (MO)**Module 1**

MO1 Examine the Modernist Poetry and Poetics.

MO2 Explore the languages of Modernism.

MO3 Bring in a critical perspective on twentieth century poetry.

Module 2

MO1 Analyse the British poetry after 1970.

MO2 Explore Modernism and Anti-Modernism in British Poetry

MO3 Critically discuss modern poetry

Module 3

MO1 Acquire insights into the questions of combining literature and technology

MO2 Discuss the British Empire in terms with the modern English prose

MO3 Critically discuss twentieth century English prose.

Module 4

MO1 Acquire a critical understanding of the drama and the English society

MO2 Analyse the aspects of technology in modern English drama.

MO3 Critically discuss twentieth century English drama

Module 5

MO1 Acquire a critical understanding of the 21st century English novel and the society
 MO2 Explore the sub genres in modern British novel.
 MO3 Respond creatively to the different sub genres of British novel.

Module 6

MO1 Acquire a critical understanding of the English short story
 MO2 Critically examine the Genre Fictions in the Late Twentieth Century
 MO3 Respond creatively to short stories

Course Content

Module I Poetry

Required Reading

Ronald Bush. "Modernist Poetry and Poetics". *The Cambridge History of twentieth Century Literature*. Ed Laura Marcus and Peter Nicholls. Cambridge UP. 2004. pp 232-250.
 Hopkins "The Windhover"
 W. B. Yeats "Leda and the Swan"
 T. S. Eliot "The Waste Land"
 Edward Thomas "Out in the Dark over the Snow"

Recommended Reading

Larrissy, Edward. "Languages of Modernism: William Empson, Dylan Thomas, W. S. Graham." *The Cambridge Companion to Twentieth Century English Poetry*. Ed. Neil Corcoran. Cambridge UP. 2007. pp. 131-144.
 W. B. Yeats "The Second Coming"
 W. H. Auden "In Memory of W. B. Yeats" & "Musee des Beaux Arts"
 Dylan Thomas "Poem in October"
 Wilfred Owen : "Anthem of the Doomed Youth"
 William Empson "The Last Pain"

Module II

Required Reading

Middleton, Peter. "Poetry after 1970". *The Cambridge History of Twentieth Century Literature*. Ed. Laura Marcus and Peter Nicholls. Cambridge UP. 2004. P. 768-786.

Philip Larkin "Church Going"
 Andrew Motion "The Last Call"
 Carol Ann Duffy "Anne Hathaway"
 Simon Armitage "A Vision"
 Seamus Heaney "Punishment"

Recommended Reading

Keith Tuma and Nate Dorward. "Modernism and Anti-Modernism in British Poetry". *The Cambridge History of twentieth Century Literature*. Ed Laura Marcus and Peter Nicholls. Cambridge UP. 2004. pp. 510-527.

Mary Oliver "The Swan"
 Ted Hughes "Thought Fox"
 Benjamin Zephaniah "We Refugees"

Module III Prose

Required Reading

Roger Luckhurst. "Ending the Century: Literature and Digital Technology". *The Cambridge History of twentieth Century Literature*. Ed Laura Marcus and Peter Nicholls. Cambridge UP. 2004. pp. 787-805.

Kenner, Hugh. "In a Station of the Metro". *The Pound Era*. California. 1971. Pp. 184-189.

Leavis, F. R. "Chapter I: The Great Tradition." *The Great Tradition: George Eliot, Henry James, Joseph Conrad*. Chatto & Windus. 1948. pp.1 –27.

Dollimore, Jonathan. "Life Changing Accident". *Desire: A Memoir*. Bloomsbury. 2017.

Ali, Tariq. "Introduction". *The Extreme Centre: A Warning*. Verso. 2015.

Eagleton, Terry. "The Scum of the earth". *Reason, Faith and Revolution: Reflections on the God Debate*. Yale UP. 2009.

Leonard, Philip. "A Space Without Geography, a Nation Without Borders: *The Cybergypsies* and Literature of Being-in-common". *Literature After Globalization*. Bloomsbury. 2013. pp 31-62.

Recommended Reading

Elleke Boehmer. "Empire and Modern Writing". *The Cambridge History of Twentieth Century Literature*. Ed Laura Marcus and Peter Nicholls. Cambridge UP. 2004. pp 50-60.

Richards, I. A. "Four Kinds of Meaning." *Practical Criticism*. Harcourt Brace & Co, 1929. pp.173-181.

Dyer, Richard. "Introduction". *Heavenly Bodies: Film Stars and Society*. Routledge. 2004.

Dollimore, Jonathan. "Life Changing Accident". *Desire: A Memoir*. Bloomsbury. 2017.

Fisher, Mark. "It's easier to Imagine the end of the world than the end of capitalism". *Capitalist Realism: Is There No Alternative?*. Winchester: Zero Books, 2009.

Module IV Drama

Required Reading

Declan Kiberd. "Reinventing England". *A Companion to Modern British and Irish Drama 1880-2005*. Ed Mary Luckhurst. Blackwell. 2006. pp 22-34.

Robert Bolt *A Man for All Seasons*
 Samuel Beckett *Endgame*
 Harold Pinter *The Caretaker*
 Tom Stoppard *Rosencrantz and Guildenstern are Dead*
 Caryl Churchill *A Number*

Recommended Reading

Andy Lavender. "Theatre and Technology. *A Companion to Modern British and Irish Drama 1880-2005*. Ed Mary Luckhurst. Blackwell. 2006. pp 551-562.

Harold Pinter *The Caretaker*
 John Osborne *Look Back in Anger*
 Christopher Fry *A Phoenix Too frequent*

Sarah Kane *Crave*

Module V Fiction

Required Reading

Parrinder, Patrick. "On Englishness and the Twenty first Century Novel" *The Nation and Novel: The English Novels from its Origins to the Present Day*. Oxford UP. 2006. Pp. 406 – 414.

James Joyce *The Portrait of an Artist as a Young Man*

Doris Lessing *The Golden Notebook*

Jeanette Winterson *Oranges Are Not the Only Fruit*

Julian Barnes *A Sense of an Ending*

Hanif Kureishi *Intimacy*

Recommended Reading

Booker, Keith M. "The Other Side of History: Fantasy, Romance, Horror and Science Fiction". *Cambridge Companion to the Twentieth Century English Novel*. Ed. Robert L. Caserio. Cambridge UP. 2009. pp 251-266.

D. H. Lawrence *Sons and Lovers*

John Fowles *French Lieutenant's Woman*

Muriel Spark *The Public Image*

Martin Amis *Money*

Hillary Mantel *Wolf Hall*

Module VI Short Story

Required Reading

Lang, James M., "Redefining Englishness: British Short Fiction from 1945-Present". A *Companion to British and Irish Short Story*. Eds. Sheryl Alexander Malcolm and David Malcolm. Blackwell. 2008. pp 279-293.

J. R. R. Tolkien "Leaf by Niggle"

Kazuo Ishiguro "Come Rain or Come Shine"

Jean Rhys "From a French Prison"

Agatha Carter "The Tiger's Bridge"

Recommended Reading

Scott McCracken. "The Half-lives of Literary Fictions: Genre Fictions in the Late Twentieth Century." *The Cambridge History of twentieth Century Literature*. Ed Laura Marcus and Peter Nicholls. Cambridge UP. 2004. pp 618-634.

Roald Dahl "A Piece of Cake"

Catherine Mansfield "The Canary"

Ian Fleming "For your Eyes Only"

A. S. Byatt "The Djinn in the Nightingale's Eye"

References

Caserio, Robert L. *Cambridge Companion to the Twentieth Century English Novel*. Cambridge UP. 2009.

- Corcoran, Neil, ed. *The Cambridge Companion to Twentieth Century English Poetry*. Cambridge UP. 2007.
- Luckhurst, Mary, ed. *A Companion to Modern British and Irish Drama 1880-2005*. Blackwell. 2006
- Malcolm, Sheryl Alexander and David Malcolm, eds. *A Companion to British and Irish Short Story*. Blackwell. 2008.
- Marcus, Laura and Peter Nicholls, eds. *The Cambridge History of twentieth Century Literature*. Cambridge UP. 2004
- Parrinder, Patrick. *The Nation and Novel: The English Novels from its Origins to the Present Day*. Oxford UP. 2006.
-

Semester III
Course Code: ENG-CC-532
Course Title: Critical Theories II
Credits: 4

| CO | COURSE OUTCOME STATEMENT | PSO |
|-----------|---|------------|
| CO 1 | Understand the new directions and emerging fields that mark the terrain of contemporary critical theory | PSO 2 |
| CO 2 | Engage with the burgeoning critical rearticulations in literary and cultural theory | PSO 3 |
| CO 3 | Critique the power differentials that define the socio-cultural discourses of sexualities | PSO 9 |
| CO 4 | Explore the implications of the Posthuman turn in social relationships | PSO 4 |
| CO 5 | Critically examine the spatial and material dimensions of human experiences | PSO 4 |
| CO 6 | Conceptualise the social patterns through affects and emotions | PSO 2 |

Module Outcome (MO)

Module 1

MO 1 Provide a critical perspective into the fundamental concepts in Sexualities

MO 2 Examine the critical concepts of Butler and Cixous

MO 3 Evolve the theoretical foundation for textual analysis

Module 2

MO 1 Engage with the posthuman turn in critical theories

MO 2 Familiarize with the major discussions of Katherine Hayles and Neil Badington

MO 3 Develop the critical insights for posthuman textual analysis

Module 3

MO 1 Understand the material turn in theoretical analysis

MO 2 Explore the critical texts of Bill Brown and Igor Kopytoff

MO 3 Comprehend the use of material theories for textual analysis

Module 4

- MO 1 Examine the theoretical concepts in the theories of affect
- MO 2 Explicate the critical texts of Brian Massumi and Patricia Clough
- MO 3 Evolve the critical perspective for textual analysis

Module 5

- MO 1 Be critically informed about the spatial theories
- MO 2 Develop a critical perspective about the theories of Lefebvre
- MO 3 Cultivate the critical temperament to read texts using spatial theories

Module 6

- MO 1 Familiarise with the basic concept of late capitalism
- MO 2 Critically examine the theories of Habermas and Giddens
- MO 3 Inculcate the critical acumen to make textual analysis

Course Content**Module I: Theories of Sexuality****Required Reading**

Concepts

- Gender
- Performativity
- Embodiment
- Identity
- Body and Desire
- Queer and Sexuality Studies

Butler, Judith. "Subjects of Sex/Gender/Desire." *Gender Trouble: Feminism and the Subversion of Identity*. Routledge. 2010. pp. 1–46.

Cixous, Hélène. "The Laugh of the Medusa." *Feminisms*. 1991. pp. 334–349.
doi:10.1007/978-1-349-22098-4_19.

Text for Methodological Application

Ghosh, Rituparno, dir. *Chitrangada*. Shree Venkatesh Films, 2012.

Recommended Reading

Bordo, Susan. *Unbearable Weight: Feminism, Western Culture, and the Body*. University of California Press. 1994.

Foucault, Michel. *The History of Sexuality, Volume 1*. Pantheon Books. 1978.

Glover, David, and Cora Kaplan. *Genders*. Routledge. 2009.

Halberstam, Judith. *In a Queer Time and Place: Transgender Bodies, Subcultural Lives*. New York University Press. 2005.

Rubin, Gayle. "Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality." *Pleasure and Danger: Exploring Female Sexuality*. Ed. Carole S. Vance. Pandora. 1992. pp. 267–293.

Module II: Theories of the Posthuman

Required Reading

Concepts

- Humanism
- Transhumanism
- Cyborg
- Posthuman
- Posthumanist Feminism
- Body without Organs

Hayles, Katherine. “What Does It Mean to be Posthuman?” *How We Became Posthuman: Virtual Bodies in Cybernetics, Literature, and Informatics*,. University of California Press, 1999. pp. 283-292.

Badmington, Neil. “Theorizing Posthumanism.” *Cultural Critique* 53.1. 2003, pp. 10–27. doi:10.1353/cul.2003.0017.

Text for Methodological Application

Wachowski, Lana and Lilly Wachowski, directors. *The Matrix*. Warner Home Video. UK. 1999.

Recommended Reading

Braidotti, Rosi. *The Posthuman*. Polity. 2013.

Haraway, Donna Jeanne. *Simians, Cyborgs, and Women: The Reinvention of Nature*. Routledge.1990.

Nayar, Pramod K. *Posthumanism*. Polity Press. 2013.

Module III: Theories of the Material

Required Reading

Concepts

- The Object and the Thing
- The Agency of Objects
- Thing Theory
- Methodological Fetishism and Thingness
- Sociomateriality
- Commoditization

Brown, Bill. “Thing Theory.” *Critical Inquiry* 28.1. 2001. pp. 1–22. doi:10.1086/449030.

Kopytoff, Igor. “The Cultural Biography of Things: Commoditization as Process.” *The Social Life of Things: Commodities in Cultural Perspective*. Ed. Arjun Appadurai. Cambridge. 1986. pp. 64–94.

Texts for Methodological Application

Nair, M. T. Vasudevan. *Nalukettu*. National Book Trust. 1974.

Recommended Reading

Appadurai, Arjun. *The Social Life of Things: Commodities in Cultural Perspective*.

- Cambridge University Press. 1988.
 Candlin, Fiona, and RaifordGuins. *The Object Reader*. Routledge. 2009.
 Miller, Daniel. *Materiality*. Duke Univ. Press. 2006.

Module IV: Theories of Affect

Required Reading

Concepts

- Affect
- Politics of Emotion
- Affect and Power
- Affect and the Biomediated Body
- Alienation and Affect
- Language, Culture and Emotion

Massumi, Brian. "The Autonomy of Affect." *Cultural Critique* 31. 1995. p. 83-109,
 doi:10.2307/1354446.

Text for Methodological Application

Wiesel, Elie. *Night*. W. Ross MacDonald School Resource Services Library. 2017.

Recommended Reading

- Barbalet, Jack. *Emotion, Social Theory and Social Structure: a Macrosociological Approach*.
 Cambridge University Press. 2007.
- Gregg, Melissa, and Gregory J. Seigworth. *The Affect Theory Reader*. Duke University Press.
 2010.
- Leys, Ruth. "The Turn to Affect: A Critique." *Critical Inquiry* 37.3. 2011. pp. 434–472.,
 doi:10.1086/659353.
- Clough, Patricia T. "The Affective Turn: Political Economy, Biomedica, and the Body." *The
 Affect Theory Reader*. Eds. Melissa Greg and Gregory J. Seigworth. Duke University
 Press, 2010. pp. 206-228.
- Terada, Rei. *Feeling in Theory: Emotion after the "Death of the Subject"*. Harvard
 University Press. 2003.

Module V: Theories of Space

Required Reading

Concepts

- The sociology of space
- Lived Space
- Thirdspace
- Heterotopia
- Habitus
- Borders

Lefebvre, Henri. "The Social Space." *The Production of Space*. Basil Blackwell. 1991. pp.
 68-91.

Text for Methodological Application

Roy, Arundhati. *The Ministry of Utmost Happiness*. Hamish Hamilton. 2017.

Recommended Reading

Horton, John, and Peter Kraftl. *Cultural Geographies: An Introduction*. Routledge. 2014.

Soja, Edward W. *Thirdspace: Journeys to Los Angeles and Other Real-and-Imagined Places*. Blackwell. 1996.

Foucault, Michel. "Of Other Spaces." *Diacritics* 16.1. 1986. pp. 22. doi:10.2307/464648.

Module VI: Theories of Late Capitalism**Required Reading**

Concepts

- Advanced Capitalism
- Radicalized Modernity
- Liquid Modernity
- Reflexive Modernization
- Risk Society
- Precarity

Habermas, Jürgen. "Modernity: an Unfinished Project." *Postmodern Debates*. 2001. pp. 37–52. doi:10.1057/978-1-137-04505-8_4.

Text for Methodological Application

Hamid, Mohsin. *Exit West*. Penguin Random House. 2017.

Recommended Reading

Giddens, Anthony. "Introduction." *Modernity and Self-Identity: Self and Society in the Late Modern Age*. Polity Press. 2010. pp. 1–9.

Beck, Ulrich, [Wolfgang Bonss](#) and [Christoph Lau](#). "The Theory of Reflexive Modernization." *Theory, Culture & Society* 20.2. 2003. pp. 1–33. doi:10.1177/0263276403020002001.

Pollock, Sheldon, Homi K. Bhabha, Carol A. Breckenridge and Dipesh Chakrabarty. *Cosmopolitanism*. Duke University Press. 2002.

Schierup, Carl-Ulrik, and Martin BakJørgensen. *Politics of Precarity: Migrant Conditions, Struggles and Experiences*. Haymarket Books. 2018.

References

Eagleton, Terry. *After Theory*. Basic Books. 2010.

Elliott, Jane, and Derek Attridge. *Theory After 'Theory'*. Routledge. 2011.

Leitch, Vicent B. *Literary Criticism in the 21st Century: Theory Renaissance*. Bloomsbury Academic. 2014.

McQuillan, Martin. *Post-Theory: New Directions in Criticism*. Edinburgh UP. 1999.

Semester III
Course Code: ENG-CC-533
Course Title: Cultural Studies
Credits: 4

| CO | COURSE OUTCOME STATEMENT | PSO |
|------|---|--------|
| CO 1 | Acquire a critical lens that would help explore cultures of production, consumption, regulation and dissent | PSO 8 |
| CO 2 | Analyse the politics of culture and the matrices that constitute myriad cultural imaginations | PSO 10 |
| CO 3 | Explore the hegemonic and ideological underpinning of different social imaginations | PSO 2 |
| CO 4 | Probe deeper into the politics of cultures of consumption | PSO 9 |
| CO 5 | Delineate the possible forms of resistance and politics of subversion | PSO 5 |
| CO 6 | Scrutinize the cultural landscape of the media and the post-truth condition | PSO 8 |

Module Outcome (MO)

Module 1

- MO 1 Navigate through the major concepts in Cultural Studies
- MO 2 Explore the basic tenets in Cultural Studies across the globe and in India
- MO 3 Understand the methodical use of the theoretical tools to read select texts

Module 2

- MO 1 Critically examine the foundational concepts in comprehending power structures
- MO 2 Acquire a deeper understanding of hegemonies and ideologies through select texts
- MO 3 Attempt a shift from theory to praxis through a reading of select visual narratives

Module 3

- MO 1 Cultivate a critical temperament to understand the theoretical approaches to Consumption
- MO 2 Explore the nuances of the cultures of consumption through a reading of select texts
- MO 3 Learn to apply the theoretical framework to analyse commodification of everyday life

Module 4

MO 1 Locate the evolution of discourses of resistance

MO 2 Familiarise with select texts discussing countercultures

MO 3 Understand the frames of resistance in popular imagination

Module 5

MO 1 Understand the Medial and Demotic turns in Cultural Studies

MO 2 Examine the different paradigms of Cultural Studies

MO 3 Evolve the critical acumen to comprehend celebrity cultures

Module 6

MO 1 Acquire the critical perception to understand Digital Humanities and Post-Truth

MO 2 Cultivate a critical temperament to discuss the different dimensions of the digital world

MO 3 Attempt a reading of media reports of global conflicts

Course Content**Module I: Culture and Cultural Studies****Required Reading**

Concepts

- Emergence of Cultural Studies
- Redefining Culture
- Redefining “Text”
- Representation
- Popular Culture
- Gender and Culture

Nelson, Cary, et al. “Cultural Studies: An Introduction.” *Cultural Studies*. Ed. Paula A. Treichler and Linda Baughman. Routledge. 1992. pp. 1–22.

Text for Methodological Application:

Chowdhury, Aniruddha Roy, director. *Pink*. NH STUDIOZ. 2015.

Recommended Reading

Barker, Chris. “An Introduction to Cultural Studies.” *Cultural Studies: Theory and Practice*, Chris Barker and Emma A. Jane. Sage Publications. 2016. pp. 3–42.

During, Simon, editor. *The Cultural Studies Reader*. 3rd ed. Taylor and Francis. 2007.

Nayar, Pramod K. *An Introduction to Cultural Studies*. 2nd ed. Viva Books Originals. 2016.

Mukhopadhyay, Bhaskar. “Cultural Studies and Politics in India Today.” *Theory, Culture & Society* 23.7-8. 2006. pp. 279–292. doi:10.1177/0263276406073230.

Module II: Hegemonies/Ideologies**Required Reading**

Concepts:

- Ideology
- Interpellation

- Culture and Discourse
- Hegemony
- Power
- Gender and Modernity

Williams, Raymond. "Culture." *Keywords: A Vocabulary of Culture and Society*. Oxford UP. 2015. pp. 49–54.

Text for Methodological Application

Jewellery Advertisements

Recommended Reading

Decker, James M. *Ideology*. Palgrave Macmillan. 2004.

Foucault, Michel. "The Subject and Power." *Critical Inquiry* 8.4. 1982. pp. 777–795.
doi:<https://www.jstor.org/stable/1343197>.

Felski, Rita. "Introduction: The Myths of the Modern." *The Gender of Modernity*. Harvard University Press. 2005. pp. 1–10.

Module III: Consumption

Required Reading

Concepts:

- Frankfurt School
- Culture Industry
- Consumer Society
- False Consciousness
- Leisure and Consumption
- Aura

Adorno, Theodor W., and Max Horkheimer. "Dialectic of Enlightenment." *Dialectic of Enlightenment*. Verso. 1997. pp. 120–167.

Text for Methodological Application:

Mall of Travancore

Recommended Readings

Morris, Meaghan. "Things to Do with Shopping Centres." *The Cultural Studies Reader*. Ed. Simon During. Routledge. 2001. pp. 391–409.

Bauman, Zygmunt. *Consuming Life*. Polity Press. 2008.

Benjamin, Walter. "The Work of Art in the Age of Mechanical Reproduction." *Modern Art and Modernism: A Critical Anthology*. 2018. pp. 217–220. doi:10.4324/9780429498909-39.

Wheeler, Kathryn. "Moral Economies of Consumption." *Journal of Consumer Culture*. Sept. 2017. doi:10.1177/1469540517729007.

Module IV: Resistances

Required Reading

Concepts

- Birmingham School
- Cultural Resistance
- Resistance and Subversion
- Subculture
- Counterculture
- The Carnavalesque

Hebdige, Dick. "Subculture: The Meaning of Style." *Literary Theory: An Anthology*. Eds. Julie Rivkin and Michael Ryan. Blackwell. 2004. pp. 1258–1267.

Text for Methodological Application

Shrivastava, Alankrita, director. *Lipstick Under My Burkha*. Balaji Motion Pictures. 2017.

Recommended Readings

Stallybrass, Peter, and Allon White. "Bourgeois Hysteria and the Carnavalesque." *The Culture Studies Reader* 2nd ed. Routledge. 1999. pp. 382–390.

Hodkinson, Paul. "Contextualizing the Spectacular." *The Borders of Subculture: Resistance and the Mainstream*. Ed. Barbara Segaert. Routledge. 2015. pp. 5–16.

Mukherjee, Roopali, and Sarah Banet-Weiser. *Commodity Activism: Cultural Resistance in Neoliberal Times*. New York University Press. 2012.

Module V: The Medial and the Demotic

Required Reading

- Medial Turn
- Media and Mediation
- Celebrity Culture
- Visuality
- Demotic Turn
- Media Spectacle

Hall, Stuart. "Cultural Studies: Two Paradigms." *Media, Culture & Society* 2.1. Jan. 1980. pp. 57–72. doi:[10.1177/016344378000200106](https://doi.org/10.1177/016344378000200106).

Text for Methodological Application

Star Celebrity Endorsements in Malayalam

Recommended Reading

Turner, Graeme. "The Mass Production of Celebrity: 'Celetoids', Reality TV and the 'Demotic Turn.'" *International Journal of Cultural Studies* 9.2. June 2006. pp. 153–165, doi:[10.1177/1367877906064028](https://doi.org/10.1177/1367877906064028).

Berger, John. *Ways of Seeing*. Penguin. 2008.

Rampley, Matthew. *Exploring Visual Culture: Definitions, Concepts, Contexts*. Edinburgh

University Press. 2012.

Mankekar, Purnima. *Screening Culture, Viewing Politics: An Ethnography of Television, Womanhood, and Nation in Postcolonial India*. Duke University Press. 2012.

Turner, Graeme. *Ordinary People and the Media: the Demotic Turn*. Sage. 2010.

Module VI: The Digital and the Post-Truth

Required Reading

Concepts

- Digital Humanities
- Network Society
- Cyberfeminism
- Biodigital Vulnerability
- Post-Truth
- Fake News

Castells, Manuel. “Communication, Power and Counter-Power in the Network Society.” *International Journal of Communication*. 2007. pp. 238–266.

Text for Methodological Application:

Gulf War

Recommended Reading

McIntyre, Lee C. “What Is Post-Truth?” *Post-Truth*. MIT Press. 2018. pp. 1–16.

Shields, Amy Dobson, and Amy Dobson Shields. “Introduction.” *Postfeminist Digital Cultures: Femininity, Social Media, and Self-Representation*. Palgrave Macmillan. 2015, pp.1-22.

Bolter, Jay David. “Theory and Practice in New Media Studies.” *Digital Media Revisited: Theoretical and Conceptual Innovations in Digital Domains*. Eds. Gunnar Liestøl et al. MIT Press. 2003. pp.15-33.

References

Jenks, Chris. *Culture: Key Ideas*. Routledge. 1997.

Grossberg, Lawrence, et al. *Cultural Studies*. Routledge. 1996.

Storey, John, editor. *What Is Cultural Studies: A Reader*. Rawat Booksellers. 2011.

Longhurst, Brian, et al. *Introducing Cultural Studies*. Routledge. 2017.

Semester IV**Course Code: ENG-CC-541****Course Title: Contemporary Literatures in English****Credits: 4**

| CO | COURSE OUTCOME STATEMENT | PSO |
|-----------|--|------------|
| CO1 | Recognise the varied socio-cultural and political experiences and expressions | PSO 1 |
| CO2 | Learn the theoretical grounding to read literatures in English from different regions | PSO 8 |
| CO3 | Analyse the discursive reach of English in shaping imaginative journeys across continents | PSO 10 |
| CO4 | Facilitate an examination of Contemporary Literatures in English in a variety of genres | PSO 7 |
| CO5 | Evolve an understanding through reading, discussion and writing about literature by writer who have significantly influenced Contemporary Literatures in English | PSO 6 |
| CO6 | Analyse the select works to emphasise the social and philosophical underpinnings of the literary works | PSO 9 |

Module Outcome (MO)**Module 1**

- MO1 Expand knowledge of the Middle Eastern Literature which encompasses a rich variety of genres
- MO2 Examine the ways the Middle Eastern Literature has been influential outside the Islamic world
- MO3 Bring in a critical perspective on the ways translations bring acclaim to the writers of the Region

Module 2

- MO1 Explore the influences on the literature from these regions
- MO2 Examine the aspects of resistance, culture and survival
- MO3 Bring in a critical perspective on the intertext between the oral and written cultures and the dialectic that it enact between orality and literacy

Module 3

- MO1 Expand understanding of the literature from this increasingly important and interconnected region
- MO2 Contextualize the unique features, including aspects of time and space
- MO3 Critically analyse how writers have ventured to map out connections across the Pacific, reaching both within and without

Module 4

- MO1 Examine how each of the countries reflects in its literature and other aspects of culture, the influence of the colonizing power, including the language of that power
- MO2 Explore the considerable impact of Western literary tradition upon modern forms of literary expression
- MO3 Critically discuss the subtleties involved in regional aesthetics

Module 5

- MO1 Acquire knowledge about the rise of cultural nationalism in Australia, Canada and New Zealand together with the turn toward multiculturalism and transnationalism in the postcolonial world
- MO2 Discuss how the writers call into question the standard national frames for literary history and contribute to a Trans-Pacific postcolonial literature
- MO3 Critically examine the increasing recognition of formerly marginalized peoples and a repositioning of these national literatures on a world literary context

Module 6

- MO1 Acquire knowledge about the oral and written literature of Latin America
- MO2 Explore the twentieth century literary phenomenon known as Latin American Boom
- MO3 Critically discuss the rich, complex tradition of literary production in the region

Course Content**Module I The Middle East****Required Reading**

- Flip, Sahim and Tahiti Uluc. "Contemporary Turkish Thought" in *The Blackwell Companion to Contemporary Islamic Thought*. Ed. Ibrahim M. Abu-Rabi. Blackwell. 2006. pp.23 - 38.
- Naguib Mahfouz. *Adrift on the Nile*.
- Towfiq al Hakim. *The River of Madness*.

Recommended Reading

- Chomsky, Noam. "U.S Foreign Policy in the Middle East." *Power and Terror: Conflict, Hegemony, and the Rule of Terror*. Ed. John Junkerman and Takei Masakazu. Pluto. 2011. pp.169 - 196.
- Ghassan Kanafani. "Letter from Gaza" in *Men in the Sun and Other Palestinian Stories*. Trans. Hilary Kilpatrick. Lynne Reinner.1999: 11 - 15.
- Nuzha Bin Sulayman. "A Moment of Contemplation" in *Arab Women Writers: An Anthology of Short Stories*. Ed. Dalya Cohen - Mor. New York State UP. 2005. pp. 285 - 287.

Module II Africa and the Caribbean

Required Reading

Paget, Henry. "C.L.R. James, African and Afro- Caribbean Philosophy." *Caliban's Reason: Introducing Afro - Caribbean Philosophy*. Routledge. 2000. pp.47 - 67.

Isak Dinesen. *Out of Africa*.

Dambudzo Marechera. "Black Skin, What Mask"

Gabriel Okara. "Once upon A Time"

James Berry. "In-a Brixtan Markit"

Recommended Reading

Thiongo, Ngugi Wo. "Memory, Restoration and African Renaissance." *Something Torn and New: An African Renaissance*. Basic Cavitas. 2009. 69 - 98.

Amos Tutola. *The Palm-Wine Drinkard*.

Helen Oyeyemi. *The Icarus Girl*.

Wole Soyinka. *A Dance of the Forests*

Edward Braithwaite. "So Long, Charlie Parker"

Lorna Goodison. "The Road of the Dread"

Module III The Pacific Rim

Required Reading

Hermann, Elfriede and Wolfgang Kempf. "Introduction to Relations in Multicultural Fiji: The Dynamics of Articulations, Transformations and Positionings." *Oceania* 75.4 (September / December 2005). pp. 309-324.

Timothy Mo. *An Insular Possession*

Jessica Hagedorn. "The Song of Bullets"

Sudesh Mishra. "The Grand Pacific Hotel"

Recommended Reading

Hau, Caroline S. "The Problem of Consciousness." *Necessary Fictions: Philippine Literature and the Nation, 1946-1980*. Anteneo De Manila UP. 2000. pp.15-47.

Shirley Gook-lin Lim. "To Li Poh"

Wong May. "The Shroud"

Module IV East and South East Asia

Required Reading

Li, Ping. "Canonization of Chinese Literature in the English- Speaking World: Construction, Restrictions and Measures." *International Journal of English and Literature* Vol. 5 (x). November 2014. pp.257 - 265.

Sugunasiri, Suwanda and A.V. Suraweera. "Forces that shaped Sri Lankan Literature." *The Toronto South Asian Review* 3 (2): 2 - 10(1984). pp.101 - 112.

Yasmine Gooneratne. "There was a Country"

Roma Tearne. *Brixton Beach*.

Banana Yoshimoto. *Asleep*

Recommended Reading

Mohsin Hamid. *The Reluctant Fundamentalist*
 Atiq Rahimi. *The Thousand Rooms of Dream and Fear*
 Samrat Upadhyay. "The Cooking Poet"
 Edwin Thumboo. "Gods Can Die"
 Lakdasa Wikkramasimha. "Don't Talk to me About Matisse"
 Kishwar Naheed. "I am not that Woman"
 Razia Khan. "The Monstrous Biped"
 Ouyang Jianghe. "The Burning Kite"

Module V Australia, Canada and New Zealand**Required Reading**

Frye, Northrop: "Conclusion to *A Literary History of Canada*" *The Bush Garden: Essays on the Canadian Imagination*. Anansi. 1971. pp. 213 – 251.
 McLaren, John. "A Tainted Paradise." *Australian Literature: A Historical Introduction*. Longman Cheshire. 1989. pp. 1 – 21.
 Robert Kroetsch. *Badlands*
 Patricia Grace. *Potiki*
 Bruce Dawe. "Melbourne"

Recommended Reading

Tim Winton. *Breath*
 Michael Gow. *1841*
 Judith Thompson. *The Crackwalker*
 Margaret Atwood. "Journey to the Interior"
 Katherine Mansfield. "The Man with the Wooden Leg"
 Allen Curnow. "Looking West, Late Afternoon, Low Water"

Module VI Latin America**Required Reading**

Borges, Jorge Luis. "The Argentine Writer and Tradition."
<https://www.guern.net/docs/borges/1951-borges-theargentnewriterandtradition.pdf>
 Swanson, Philip. "The Post- Boom Novel" in *The Cambridge Companion to the Latin American Novel*. Ed. Efrain Kristal. Cambridge UP. 2006. Pp, 81 - 101.
 Gabriel Garcia Marquez. *Love in the Time of Cholera*.
 Mario Vargas Llosa. *The War of the End of the World*.
 Jorge Luis Borges. "The Library of Babel"

Recommended Reading

King, John. "The Boom of the Latin American Novel" in *The Cambridge Companion to the Latin American Novel*. Ed. Efrain Kristal. Cambridge UP. 2006. pp. 59 - 80.
 Isabel Allende. *The Daughter of Fortune*.
 Julio Cortazar. *Hopscotch*.

References

Ashcroft, Tiffins and Griffiths. Eds. *The Empire Writes Back. Theory and Practice in Post-colonial Literatures*. Routledge. 1989.

- Boehmer, Elleke. *Stories of Women: Gender and Narrative in the Postcolonial Nation*. Manchester UP. 2005.
- Calder, Alex. *The Writing of New Zealand: Inventions and Identities*. Auckland UP. 2011.
- Donnell, Alison. *Twentieth-Century Caribbean Literature*. Routledge. 2006.
- Evans, Patrick. *The Long Forgetting*. Canterbury UP. 2008.
- Green, P. and H. Ricketts. *99 Ways into New Zealand Poetry*. Random House. 2010.
- Jelly-Schapiro, Joshua. *Island People: The Caribbean and the World*. Knopf. 2016.
- Klooss, Wolfgang. Ed. *Across the Lines: Intertextuality and Transcultural Communication in the New Literatures in English*. Rodopi. 1998.
- Lawn, Jennifer. *Neo liberalism and Cultural Transition in New Zealand Literature 1984 – 2003*. Lexington. 2016.
- Stafford, Jane and Mark Williams Eds. *Anthology of New Zealand Literature*. Auckland UP. 2012.
- Sturm, Terry. Ed. *The Oxford History of New Zealand Writing*. Oxford UP. 1998.
- Fanon, Frantz. *The Wretched of the Earth*. Grove. 1968.
- Gordon, April A. and Donald L. Gordon. Eds. *Understanding Contemporary Africa*. L. Reinner. 1996.
- Irele, F. Abiola. *The African Imagination: Literature in Africa and the Black Diaspora*. Oxford UP. 2001.
- Jaffe, Hosea. *A History of Africa*. Zed. 1986.
- Manning, Patrick. *The African Diaspora: A History through Culture*. Columbia UP. 2010.
- Masilela, Ntongela. *A South African Looks at the African Diaspora: Essays and Interviews*. Africa World P. 2016.
- Owomoyela, Oyekan. Ed. *A History of Twentieth-Century African Literatures*. Nebraska UP. 1993.

Semester IV
Course Code: ENG-CC-542
Course Title: Cultural Histories of Keralam
Credits: 4

| CO | COURSE OUTCOME STATEMENT | PSO |
|-----------|--|------------|
| CO 1 | Approach the cultural, social, political and literary histories of Keralam as continuous, contingent and porous | PSO 14 |
| CO 2 | Decipher the changing meanings of culture and the processes by which structures of power get normalised within the context of Keralam's cultural front | PSO 15 |
| CO 3 | Identify the imprints of caste and gender identities and conflicts that structure the myriad customs, rituals and texts of Keralam | PSO 5 |
| CO 4 | Analyse the local and the everyday from perspectives that are theoretical | PSO 3 |
| CO 5 | Critically examine the cultural practices that define the everyday experiences of the people of Keralam | PSO 6 |
| CO 6 | Appreciate the past and present of Keralam's prolific literary and cultural output | PSO 2 |

Module Outcome (CO)

Module 1

- MO 1 Acquire a critical understanding of the historiography of Keralam
- MO 2 Explore the foundational historical premises in Kerala Studies
- MO 3 Develop a critical acumen to read the historical texts of Keralam

Module 2

- MO 1 Interrogate the discourses of caste and kinship
- MO 2 Engage with the critical discussion of Dilip Menon and G Arunima
- MO 3 Explicate the use of this discursive frame for textual analysis

Module 3

- MO 1 Explore the dialogic encounters between Kerala Renaissance and Modernities
- MO 2 Enhance the critical perceptions about Kerala Renaissance through select texts
- MO 3 Put to use the theoretical tools to read literary and cultural texts

Module 4

- MO 1 Discuss and debate the gender discourses of Keralam
 MO 2 Engage with the contemporary debates on gender in Keralam
 MO 3 Attempt a theoretical analysis of texts across genres

Module 5

- MO 1 Highlight the discursive frames of cultural practices of Keralam
 MO 2 Negotiate with a few seminal texts discussing cultural practices
 MO 3 Strengthen the theoretical understanding through a reading of select texts

Module 6

- MO 1 Examine the interfaces of linguistic and literary imaginations
 MO 2 Closely read select texts discussing the evolution of language and literature
 MO 3 Experience the seminal texts across genres from the literatures of Keralam

Course Content**Module I History and Historiography****Required Reading**

- Veluthat, Kesavan. "The Keralolpatti as History." *The Early Medieval in South India*.
 Kesavan Veluthat. Oxford University Press. 2010.

Texts for Application

- Logan, William. "Traditionary Ancient History." *Malabar Manual*. Vol. 1. Charithram
 Publications. 1981. pp. 258–285.

Recommended Reading

- Gurukkal, Rajan. "The Formation of Caste Society in Kerala: Historical Antecedents." *Social Formations of Early South India*. Oxford University Press. 2012.
 Mohan, Sanal. "Searching for Old Histories: Social Movements and the Project of Writing History in Twentieth-Century Kerala." *History in the Vernacular*. Ed. Raziuddin Aquil and Partha Chatterjee. Permanent Black. 2008.
 Sankunni, Kottarathil. "The Loyalty of a European." *Aithiyamaala*. Mathrubhumi. 2010. pp. 149–150.

Module II Caste and Kinship**Required Reading**

- Arunima, G. "The Matrilineal Tharavadu in Pre- and Early-Colonial Malabar." *There Comes Papa: Colonialism and the Transformation of Matriliney in Kerala, Malabar c. 1850-1940*. . Orient Longman. 2003.

Texts for Application

- Kunhambu, Potheri. "Saraswativijayam." *The Oxford India Anthology of Modern Malayalam Literature*. Eds. P. P. Raveendran and G. S. Jayasree, Oxford University Press. 2017.

Recommended Reading

- Menon, Dilip. "Caste and Colonial Modernity: Reading Saraswativijayam." *Studies in History* 13.2. 1997. pp. 291–312. doi:10.1177/025764309701300205.

- Appachan, Poykayil. "A Song." *The Oxford India Anthology of Modern Malayalam Literature*. Eds. P. P. Raveendran and G. S. Jayasree, Oxford University Press. 2017.
- ManntaraveetilLekshmyamma: "An Account of My Life and of My Homemaking" *Her-Self: Early Writings on Gender by Malayalee Women, 1898-1938*. Ed. J. Devika. Stree. 2005.

Module III Kerala Renaissance and Modernities

Required Reading

- Rajeevan, B. "Ethical Foundations of Modern Kerala." *The Oxford India Anthology of Modern Malayalam Literature*. Eds. P. P. Raveendran and G. S. Jayasree, Oxford University Press. 2017.

Texts for Application

- Asan, Kumaran N. "Sita Immersed in Reflection." *The Oxford India Anthology of Modern Malayalam Literature*. Eds. P. P. Raveendran and G. S. Jayasree, Oxford University Press. 2017.

Recommended Reading

- Kumar, Udaya. "Dr.Palpu's Petition Writings and Kerala's Pasts." *Nehru Memorial Museum and Library Publications*. 2014.
- Menon, KizhakkeppattuRamankutty. "ParangodiParinayam." *Samyukta* 4.1. Trans. Sulochana Rammohan. pp. 43–89.
- Guru, Sree Narayana. "A Brief Speech Made by Gurudevan at MuttatharaPulayamahayogam." *Speeches SreeNarayana Guru*. <sreenarayanaguru.in/content/speeches>.

Module IV Gender

Required Reading

- Velayudhan, Meera. "Changing Roles and Women's Narratives." *Social Scientist* 22.1/2. 1994. pp. 64. doi:10.2307/3517852.

Texts for Application

- Bhattathiripad, V. T. "From the Kitchen to the Stage." *The Oxford India Anthology of Modern Malayalam Literature*. Eds. P. P. Raveendran and G. S. Jayasree, Oxford University Press. 2017.

Recommended Reading

- Ramachandran, T. K. "Notes on the Making of Feminine Identity in Contemporary Kerala Society." *Social Scientist* 23.1/3. 1995. pp. 109-123. doi:10.2307/3517894.
- Nilayamgode, Devaki. *Antharjanam: Memoirs of a Namboodiri Woman*. Trans. Indira Menon and Radhika P. Menon. Oxford University Press. 2012.
- Madathil, Sajitha. "Kaalinaadakam." *Indian Literature* 303. Trans. Anand Haridas LXI.1. Jan-Feb. 2018.
- Thampi, Anitha. "While Sweeping the Front Yard." *PoemHunter*. 23 June 2017. www.poemhunter.com/poem/while-sweeping-the-front-yard/.
- Meera, K. R. *Yellow Is the Colour of Longing*. Trans. J. Devika. Penguin Books. 2011.
- Sithara, S. "Fire." *The Oxford India Anthology of Modern Malayalam Literature*. Eds. P. P. Raveendran and G. S. Jayasree, Oxford University Press. 2017.

Module V Cultural Practices

Required Reading

Kodoth, Praveena. "Gender, Caste and Matchmaking in Kerala: A Rationale for Dowry." *Development and Change* 39.2. 2008. pp. 263–283. doi:10.1111/j.1467-7660.2008.00479.x.

Texts for Application

Hariharan, dir. *Parinayam*. Seven Arts. 1994.

Recommended Reading

Osella, Caroline, and Filippo Osella. "Food, Memory, Community: Kerala as Both 'Indian Ocean' Zone and as Agricultural Homeland." *South Asia: Journal of South Asian Studies* 31.1. 2008 pp. 170–198. doi:10.1080/00856400701877232.

Menon, Sreebala K, dir. *Panthibhojanam*. 2010.

The Oeuvre of Toms: *Toms Classic Bobanum Moliyum* 19. 2008. pp. 1–33.

<www.scribd.com/doc/26536483/Bobanum-Molliyum-Classics-Vol-19>.

Module VI Language and Literature

Required Reading

Balakrishnan, P. K: "The Evolution of Language and the Birth of Literature." *The Oxford India Anthology of Modern Malayalam Literature*. Eds. P. P. Raveendran and G. S. Jayasree, Oxford University Press. 2017.

Poetry

Nair, Edasseri Govindan. "The Kuttippuram Bridge." *The Oxford India Anthology of Modern Malayalam Literature*. Eds. P. P. Raveendran and G. S. Jayasree, Oxford University Press. 2017.

Chullikkad, Balachandran. "Where is John?" *The Oxford India Anthology of Modern Malayalam Literature*. Eds. P. P. Raveendran and G. S. Jayasree, Oxford University Press. 2017.

Prose

Kesavan, C. Excerpts from *Life Struggle*. *The Oxford India Anthology of Modern Malayalam Literature*. Eds. P. P. Raveendran and G. S. Jayasree, Oxford University Press. 2017.

Vijayan, M. N. "Old Truths and New Myths." *The Oxford India Anthology of Modern Malayalam Literature*. Eds. P. P. Raveendran and G. S. Jayasree, Oxford University Press. 2017.

Short Stories

Basheer, Vaikom Muhammad. "The Walls." *Poovan Banana and Other Stories*. Trans. V. Abdulla. Orient Blackswan. 1994.

Antharjanam, Lalithambika. "Letter from a Woman Writer." *On the Far Side of Memory: Short Stories of Lalithambika Antharjanam*. Trans. J. Devika. Oxford University Press. 2012.

Novels and Memoirs

Excerpts from:

Pillai, ThakazhiSivasankara. *Scavenger's Son*. Heinemann International Literature & Textbooks. 1993.

Das, Kamala. *My Story*. Harper Collins. 2009.

Recommended Reading

Freeman, Rich. "Genre and Society: The Literary Culture of Pre-Modern Kerala." *Literary Cultures in History: Reconstructions from South Asia*. Ed. Sheldon Pollock, University of California Press. 2003. pp. 437–502.

Azhikode, Sukumar. "Toynbee and Manipravalam." *The Oxford India Anthology of Modern Malayalam Literature*. Eds. P. P. Raveendran and G. S. Jayasree, Oxford University Press. 2017.

Joseph, S. "The Fishmonger." *The Oxford India Anthology of Modern Malayalam Literature*. Eds. P. P. Raveendran and G. S. Jayasree, Oxford University Press. 2017.

Renukumar, M. R. "Poison Fruit." *The Oxford India Anthology of Modern Malayalam Literature*. Eds. P. P. Raveendran and G. S. Jayasree, Oxford University Press. 2017.

Vijayan, O. V. *The Legends of Khasak*. Penguin Books. 1994.

Mukundan, M. *On the Banks of the Mayyazhi*. DC Books. 2014.

Miranda, Johnny. *JeevichirikkunnavarkkuVendiyullaOppees: Requiem for the Living*. Trans. Sajai Jose. Oxford UP. 2013.

Chandran ,Subhash. *A Preface to Man*. Trans. Fathima E.V. Harper Perennial. 2016.

Joseph, Sarah. *Othappu: the Scent of the Other Side*. Trans. ValsonThampu. Oxford UP. 2012.

Ayyappan, C. "Spectral Speech." *The Oxford India Anthology of Modern Malayalam Literature*. Eds. P. P. Raveendran and G. S. Jayasree, Oxford University Press. 2017.

Ashita. "In the Moonlit Land." *The Oxford India Anthology of Modern Malayalam Literature*. Eds. P. P. Raveendran and G. S. Jayasree, Oxford University Press. 2017.

References

Menon, A. Sreedhara. *A Survey of Kerala History*. DC Books, 2017.

Bhaskaranunni, P. *PathonpathamNoottandileKeralam*. Kerala SahityaAkademi. 2012.

Panikkar, Ayyappa. *A Short History of Malayalam Literature*. Dept. of Public Relations, Govt. of Kerala. 1998.

Raveendran, P. P., and G. S. Jayasree, editors. *The Oxford India Anthology of Modern Malayalam Literature*. Oxford UP. 2017.

Semester IV**Course Code: ENG-CC-543****Course Title: Language Studies II****Credits: 4**

| CO | COURSE OUTCOME STATEMENT | PSO |
|-----|---|----------------|
| CO1 | Critically examine the origin of language and language varieties. | PSO 1, PSO11 |
| CO2 | Understand the multidisciplinary of Linguistics | PSO 16 |
| CO3 | Explore the writing systems all over the world | PSO 12, PSO13 |
| CO4 | Familiarise the classroom procedures. | PSO 11, PSO 15 |
| CO5 | Analyse language units and syntactic structures. | PSO 13, PSO 15 |
| CO6 | Explore research domains in linguistics | PSO 13 |

Module Outcome (MO)**Module 1**

- MO1 Discuss the Nature of Language
MO2 Analyse the properties of Natural Human Languages
MO3 Examine the different varieties of language

Module 2

- MO1 Contextualise Sociolinguistics and the Sociology of language
MO2 Acquire insights into applied linguistics
MO3 Discuss the types of linguistic variations

Module 3

- MO1 Trace the Origin and development of scripts
MO2 Examine the relationship between the Writing systems and Semiotics
MO3 Discuss the Indian forms of writing

Module 4

- MO1 Examine the phonological classification of English
MO2 Examine the morphological classification of English

MO3 Discuss the contrastive analysis of English & Malayalam

Module 5

MO1 Examine the fallacies of Traditional Grammar

MO2 Discuss IC Analysis and its limitations

MO3 Analyse PSG and TG Grammar

Module 6

MO1 Discuss Stylistics and its features.

MO2 Explore the problems in defining style.

MO3 Stylistic analysis of literary texts

Course Content

Module I Origins of Language and Language Varieties

Required Reading

The Nature of Language – Linguistics as the scientific study of language ---Human Languages and Systems of Animal Communication---The Properties of Natural Human Languages--- Regional & Social, Formal & Informal, Standard & Non- standard--- Vernacular--- Non-native Varieties---Registers & Styles---Discourse--- Languages in Contact: Bilingualism---Types of Bilingualism--- Diglossia---Code-mixing & Code-switching---Borrowing---Pidgins & Creoles --- dialect, idiolect- isogloss

Recommended Reading

Language in Mass media & advertising---language and gender---Language and ideology
Language, discourse and ideology- hegemony of English

Module II Linguistics & Multi-disciplinarity

Required Reading

Linguistics and sociology---Sociolinguistics --- Sociolinguistics & the Sociology of language- Language & Society-linguistics and philosophy---linguistics and psychology--- Psycholinguistics ---Applied Linguistics ---language teaching---linguistics and communications engineering- linguistic variables- collecting the texts- Identifying linguistic variables and their variants in texts- data processing & interpretation- Method of quantification of linguistic variation- types of variables- Variable Rules- ethno methodology, Sapir- Whorf hypothesis.

Recommended Reading

Neuro-linguistics---branches of Linguistics including Ecolinguistics, Ethnolinguistics, Computational Linguistics and Forensic Linguistics

Module III Writing Systems

Required Reading

Writing systems and Semiotics ---Origin and development of scripts--- Units of speech and units of writing---Written records---major writing systems: Theocratic script of Egypt, Cuneiform Writing, Chinese Writing system, Semitic writing, The alphabet---Writing in India

Recommended Reading

Indian forms of writing ---Brahmi, Kharosthi, Sharda, the regional scripts --- South Indian scripts ---Devanagari---Creating new alphabet, Writing reforms, Transcription and transliteration, script mixing and script switching -----Style and Art in writing---Graph, allograph, grapheme

Module IV Phonology and Morphology**Required Reading**

Phonemes, allophones--- word stress---intonation----transcription ----Phonetic Transcription: Principles and methods- terminology relating to transcription-----Morphology----morphemes--- affixes-----classification, allomorphs --- morpho-phonemics

Recommended Reading

Phonemic and phonetic transcription--- contrastive analysis of English & Malayalam

Module V Grammar and Syntax**Required Reading**

Traditional Grammar—fallacies-- Structuralism – its roots and theoretical formulation---- Structural Grammar --Saussure -- Hymes --- Chomsky ---Structural Syntax--- IC Analysis and its limitations --- Phrase Structure Grammar---Analysis and Limitations -- The Need for Transformational Generative Grammar – Noam Chomsky and his theories----Transformations--- Singular: [Interrogation (Y/N and Wh)- Negation- Passivization; Tag Questions] ---Double-based: (Relativization, Complementation, Adverbialization, Coordination)

Recommended Reading

Modern Grammar---- Form Class and Function class

Module VI Stylistics**Required Reading**

Linguistics and literature- approaches to literature: Literacy – aesthetic and semiotic-linguistic- Literature-figurative and symbolic uses of language in literature-Stylistics -its definition and scope- stylistic as an area of applied linguistics- stylistics and its relations with semiotics, aesthetics and poetics --the term Style-its various senses and diversity of its definitions- problems in defining style-Discourse analysis.

Recommended Reading

Stylistic analysis of literary texts: Phonological identification of style-features and summative word---Lexical : Verbal and synonymic repetition--- Grammatical-nominal and verbal style--- Semantic: Semantic parallelism- selectional restrictions----Foregrounding, automatization and de-automatization.

Recommended Reading

Catford, J.C. *A Practical Introduction to Phonetics*. Oxford UP. 1988.

Crystal, David. *Introducing Linguistics*. Penguin. 1992

Fabb, Nigel. *Linguistics and Literature*. Wiley-Blackwell. 1997.

Fasold, R. W. and J. Connor-Linton Ed. *An Introduction to Language and Linguistics*. Cambridge UP. 2006.

- Fries, C.C. *The Structure of English*. Prentice Hall Press (New Edition). 1977.
- Garman, M. *Psycholinguistics*. Cambridge UP. 1983
- Gleason, H.A. *Introduction to descriptive linguistics*. Holt, Rinehart and Winston. 1961.
- Hockett, C.F. *A Course in Modern Linguistics*. Prentice Hall. 1958
- Joos, Martin. *Readings in Linguistics*. 4th Edn.: U of Chicago P. 1968.
- Hayward, Katrina. "Introduction: Impressionistic Phonetics and Experimental Phonetics".
Experimental Phonetics: An Introduction. Routledge. 2000.
- Hickey, Leo. "Stylistics, Pragmatics and Pragmastylistics". *Belgian Review of Philology and History* 71: 3. 1993.
- Hockett, C.F. *A Course in Modern Linguistics*. Macmillan. 1958.
- Humes, D.H. *Foundations of Sociolinguistics*. Cambridge UP. 1977.
- Jakobson, Roman. "Linguistics and Poetics". *Language in Literature*. Ed. Krystyna Pomorska and Stephen Rudy. Harvard UP. 1987.
- Langacker, R.W. *Language and its Structure*. 2nd edition. Harcourt. 1973.
- Litossiliti, Lia. *Research Methods in Linguistics*. Continuum. 2010.
- Lyons, J. *An Introduction to Theoretical Linguistics*. Cambridge UP. 1968.
- . *Chomsky*. Penguin. 1978
- . *Language and Linguistics*. Cambridge UP. 1981.
- . (ed.) *New horizons in Linguistics*. Penguin 1970.
- McGregor, William B. "Introduction". *Linguistics: An Introduction*. Continuum International Publishing Group. 2009.
- McCabe, Anne. "Fields of Linguistics". *An Introduction to Linguistics and Language Studies*. 2nd Edition. Equinox Textbooks and Surveys in Linguistics Series. 2017.
- Palmer, Frank. *Grammar*. Penguin. 1972
- Robins, R. H. *A Short History of Linguistics*. Routledge (4th Edn). 1997.
- Trask, R. L. and Bill Mayblin. *Introducing Linguistics: A Graphic Guide*. Icon Books 2012.
- Trudgill, Peter. *Sociolinguistics: An Introduction to Language and Society*. Penguin. 1983.
- Wray, Alison and Aileen Bloomer. *Projects in Linguistics and Language Studies*. 3rd Edn.. Routledge. 2012.

ELECTIVES

Semester I
Course Code: ENG-SE-515
Course Title: Academic Writing
Credits: 2

| CO | COURSE OUTCOME STATEMENT | PSO |
|-----------|---|------------|
| CO1 | Recognize the dynamics in the process of writing | PSO13 |
| CO2 | Evolve a critical perspective on writing practice | PSO13 |
| CO3 | Cultivate the temperament to evolve a distinct style of writing | PSO13 |
| CO4 | Examine critically one's own practice of writing | PSO15 |
| CO5 | Put to use the internalized steps in writing | PSO15 |

Module Outcome (MO)

Module 1

- MO1 Facilitate students recognize their strength and weakness in writing tasks
 MO2 Enable students create portfolios
 MO3 Provide a critical perspective into the dynamics of writing with classroom practice

Module 2

- MO1 Train students to recognize genres in writing
 MO2 Take students through the writing process
 MO3 Fine tune the writing process with classroom practice

Module 3

- MO1 Familiarise basics of research writing
 MO2 Train students in the art and craft of rewriting
 MO3 Facilitate the evolution of style

Module 4

- MO1 Relate writing practice to theory
 MO2 Critique different approaches to writing
 MO3 Theorize on one's own practice of writing

Module 5

- MO1 Evolve a perspective on academic writing

- MO2 Reflect on the class work done
 MO3 Discover the strength of one's own writing

Course Content

Module I Setting up the Task

Recognizing the need of the learner – writing samples – free writing – learning to read one's own writing – creating portfolio for every student – the workbook for the course– note making – note taking – consolidation of classroom activity

Wyrick, Jean. "Prewriting." *Steps to Writing Well*. 11th Ed. Wadsworth. 2011. pp. 3 – 29.

Module II Students at Work

Responding to writing genres – writing samples – structuring ideas – paragraphs – non sequitors – jargon – evolution of argument – framing questions – conceptualizing responses for questions – writing short answers – responding to essay questions – writing with focus – writing to the point – consolidation of classroom activity

Wyrick, Jean. "The Body Paragraphs." *Steps to Writing Well*. 11th Ed. Wadsworth. 2011. pp. 47 – 79.

Module III The Basics of Research Writing

Blue print for research article – argument in one sentence – title – fleshing out the argument – writing – rewriting – numbered drafts – by the sweat of the brow – reasoning in writing – chiseling – proof reading – the academic essay – evolution of style – consolidation of classroom activity

Wyrick, Jean. "The Thesis Statement." *Steps to Writing Well*. 11th Ed. Wadsworth. 2011. pp. 31 – 46.

Wyrick, Jean. "Drafting and Revising: Creative Thinking, Critical Thinking." *Steps to Writing Well*. 11th Ed. Wadsworth. 2011. pp. 95 – 124.

Module IV Theory of Writing

Elbow, Peter. "Reflections on Academic Discourse." *Everyone can Write: Essays Toward a Hopeful Theory of Writing and Teaching Writing*. Oxford UP. 2000. pp. 235 – 256.

Elbow, Peter. "Can Personal Expressive Writing do the Work of Academic Writing?" pp. 315 – 318.

Module V Showing the Process

The students will put together the portfolio of the work done in a proper format. The portfolio must reflect the work done in the previous four modules. The students will also submit a written paper of 2500 words for evaluation.

References

Bailey, Stephen. *Academic Writing: A Handbook for International Students*. 2nd Ed. Routledge. 2003.

- Elbow, Peter. *Everyone can Write: Essays Toward a Hopeful Theory of Writing and Teaching Writing*. Oxford UP. 2000.
- Woolf, Judith. *Writing about Literature: Essay and Translation Skills for University Students of English and Foreign Literature*. Routledge. 2005.
- Wyrick, Jean. *Steps to Writing Well*. 11th Ed. Wadsworth. 2011.

Semester: I
Course Code: ENG-DE-516
Course Title: Film Studies
Credits: 2

| CO | CO Statement | PSO |
|------|--|--------|
| CO 1 | Discuss the cultural histories of cinema as a medium, the contexts of its emergence in the world, India and in Kerala, and the different schools and movements that have characterised its evolution | PSO 16 |
| CO 2 | Explain the critical and theoretical literature that forms the corpus of film studies, and the diverse modes of enquiry that have impacted the study of cinema over time | PSO 5 |
| CO 3 | Arrive at a theoretically informed analysis of their experience of cinema | PSO 15 |
| CO 4 | Recognize the structures of power that characterise the making, dissemination and reception of films | PSO 9 |
| CO 5 | Perceive cinema as a medium and a practice embedded in history, culture and context | PSO 10 |

Module Outcome (MO)

Module 1

- MO 1 Explore the movements in world cinema
- MO 2 Develop a critical acumen to read Hollywood cinema
- MO 3 Analyse the use of language in cinema

Module 2

- MO 1 Understand the major concepts used to read cinema
- MO 2 Learn to use different schools of theory to interpret cinema
- MO 3 Decipher the ideological frames that define cinematic experiences

Module 3

- MO 1 Trace the historical trajectory of Hollywood cinema
- MO 2 Evolve postcolonial and transnational readings of cinema
- MO 3 Discuss the politics of Fourth World Cinema

Module 4

- MO 1 Understand the history of Indian Cinema
- MO 2 Examine the features of Post-Liberalization Cinema in India

MO 3 Explicate the identity politics in Indian Cinema

Module 5

MO 1 Appreciate Malayalam Cinema from its beginnings to the 960s

MO 2 Strengthen the theoretical perspectives to read Middle Cinema and Post-Liberalization Cinema

MO 3 Delineate the politics of gender, caste and region in Malayalam Cinema

Module I Movements

Concepts

- The Language of Cinema
- The Cinema of Attractions and the Classical Hollywood
- German Expressionism
- Soviet Cinema and the Montage
- Italian Neorealism

Required Reading

Bazin André. “The Evolution of the Language of Cinema.” *What Is Cinema?* André Bazin et al. University of California Press. 2005. pp. 41-52.

Text for Analysis

Eisenstein, Sergei, director. *The Battleship Potemkin*. Blackhawk Films. 1925.

Recommended Reading

Eisenstein, Sergei. “A Dialectical Approach to Film Form.” *Film Theory and Criticism*. Ed. Marshall Cohen and Gerard Mast. Oxford University Press. 1985. pp. 103–124.

Zavattini, Cesare. “Some Ideas on the Cinema.” *Film Manifestos and Global Cinema Cultures*. 2019. pp. 124–133. doi:10.1525/9780520957411-042.

Turner, Graeme. “From Seventh Art to Social Practice: A History of Film Studies.” *Film as Social Practice*. Routledge. 2009. pp. 34–49.

Gunning, Tom. “The Cinema of Attraction[s]: Early Film, Its Spectator and the Avant-Garde.” *The Cinema of Attractions Reloaded*. Ed. Wanda Strauven. Amsterdam University Press. 2006. pp. 381–388.

Module II Concepts and Theories

Concepts

- Cinema and the Auteur
- Genre Theory
- Cinema and Psychoanalysis
- Cinema and Feminism
- Ideology and Representation

Required Reading

Baudry, Jean-Louis, and Alan Williams. “Ideological Effects of the Basic Cinematographic Apparatus.” *Film Quarterly* 28. 2. 1974. pp. 39–47., doi:10.2307/1211632.

Text for Analysis

Hitchcock, Alfred, director. *Psycho*. Paramount Pictures. 1960.

Recommended Reading

Sarris, Andrew. *Notes On The Auteur Theory In 1962*. I edn. 1962.

http://alexwinter.com/media/pdfs/andrew_sarris_notes_on_the-auteur_theory_in_1962.pdf. Accessed 25 Mar 2019.

Doane, Mary Ann. "Film and the Masquerade: Theorising the Female Spectator." *Screen*, 23.3-4. 1982. pp. 74–88. doi:10.1093/screen/23.3-4.74.

Stam, Robert, and Louise Spence. "Colonialism, Racism and Representation." *Screen*, 24. 2. 1983. pp. 2–20. doi:10.1093/screen/24.2.2.

Mulvey, Laura. "Visual Pleasure and Narrative Cinema." *Feminisms*. 1975. pp. 438–448. doi:10.1007/978-1-349-14428-0_27.

Module III World Cinema**Concepts**

- Hollywood and the First Cinema
- Postcolonial and Third-World Cinemas
- Transnational and Crossover Cinemas
- Fourth World Cinema

Required Reading

Dennison, Stephanie, and Song Hwee Lim. "Situating World Cinema as a Theoretical Problem." *Remapping World Cinema: Identity, Culture and Politics in Film*, by Stephanie Dennison and Song Hwee Lim, Wallflower Press. 2006. pp. 1–18.

Text for Analysis

Panahi, Jafar, dir. *The Circle*. Jafar Panahi Film Productions. 2000.

Recommended Reading

Teo, Stephen. "Film and Its Globalization: From Hollywood to Bollywood." *The Routledge International Handbook of Globalization Studies*. Ed. Brian S. Turner. Routledge. 2010. pp. 412–428.

Desai, Jigna. "Conclusion: Migrant Brides, Feminist Films, and Transnational Desires." *Beyond Bollywood: the Cultural Politics of South Asian Diasporic Film*. Routledge. 2004.

Barclay, Barry. "Celebrating Fourth Cinema." *Academia.edu*, 2003. www.academia.edu/4905111/Printed_in_Illusions_Magazine_NZ_July_2003_Celebrating_Fourth_Cinema.

Gabriel, Teshome H. "Towards a Critical Theory of Third World Films." *Critical Interventions* 5. 1. 2011. pp. 187–203. doi:10.1080/19301944.2011.10781409.

Module IV Indian Cinema**Concepts**

- Indian Cinema: Beginnings to the 1960s
- The New Wave of 1970s
- Post-Liberalization Cinema in India

➤ Gender, Caste and the Nation in Indian Popular Films

Required Reading

Thomas, Rosie. "Indian Cinema: Pleasures and Popularity." *Screen*, 26.3-4. 1985. pp. 116–131. doi:10.1093/screen/26.3-4.116.

Text for Analysis

Bhansali, Sanjay Leela, director. *Padmaavat*. Bhansali Productions, 2018.

Recommended Reading

Jaikumar, Priya. "Introduction." *Cinema at the End of Empire: a Politics of Transition in Britain and India*. Duke University Press. 2006. pp. 1–12.

Ghosh, Shohini. "Bollywood Cinema and Queer Sexualities." *Queer Theory: Law, Culture, Empire*. Eds. Robert Leckey and Kim Brooks. Routledge. 2011. pp. 55–68.

Atwal, Jyoti. "Embodiment of Untouchability: Cinematic Representations of the 'Low' Caste Women in India." *Open Cultural Studies* 2.1. 2018. pp. 735–745. doi:10.1515/culture-2018-0066.

Prasad, M. Madhava. "Introduction: The Ideology of Formal Subsumption." *Ideology of the Hindi Film: a Historical Construction*. M. Madhava Prasad. Oxford UP. 2008. pp. 1–26.

Module V Malayalam Cinema

Concepts

- Malayalam Cinema: Beginnings to the 1960s
- The Middle Cinema of the 1980s
- Cinema in Post-Liberalization Kerala
- Gender, Caste and the Region in Malayalam Cinema

Required Reading

Pillai, Meena T. "Matriline to Masculinity: Performing Modernity and Gender in Malayalam Cinema." *Routledge Handbook of Indian Cinemas*. Ed. K. MotiGokulsing and Wimal Dissanayake. Routledge. 2018. pp. 102–114.

Text for Analysis

Hariharan, director. *Parinayam*. Seven Arts. 1994.

Recommended Reading

Radhakrishnan, Ratheesh. "Soft Porn and the Anxieties of the Family." *Women in Malayalam Cinema: Naturalising Gender Hierarchies*. Ed. Meena T. Pillai. BlackSwan. 2010.

Muraleedharan, T. "Queer Bonds: Male Friendships in Contemporary Malayalam Cinema." *Queering India: Same-Sex Love and Eroticism in Indian Culture and Society*, Ed. Ruth Vanita. Routledge. 2002.

Venkatesan, Satyaraj, and Rajesh James. "Casting Caste: Dalit Identity, Papilio Buddha, and Malayalam Cinema." *Economic and Political Weekly* 52.49. 2017. pp. 48–52.

Venkiteswaran, C. S. "Reflections on Film Society Movement in Kerala." *South Asian Popular Culture* 7.1. 2009. pp. 65–71. doi:10.1080/14746680802705029.

References

- Braudy, Leo, and Marshall Cohen. *Film Theory and Criticism: Introductory Readings*. Oxford UP. 2016.
- Gokulsing, K. Moti, and WimalDissanayake, eds. *Routledge Handbook of Indian Cinemas*. Routledge. 2018.
- Hayward, Susan. *Key Concepts in Cinema Studies*. Routledge. 1999.
- Pillai, Meena T. *Women in Malayalam Cinema: Naturalising Gender Hierarchies*. Orient BlackSwan. 2010.
- Raghavendra, M. K., and ElavarthiSathya Prakash. *Beyond Bollywood: the Cinemas of South India*. Harper Collins. 2017.
- Rajadhyaksha, Ashish, and Paul Willemen. *Encyclopedia of Indian Cinema*. British Film Institute. 1998.
- Thompson, Kristin, and David Bordwell. *Film History: an Introduction*. McGraw-Hill Education. 2002.

Semester II**Course Code: ENG-DE-525 (i)****Course Title: Laws and Sexualities in India****Credits: 2**

| CO | COURSE OUTCOME STATEMENT | PSO |
|-----------|---|------------|
| CO 1 | Place law at the centre of a series of discussions and debates in the field of sexualities | PSO 15 |
| CO 2 | Investigate and analyse law as a pervasive force in society for the problematization of the body and the mediatization of sexualities | PSO 3 |
| CO 3 | Interrogate the politics of sexualities and the positioning of precarious sexual identities in Laws | PSO 8 |
| CO 4 | Critically evaluate the significant links between sexualisation of the body and the legal discourses | PSO 9 |
| CO 5 | Build a comprehensive understanding of the technologies of the state and the discursive formation of the citizen | PSO 10 |

Module Outcomes (MO)**Module 1**

MO 1 Introduce the foundations of laws and sexualities

MO 2 Place the legitimization of sexual minorities in the discourse of Human Rights

MO 3 Mould a critical perspective to decipher the politics of sexual identities

Module 2

MO 1 Evolve a genealogical pattern of understanding the shifts in social mapping

MO 2 Acquire deeper insights in the colonial discourses of marginalisation

MO 3 Discover the potential of using archives to script new histories of societies

Module 3

MO 1 Examine the nuances of sexual citizenship

MO 2 Interrogate the impact of governmentality in fashioning social perceptions

MO 3 Question the politics of inclusion / exclusion in the formation of citizenships

Module 4

MO 1 Critique the legal disruptions in human desires

MO 2 Examine in detail the Supreme Court Judgements on Sexualities

MO 3 Engage with the ideologies that criminalised adultery in India

Module 5

MO 1 Attempt a critical reading of the visual representations of desire

MO 2 Explore the possibilities of understanding discourses through life writings

MO 3 Discuss the societal responses to narratives of fluid desires and identities

Course Content

Module I Setting the Stage

Narrain, Aravind. "Human Rights and Sexual Minorities: Local and Global Contexts." *Law, Social Justice & Global Development (LGD)* 2001 (2).

https://warwick.ac.uk/fac/soc/law/elj/lgd/2001_2/narrain/

Module II Colonial India

Arondekar, Anjali. "Subject to Sodomy: The Case of Colonial India." *For the Record: On Sexuality and the Colonial Archive in India*. Duke University Press. 2009. pp.67-96.

Module III Sexualities and the State

Puri, Jyoti. "Governing Sexuality, Constituting States." *Sexual States: Governance and the Struggle over the Antisodomy Law in India*. Duke University Press. 2016. pp.3-23.

Module IV Decriminalising Desire

Rajalakshmi, T. K. "Axing Adultery Law." *Frontline* Oct. 26, 2018.

Module V Reading Narratives

Mehta, Deepa, dir.. *Fire*. 1996.

Recommended Reading

Petchesky, Rosalind P. "The Language of "Sexual Minorities" and the Politics of Identity: A Position Paper." *Reproductive Health Matters* 17:33 (2009): pp.105-110.

Gupta, Charu. "Writing Sex and Sexuality: Archives of Colonial North India." *Journal of Women's History* 23. 4. 2011. pp.12-35.

Richardson, Diane. "Sexuality and Citizenship." *Sociology* 32.1. 1998. Pp.83–100.

Baset, Zaid Al. "The Tasks Ahead: Supreme Court Judgment against Section 377." *Economic and Political Weekly* 53.39. 29 Sep, 2018. pp.12-15.

Bandhopadhyay, Manobi (with Jhimli Mukherjee Pandey). *A Gift of Goddess Lakshmi: A Candid Biography of India's First Transgender Principal*. Penguin Random House. 2017.

References

Arondekar, Anjali. *For the Record: On Sexuality and the Colonial Archive in India*. Duke University Press. 2009.

Balasubramanian, Savina."Contextualizing the Closet: Naz, Law, and Sexuality in Postcolonial

- India.” *Perverse Politics? Feminism, Anti-Imperialism, Multiplicity*. Eds. Ann Shola Orloff, Raka Ray and Evren Savci. Emerald Group Publishing Limited. 2016. pp.135 – 158.
- Gopinath, Gayatri. *Impossible Desires: Queer Diasporas and South Asian Public Cultures*. Duke University Press. 2005.
- Kannabiran, Kalpana and Ranbir Singh, eds. *Challenging The Rules(s) of Law: Colonialism, Criminology and Human Rights in India*. Sage. 2008.
- Menon, Nivedita. *Sexualities*. Women Unlimited. 2007.
- Narrain, Aravind. *Queer: "Despised Sexuality", Law, and Social Change*. Books for Change. 2004.
- Narrain, Aravind and Gautam Bhan, eds. *Because I Have a Voice: Queer Politics in India*. New Yoda Press. 2005.
- Rao, Raja R. *Criminal Love?: Queer Theory, Culture, and Politics in India*. Sage. 2017.
- Singh, Pawan. “Between Legal Recognition and Moral Policing: Mapping the Queer Subject in India.” *Journal of Homosexuality* 63:3. pp. 416-425.

Semester II**Course Code: ENG-DE-525(ii)****Course Title: Women, Bodily Autonomy and Law****Credits: 2**

| CO | COURSE OUTCOME STATEMENT | PSO |
|-----------|--|------------|
| CO 1 | Raise questions related to a woman's body where body is one of the most significant sites for the enactment of power relations | PSO 16 |
| CO 2 | Critically examine women's right to bodily autonomy, that is, her right to decide what happens in and to her body | PSO 15 |
| CO 3 | Address the issue of legal empowerment to fight against violations of the body. | PSO 8 |
| CO 4 | Identify and respond to instances of violation of the bodily integrity of women which are often explicitly decriminalized or treated insignificantly by the criminal justice system, especially when they happen within the critical space of marriage | PSO 15 |
| CO 5 | Be legally empowered to fight against sexual violence in all spheres of life | PSO 16 |

Module Outcomes (MO)**Module 1**

MO 1 Introspect the politics in the socio-legal frames of understanding of women's bodies

MO 2 Comprehend the ways of understanding the body as a site of (dis)empowerment

MO 3 Explicate the legal negotiations with women's right to bodily integrity

Module 2

MO 1 Familiarise the definitions of sexual harassment at workplace

MO 2 Examine the global and local interfaces of understanding sexual harassment at Workplace

MO 3 Bring a critical perspective on the power dynamics at workplace and the experiences of women

Module 3

MO 1 Dismantle the public / private binary in discussing violence against women

MO 2 Debate the significance of including marital rape as a violation of the body

MO 3 Critique the silencing of the discussions of marital rape in India

Module 4

- MO 1 Examine the agency of women in deciding their experience of pregnancy
 MO 2 Discuss the strengths and weaknesses of the abortion laws in India
 MO 3 Put into perspective the discussions on surrogacy and commodification of the female Body

Module 5

- MO 1 Understand the impact of literary narratives in sharpening legal perspectives
 MO 2 Develop a critical acumen to decipher the voices in the select narratives
 MO 3 Instil a new sensibility that question all forms of violence against women

Course Content**Module I Theorising Women's Body and Law**

Mathur, Kanchan. "Body as Space, Body as Site: Bodily Integrity and Women's Empowerment in India." *Economic and Political Weekly* 43.17. Apr. 26 - May 2, 2008. pp. 54-63.

Module II Sexual Harassment at Workplace

Sahgal, Punam and Aashta Dang. "Sexual Harassment at Workplace: Experiences of Women Managers and Organisations." *Economic and Political Weekly* Vol. LII No .22. 03 June 2017. pp.49-57.

Module III Marital Rape

Mandal, Saptarshi. "The Impossibility of Marital Rape: Contestations Around Marriage, Sex, Violence and the Law in Contemporary India." *Australian Feminist Studies* 29:81 (2014). pp.255-272.

Module IV Reproductive Rights

Patel, Tulsi. "Experiencing Abortion Rights in India Through Issues of Autonomy and Legality: A Few Controversies." *Global Public Health* 13:6 (2018). pp.702-710.

Module V Narrating Intimate Violence

Kandaswamy, Meena. *When I Hit You: Or, A Portrait of the Writer as a Young Wife*. Atlantic. 2017.

Recommended Reading

Smart, Carol. "Law, Power and Women's Bodies." *Feminism and Power of Law*. Routledge. 2002. pp. 90-113.

International Labour Organisation. "Preventing and Responding to Sexual Harassment at Work: Guide to the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013, India." <https://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/---sro-new_delhi/documents/publication/wcms_630227.pdf> Web.

Pracher, Maria. "The Marital Rape Exemption: A Violation of a Woman's Right of Privacy." *Golden Gate University Law Review* 11.3 (1981). Web.

Kumar, Alok Prasanna. "Surrogacy and the Laws on Maternity Benefits." *Economic and Political Weekly* 52.3 (21 Jan. 2017).

Aravumudan, Gita. *Unbound: Indian Women@Workplace*. Penguin Books India. 2010.

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- Basu, Srimati. *The Trouble with Marriage: Feminists Confront Law and Violence in India*. University of California Press. 2015.
- Bhat, M., & Ullman, S. E. "Examining Marital Violence in India: Review and Recommendations for Future Research and Practice." *Trauma, Violence, & Abuse* 15.1 (2014). pp. 57–74.
- Desai, Bharat H, et al. "Quest for Women's Right to Bodily Integrity: Reflections on Recent Judicial inroads in India." <<https://www.epw.in/engage/article/quest-womens-right-bodily-integrity-judicial-inroads>>
- Hirve, Siddhivinayak S. "Abortion Law, Policy and Services in India: A Critical Review." *Reproductive Health Matters* 12.24(2004). pp. 114-121.
- Mackinnon, Catherine A. *Sexual Harassment of Working Women: A Case of Sex Discrimination*. Yale University Press. 1979.
- "Marriage and Rape." Editorial. *Economic and Political Weekly* XLVIII.12 (23 March 2013): 7-8.
- McDonagh, Eileen L. *Breaking the Abortion Deadlock: From Choice to Consent*. New York: Oxford UP. 1996.
- Miller, Ruth Austin. *The Limits of Bodily Integrity: Abortion, Adultery, and Rape Legislation in Comparative Perspective*. England: Ashgate, 2007.
- Padgett, Deborah K. and Prachi Priyam. "Gender, Everyday Resistance and Bodily Integrity: Women's Lives on Delhi Streets." *Affilia: Journal of Women and Social Work* (23 Dec. 2018). <<https://doi.org/10.1177/0886109918818078>>. Web.

Semester: II
Course Code: ENG-DE-526
Course Title: Digital Feminisms
Credits: 2

| CO | COURSE OUTCOME STATEMENT | PSO |
|------|---|--------|
| CO 1 | Explore how digital media terrains serve as potent sites of feminist articulations, concerns and resistances | PSO 8 |
| CO 2 | Familiarize with the theoretical tools that are necessary to identify the techno-feminist matrices that structure digital discourses | PSO 9 |
| CO 3 | Conceptualize cyberfeminist activism and to explore its potentials in encouraging novel feminist imaginations that counter discourses of misogyny in offline spaces | PSO 10 |
| CO 4 | Draw the parallels and divergences between global and local digital feminist practices | PSO 5 |
| CO 5 | Situate the cyberfeminist movements in the postfeminist digital cultures | PSO 15 |

Module Outcomes (MO)

Module 1

- MO 1 Understand the basic concepts in Digital Feminism
- MO 2 Evolve feminist frames for analysing social media
- MO 3 Recognise the histories of thoughts that continue to shape social media

Module 2

- MO 1 Critically engage with the interactions in cyberscapes
- MO 2 Analyse the nuances of social network sites using the theoretical concepts in Gender Studies
- MO 3 Interrogate social media as a new dimension of the public space

Module 3

- MO 1 Explore the paradigms of activism in the digital age
- MO 2 Sketch the patterns of cyberfeminist activism
- MO 3 Locate the role of social media in gender activism post-nirbhaya

Module 4

- MO 1 Unravel the new dimensions of postfeminist digital cultures

- MO 2 Debate the role of social in self-representation
 MO 3 Develop a broader understanding of postfeminist digital cultures

Module 5

- MO 1 Explore the ways of bringing together theory and praxis
 MO 2 Imagine possibilities of theorising everyday lives
 MO 3 Expand the horizons of thinking by accepting theories as different possibilities of perceiving life

Course Content

Module I Concepts, Frameworks and History

Required Reading

Marwick, Alice E. "None of This Is New (Media): Feminisms in the Social Media Age." *The Routledge Handbook of Contemporary Feminism*. Ed. Tasha Oren and Andrea Press. Routledge. 2019.

Recommended Reading

- Fotopoulou, Aristeia. "Digital and Networked by Default? Women's Organisations and the Social Imaginary of Networked Feminism." *New Media & Society* 18.6. 2014. pp. 989–1005. doi:10.1177/1461444814552264.
- Jarrett, Kylie. "Introduction: From the Mechanical Turk to The Digital Housewife." *Feminism, Labour and Digital Media: the Digital Housewife*. Routledge. 2017. pp. 1–26.
- Wajcman, Judy. "Feminist Theories of Technology." *Cambridge Journal of Economics*. 2009. doi:10.1093/cje/ben057.

Module II Reading Cyberscapes

Required Reading:

Carstensen, Tanja. "Gender Trouble in Web 2.0: Gender Relations in Social Network Sites, Wikis and Weblogs." *International Journal of Gender, Science and Technology* 1.1. 2009.

Recommended Reading

- Tierney, Therese F. *The Public Space of Social Media: Connected Cultures of the Network \ Society*. Routledge. 2013.
- McCaughey, Martha. "Introduction Cyberactivism 2.0: Studying Cyberactivism a Decade into the Participatory Web". *Cyberactivism on the Participatory Web*. Ed. Martha McCaughey. Routledge, 2014.
- Lopez, Kimberly J., et al. "One Day of Feminism: Twitter as a Complex Digital Arena for Wielding, Shielding, and Trolling Talk on Feminism." *Leisure Sciences* 2018. pp. 1–18. doi:10.1080/01490400.2018.1448022.

Module III Cyberfeminist Activism

Required Reading

Dey, Adrija. "Nirbhaya and Beyond- Role of Social Media and ICTs in Gender Activism in

India.” *Nirbhaya, New Media and Digital Gender Activism*. Ed. AdrijaDey. Emerald Publishing. 2018.

Recommended Reading

- Khamis ,Sahar, and Lisa McLaughlin. “Gendering the Arab Spring Arab Women Journalists/Activists, ‘Cyberfeminism,’ and the Sociopolitical Revolution.” *The Routledge Companion to Media And Gender*. Ed. Cynthia Carter and Linda Steiner. Routledge. 2014. pp. 565–577.
- Ip, Ian-Chong and Oi- Wan-Lam. “Between Legitimacy and Political Efficacy: Feminist Counter-Publics and the Internet in China.” *The Routledge Companion to Media and Gender*. Ed. Cynthia Carter and Linda Steiner. Routledge. 2014.
- Baer, Hester. “Redoing Feminism: Digital Activism, Body Politics, and Neoliberalism.” *Feminist Media Studies* 16.1 2015. pp. 17–34., doi:10.1080/14680777.2015.1093070.

Module IV New Dimensions/ Postfeminist Digital Cultures

Required Reading

- Shields, Amy Dobson. “Postfeminism, Girls and Young Women, and Digital Media.” *Postfeminist Digital Cultures: Femininity, Social Media, and Self-Representation*. Palgrave Macmillan. 2015.

Recommended Reading

- Benn, Melissa. “After Post-Feminism Pursuing Material Equality in a Digital Age.” *Juncture* 20.3.
- Matrix, Sidney Eve. “Cyberfemininity: Pixel Vixens.” *Cyberpop: Digital Lifestyles and Commodity Culture*. Routledge. 2012.
- Keller, Jessalynn. “Introduction: Transforming Feminist Conversations? Girls, Blogging, and Feminist Politics in the Twenty-First Century.” *Girls' Feminist Blogging in a Postfeminist Age*. Routledge. 2017.

Module V: Praxis

- “Everyday Feminism.” Facebook. 26 July 2012, www.facebook.com/everydayfeminism/.
Feminism In India, 19 Aug. 2014,
feminisminindia.com/?fbclid=IwAR3ylprEx5bekZB49PYEtFr4DsN_vYpVoqbwuyHxy4ov7xQA13hNOKAE5Xs.
- “Anti-Feminism.” Facebook, www.facebook.com/AgainstFeminism/

References

- Ensslin, Astrid and Eben J Muse. *Creating Second Lives: Community, Identity and Spatiality as Constructions of the Virtual*. Routledge. 2011.
- Lomborg, Stine. *Social Media, Social Genres: Making Sense of the Ordinary*. Routledge, 2013.
- Hermann, Andrew and Jan Hadlaw et al. *Theories of the Mobile Internet: Materialities and Imaginaries*. Routledge. 2014.
- Johanssen, Jacob. *Psychoanalysis and Digital Culture: Audiences, Social Media, and Big Data*. Routledge. 2019.

Semester II
Course Code: ENG-DE-527
Course Title: Dalit Writing
Credits: 2

| CO | COURSE OUTCOME STATEMENT | PSO |
|-----|--|-----------------|
| CO1 | Understand how genres evolve and be informed about the debates in Dalit Literature. | PSO7, PSO14 |
| CO2 | Critically respond to the intellectual impact of Dalit Writing on Society | PSO9, PSO14 |
| CO3 | Explore texts across genre and history in Indian Dalit Writing | PSO10 |
| CO4 | Problematise the socio-cultural and political implications of literary and artistic imaginations in Dalit Writing. | PSO10, PSO14 |
| CO5 | Appreciate the distinctiveness of Dalit Literature | PSO14, PSO16 |

Module Outcome (MO)

Module 1

- MO1 Analyse the form and purpose of Dalit Literature.
 MO2 Contextualise dimensions in Dalit Poetry.
 MO3 Critically discuss contemporary Dalit Poetry.

Module 2

- MO1 Critically understand the evolution of Dalit Prose.
 MO2 Understand Dalit Feminism.
 MO3 Discuss social and aesthetic questions being raised in the Dalit writing.

Module 3

- MO1 Critically understand the evolution of Dalit life narrative.
 MO2 Discuss the politics of life writing
 MO3 Familiarise the major autobiographies in Dalit Literature

Module 4

- MO1 Critically understand the evolution of Dalit Theatre.
 MO2 Critically analyse contemporary Dalit Theatre in India
 MO3 Respond to major Dalit plays

Module 5

- MO1 Critically understand the evolution of Dalit Fiction
 MO2 Explore the Dalit Presence in Malayalam fiction.
 MO3 Analyse the nature and architecture of Dalit fiction

Course Content**Module I – Poetry**

- Limbale, Sharankumar. “Dalit Literature: Form and Purpose”. *Towards an Aesthetic of Dalit Literature*.
- Sasi Madhuravelli, G. “Shambuka”. *No Alphabet in Sight*. Eds. K. Satyanarayana and Susie Tharu. New Delhi: Penguin, 2011. 526.
- Jeyachandran, Prathiba. “Dream Teller”. *The Oxford Anthology of Tamil Dalit Writing*. Eds. Ravikumar and Azhagarasan. New Delhi: Oxford UP, 2012. 5-6.
- Chandar, Satish. “PanchamaVedam.” *From Those Stubs Steel Nibs are Sprouting: New Dalit Writing from South India*. Eds. K. Satyanarayana and Susie Tharu. Uttar Pradesh: Harper Collins, 2013. 565-569.
- Babu, Madduri Nagesh. “What People are You?” *From Those Stubs Steel Nibs are Sprouting*. Eds. K. Satyanarayana and Susie Tharu. Uttar Pradesh: Harper Collins, 2013. 653-655.
- Dhasal, Namdeo. “Kamatipura”. *Poetryinternationalweb*. Web.13.10.2017.
www.poetryinternationalweb.net/pi/site/poem/item/10554.

Module II - Prose

- Satyanarayana, K. & Susie Tharu. “Dalit Writing: An Introduction” *The Exercise of Freedom*. Navayana. 2013. Pp 7-21.
- Dalit Panther Manifesto. *The Exercise of Freedom*. Eds. Satyanarayana and Susie Tharu. Navayana: New Delhi. 2013. Pp 55-64.
- Guru, Gopal. “Dalit Women Talk Differently.” *EPW*, Vol. XXX. 14 Oct 1995: 41-42.
- Yesudasan, T. M.. “Towards a Prologue to Dalit Studies.” *No Alphabet in Sight*. Eds. K. Satyanarayana and Susie Tharu. New Delhi: Penguin, 2011. 611-630.

Module III – Life Writing

- Raj Kumar, “Caste, Culture, Politics: Towards a Definition of Dalit Autobiography” . *Dalit Personal Narratives: Reading Caste, Nation and Identity*. Orient Blackswan. 2010. Pp115-147.
- Limbale, Sharankumar. *The Outcaste*. Trans. Santosh Bhoomkar. New Delhi: Oxford UP, 2003.
- Madhopuri, Balabira. *Changia Rukh*. Trans. Tripti Jain. New Delhi: Oxford UP, 2010.
- Malagatti, Aravind. *Government Brahmana*. Trans. [Janet Vucinich](#) and [N. Subrahmanya](#). Hyderabad: Orient Blackswan, 2007.

Module IV - Theatre

- Sapkal, Anil. “Contemporary Dalit Theatre in India”. *Counter Cultural Discourse and Dalit Literature in India*. Eds M. Dasan and rajesh Karangal. ABD Publishers.2014. Pp 42-45.

- Santhakumar, A. "Dreamhunt." *The Oxford Indian Anthology of Malayalam Dalit Writing*. Eds. M. Dasan, et al. New Delhi: Oxford UP, 2012. 168-179.
- Gunashekar, K. "Touch." *The Oxford Indian Anthology of Tamil Dalit Writing*. Eds. Ravikumar and Azhagarasan. New Delhi: Oxford UP, 2012. 163-168.

Module V - Fiction

- Sunny M. Kapikkad. "The Dalit Presence in Malayalam Literature" *The Oxford India Anthology of Malayalam Dalit Writing*. Eds. M. Dasan, et al. New Delhi: Oxford UP, 2012. Pp259-266.
- Sivakami, P. *The Grip of Change and Author's Notes*. Translated by the Author. Hyderabad: Orient BlackSwan, 2006.
- Ayyappan, C. "Madness." *The Oxford Indian Anthology of Malayalam Dalit Writing*. Eds. M. Dasan. New Delhi: Oxford UP, 2012. 68.
- Syamala, Gogu. "Raw Wound". *From Those Stubs Steel Nibs are Sprouting*. Ed. K. Satyanarayana and Susie Tharu. Uttar Pradesh: Harper Collins, 2013. 715-731.
- Vinodini, M.M., "The Parble of the Lost Daughter" *The Exercise of Freedom*. Eds. Satyanarayana and Susie Tharu. Navayana: New Delhi. 2013. Pp 164-177.

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- Ahmad, Imtiaz, and Shashi Bhushan Upadhyay, editors. *Dalit Assertion in Society, Literature and History*. Orient BlackSwan, 2012.
- Azhagarasan, R, and Ravikumar, editors. *The Oxford India Anthology of Tamil Dalit Writing*. 1st ed., Oxford University Press, 2012.
- Dasan, M, and Rajesh Karankal, editors. *Counter Cultural Discourse and Dalit Literature in India*. ABD Publishers, 2014.
- Dasan, M., et al, editors. *The Oxford India Anthology Of Malayalam Dalit Writing*. 1st ed., Oxford University Press, 2012.
- Kumar, Raj. *Dalit Personal Narratives: Reading Caste, Nation and Identity*. Orient BlackSwan, 2011.
- Limbale, Sharankumar. *Towards an Aesthetic of Dalit Literature: History, Controversies and Considerations*. Translated by AlokMukharjee, Orient BlackSwan, 2014.
- Purushotham, K, et al., editors. *The Oxford India Anthology of Telugu Dalit Writing*. Oxford University Press, 2016.
- Satyanarayana, K, and Susie Tharu, editors. *No Alphabet In Sight: New Dalit Writing from South India*. Vol. 1, Penguin Books, 2011.
- Satyanarayana, K, and Susie Tharu, editors. *Steel Nibs Are Sprouting*. HarperCollins, 2013.
- Satyanarayana, K, and Susie Tharu, editors. *The Exercise of Freedom: An Introduction to Dalit Writing*. Navayana, 2013.
- Sharmila, Rege. *Writing Caste/Writing Gender: Narrating Dalit Women's Testimonios*. Zubaan, 2006.

Semester II**Course Code: ENG-DE-528****Course Title: Regional Indian Literatures in English Translation****Credits: 2**

| CO | CO Statement | PSO |
|-----------|--|------------|
| CO 1 | Understand the richness of literature in the regional languages in India through select translations | PSO 14 |
| CO 2 | Critically examine how literatures in Indian Languages act as creative platforms of literary resistance against essentialist positions and fundamentalist premises | PSO 9 |
| CO 3 | Appreciate the generic structures and conventions across languages and cultures | PSO 7 |
| CO 4 | Examine the subversive potential of regional literatures in India | PSO 5 |
| CO 5 | Approach Translation Studies as a thriving field for academic research | PSO 3 |

Module Outcomes (MO)**Module 1**

- MO 1 Introduce students to the fascinating world of Indian Literature in English Translation
 MO 2 Explore translation as a part of the colonial discourse
 MO3 Evolve new modes of reading the imagining of the nation through translation

Module 2

- MO 1 Experience the poetic imaginations of writers from marginalised sections of society
 MO 2 Cultivate a feminist perspective to read select poems in translation
 MO 3 Critically examine the poetic representations of subalternity

Module 3

- MO 1 Familiarise the students with the theatrical conventions
 MO 2 Critically examine the subversive potential of theatre
 MO 3 Interrogate the aesthetic dimensions of performance

Module 4

- MO 1 Explore the discursive dimensions of life writing
 MO 2 Critically analyse the cultural history of Kerala through life writing
 MO 3 Discuss the representations of marginality in regional literatures

Module 5

MO 1 Examine the nuances of short and long fictions in regional literatures

MO 2 Appreciate the stylistic features of fictional writings

MO 3 Comment on the feminist potential of short fictional writings

Course Content**Module I Translating India**

Devy, G. N. "Indian Literature in English Translation: An Introduction." *The Journal of Commonwealth Literature* 28.1 (1993). pp.123–138.

Rehman, Anisur. "Indian Literature(S) in English Translation: The Discourse of Resistance and Representation." *Journal of Postcolonial Writing* 43:2. pp.161-171.

Module II Poetry

Joseph, S. "The Fishmonger" and "Identity Card". *Indian Literature* 51.3 (239) (May-June 2007). pp. 23-24, 25-26.

Revathi, Kutti. "Breasts" and "Angels We are Not". Trans. N. Kalyan Raman.

www.poetryinternational.org

Module III Drama

Tendulkar, Vijay. *Silence! The Court is in Session*. Trans. Priya Adarkar. *Collected Plays in Translation*. Oxford UP. 2003. pp.53-122.

Karnad, Girish. *Tughlaq*. Trans. Author. *Three Plays: Nagamandala, Hayavadana, Tughlaq*. Oxford UP. 1994.

Module IV Life Writing

Bhattathiripad, V.T. *My Tears, My Dreams*. Trans. Sindhu V. Nair. Oxford UP. 2013.

Chughtai, Ismat. *A Life in Words: Memoirs*. Trans. M. Asaduddin. Penguin. 2013.

Module V Fiction

Ambai. "Squirrel." Trans. Vasanth Kannabiran and Chudamani Raghavan.

<http://www.wworld.org> .

Volga. "The Reunion." Trans. T. Viajayakumar and C. Vijayasree. *The Liberation of Sita*. Harper Perennila.2016.

Recommended Reading

Niranjana, Tejaswini. "Translation, Colonialism and Rise of English." *Economic and Political Weekly* 25.15 (Apr. 14, 1990). pp.773-779

Israel, Hephzibah. "History, Language and Translation: Claiming the Indian Nation." *The Routledge Handbook of Translation and Politics*. Eds. Jonathan Evans and Fruela Fernandez. Routledge. pp.2018.

Anamika. "Without a Place" and "Mobile". Trans. Arlene Zide and the poet.

<http://atlasaarkarts.net>.

Anantha Murthy, U. R. *Samskara: A Rite for a Dead Man*. Trans. A. K. Ramanujan. Oxford UP. 1978.

Bharti, Hirday Koul. "The Sunless Tomorrow." Trans. Neerja Mattoo. *Contemporary Kashmiri*

Short Stories. Ed. Hirday Koul Bharti. Sahitya Akademi. 1999. pp.106-114.

References

- Bassnet, Susan. *Translation and World Literature*. Routledge. 2018.
- Brueck, Laura R. *Writing Resistance: The Rhetorical Imagination of Hindi Dalit Literature*. Columbia University Press. 2014.
- Devy, G. N. *After Amnesia: Tradition and Change in Indian Literary Criticism*. Sangam Books. 1992.
- George, K. M. *Modern Indian Literature: An Anthology*. Sahitya Akademi. 1992.
- Harlow, Barbara. *Resistance Literature*. Methuen. 1987.
- Kothari, Rita. *Translating India*. Routledge. 2014 (2003: St. Jerome Publishing).
- Mukherjee, Sujit. "Modern Indian Literature in English Translation." *Indian Literature* 15.3 (September 1972). pp. 45-51.
- - -. *Translation as Recovery*. Ed. Meenakshi Mukherjee. Pencraft International. 2004.
- Simon, Sherry and Paul St-Pierre, eds. *Changing the Terms: Translating in the Postcolonial Era*. University of Ottawa Press. 2000.

Semester III**Course Code: ENG-DE-534 (i)****Course Title: Study of an Author - John Milton: Poet and Thinker****Credits: 2**

| CO | COURSE OUTCOME STATEMENT | PSO |
|-----------|---|------------|
| CO1 | Contextualize Milton's socio-cultural background | PSO9 |
| CO2 | Examine Milton's engagement with poetic forms | PSO5 |
| CO3 | Critically respond to Milton's intellectual impact on Restoration England | PSO1 |
| CO4 | Evolve a critical perspective on Milton scholarship | PSO2 |
| CO5 | Creatively respond to Milton's literary works | PSO4 |

Module Outcome (MO)**Module 1**

- MO1 Recognize principles of genre
 MO2 Familiarize classical literary tradition
 MO3 Contextualize Milton and English poetry

Module 2

- MO1 Analyse Milton's pastoral poetry
 MO2 Understand Milton's Odes
 MO3 Discuss Milton's Elegy

Module 3

- MO1 Critically understand Milton as thinker
 MO2 Examine select ideas of Milton
 MO3 Discover the philosophical premises shaping Milton's ideas

Module 4

- MO1 Critically get introduced to epic poetry
 MO2 Understand the practice of Milton as epic poet
 MO3 Discover Milton's take on the subject of his epic

Module 5

- MO1 Understand the practice of Milton as epic poet

- MO2 Discover Milton's stake on the subject of his epic
 MO3 Critically appreciate Milton's poetic art

Course Content

Module I The Background

- Lewalski, Barbara K. "Genre." *A Companion to Milton*. Ed. Thomas M Corns. Blackwell. 2003. pp.3 – 21.
 Hale, John K. "The Classical Literary Tradition." *A Companion to Milton*. Ed. Thomas M Corns. Blackwell. 2003. pp. 22 – 36.
 Guibbory, Achsah. "Milton and English Poetry." *A Companion to Milton*. Ed. Thomas M Corns. Blackwell. 2003. pp.72 – 89.

Module II Milton and Emotions

- "L'Allegro"
 "Il Penseroso"
 "Lycidas"

Module III Milton's Ideas

- "Areopagetica"
 "The Second Defense of the People of England"(Selections)
 (From *John Milton: Complete Poems and Major Prose*. Ed. Merritt Y. Hughes. Macmillan. 1957. pp. 817 – 838)
 "The Ready and Easy Way to Establish a Free Commonwealth"
 (From *John Milton: Complete Poems and Major Prose*. Ed. Merritt Y. Hughes. Macmillan. 1957. pp. 880 – 899)

Module IV Milton and Epic Poetry

Paradise Lost (Books 1 to 6)

Module V Milton and Epic Poetry

Paradise Lost (Books 7 to 12)

References

- Fallon, Stephen M. "*Paradise Lost* in Intellectual History." *A Companion to Milton*. Ed. Thomas M Corns. Blackwell. 2003. Pp. 329 – 347.
 Green, Mandy. "'The Fairer Image': Reflections of Narcissus and Pygmalion's Ivory Maid." *Milton's Ovidian Eve*. Ashgate. 2009. Pp. 23 – 51.
 Hadfield, Andrew. "The English and Other Peoples." *A Companion to Milton*. Ed. Thomas M Corns. Blackwell. 2003.Pp. 174 – 190.
 Keeble, N.H. "Milton and Puritanism." *A Companion to Milton*. Ed. Thomas M Corns. Blackwell. 2003. Pp. 124 – 140.
 Lewalski, BK. *The Life of John Milton*. Rev. ed. Blackwell. 2003.
 Loewenstein, David. "The Radical Religious Politics of *Paradise Lost*." *A Companion to Milton*. Ed. Thomas M Corns. Blackwell. 2003. Pp. 348 – 362.
 Marcus, Leah S. "Milton's *Comus*." *A Companion to Milton*. Ed. Thomas M Corns.

- Blackwell. 2003. Pp. 232 – 245.
- Revard, Stella P. “Lycidas.” *A Companion to Milton*. Ed. Thomas M Corns. Blackwell. 2003. Pp. 246 – 260.
- Sacks, Peter M. “Milton: Lycidas.” *John Milton*. Ed. with Intr. Harold Bloom. Chelsea. 2004. Pp. 121 – 149.
- Schoenfeldt, Michael. “Obedience and Autonomy in *Paradise Lost*.” *A Companion to Milton*. Ed. Thomas M Corns. Blackwell. 2003. Pp. 363 – 379.
- Warner, J. Christopher. “Augustinian Epic in *Paradise Lost*.” *The Augustinian Epic, Petrarch to Milton*. *U of Michigan P*. 2005. Pp. 156 – 182.
- Worden, Blair. “Milton’s Second Defence.” *Politics in Cromwellian England: John Milton, Andrew Marvell, Marchamont Nedham*. Oxford UP. 2007. Pp. 262 – 288.
- Williams, David. *Milton’s Leveller God*. McGill-Queen’s UP. 2017.

Semester III**Course Code: ENG-DE-534 (ii)****Course Title: Study of an Author – Jane Austen****Credits: 2**

| CO | Course Outcome Statement | PSO |
|-----------|--|------------|
| CO 1 | Explore the socio-cultural milieu of late eighteenth and early nineteenth century Britain and its significance in the development of the English novel | PSO 5 |
| CO 2 | Examine Jane Austen's place in the history of the novel | PSO 7 |
| CO 3 | Discuss Austenmania through popular adaptations of her novel | PSO 9 |
| CO 4 | Explicate Austen's contributions towards the shaping of the colonial discourses | PSO 4 |
| CO 5 | Analyse the positioning of Austen in the feminist discourses | PSO 15 |

Module Outcomes (MO)**Module 1**

MO 1 Understand the socio-historical background of Austen's life period

MO 2 Make a critical assessment of Austen's contribution towards the defining of a literary tradition

MO 3 Elucidate the reading cultures of Austen's times

Module 2

MO 1 Arrive at a postcolonial understanding of Austen's writings

MO 2 Engage with colonial underpinnings of literary narratives

MO 3 Examine the possibilities of reading Austen's works as literary histories

Module 3

MO 1 Analyse the contributions of Austen's works towards women's literacy

MO 2 Read Austen using feminist theoretical concepts

MO 3 Discuss Austen's representations of social institutions

Module 4

MO 1 Appreciate the literary oeuvre of Austen

MO 2 Trace the stages of Austen's writerly self

MO 3 Attempt a thematic analysis of Austen's works

Module 5

MO 1 Develop a basic understanding of theories of adaptations

MO 2 Delineate the generic features of literary and visual adaptations of Austen

MO 3 Understand the continuing popularity of Austen's writings

Course Content

Module I Jane Austen in Context

Todd, Jane. "The Literary Context." *The Cambridge Introduction to Jane Austen*. Cambridge University Press. 2006. pp.18-35.

Module II Austen and the Empire

Said, Edward W. "Jane Austen and Empire." *Culture and Imperialism*. Vintage. 1994(1993). pp.95-116.

Module III Women in Austen

Erickson, Lee . "The Economy of Novel Reading: Jane Austen and the Circulating Library." *Studies in English Literature, 1500-1900* 30.4 Nineteenth Century (Autumn, 1990). pp. 573-590.

Module IV Reading Austen

Sense and Sensibility (1811)

Pride and Prejudice (1813)

Mansfield Park (1814)

Emma (1815)

Northanger Abbey (1817)

Persuasion (1817)

Module V Adapting Austen

Hopkins, Lisa. "Shakespeare to Austen on Screen." "Austen and Sterne: Beyond Heritage." *A Companion to Literature, Film, and Adaptation*. Ed. Deborah Cartmell. Wiley-Blackwell. 2012. pp. 241-255, 256-271.

Bride and Prejudice. Dir. Gurinder Chadha. 2004. Film.

Recommended Reading

Todd, Jane. "Life and Times." *The Cambridge Introduction to Jane Austen*. Cambridge University Press. 2006. pp.1-17.

Grundy, Isobel. "Jane Austen and Literary Traditions." Eds. John O. Jordan, Edward Copeland, Juliet McMaster. *The Cambridge Companion to Jane Austen*. Cambridge University Press. 1997. pp.189-226.

Benedict, Barbara M. "Jane Austen and the Culture of Circulating Libraries: The Construction of Female Literacy." *Revising Women: Eighteenth-Century "Women's Fiction" and Social Engagement*. Ed. Paula R. Backscheider. John Hopkins University Press. 2000. pp. 147-200.

Hall, Lynda A. "Marriage, Credit and a Women's Education." *Women and 'Value' in Jane Austen's Novels: Settling, Speculating and Superfluity*. Palgrave Macmillan. 2017. pp.37-66.

Tuite, Clara. "Domestic Retrenchment and Imperial Expansion: The Property Plots of Mansfield Park." *The Postcolonial Jane Austen*. Eds. You-me Park and Rajeswari Sundar Rajan. Routledge. 2000. pp. 98-122.

Demory, Pamela. "Jane Austen and the Chick-flick in the Twenty first Century." *Adaptation Studies: New Approaches*. Eds. Christa Albrecht-Crane and Dennis Ray Cutchins. Dickinson University Press. 2010. pp. 121-149.

Mansfield Park. Dir. Patricia Rozema. 1999. Film.

References

- Brown, Julia Prewitt. *Jane Austen's Novels: Social Change and Lliterary Form*. Harvard University Press. 1979.
- Horwitz, Barbara Joan. *Jane Austen and the Question of Women's Education*. P. Lang. 1991.
- Johnson, Claudia L. *Jane Austen: Women, Politics, and the Novel*. University of Chicago Press. 1988.
- Johnson, Claudia L and Clara Tuite, eds. *A Companion to Jane Austen*. Blackwell. 2009.
- Parrill, Sue. *Jane Austen on Film and Television: A Critical Study of the Adaptations*. McFarlan & Company. 2002.
- Lambdin, Laura C and Robert T. Lambdin, eds. *A Companion to Jane Austen Studies*. Greenwood Press. 2000.
- Lynch, Deidre. *Janeites: Austen's Disciples and Devotees*. Princeton UP. 2006.
- Steiner, Enit Karafili. *Jane Austen's Civilized Women: Morality, Gender and the Civilizing Process*. Routledge. 2016 (2012).
- White, Gabrielle D.V. *Jane Austen in the Context of Abolition: 'a fling at the slave trade'*. Palgrave Macmillan. 2006.
- Wiltshire, John. *Recreating Jane Austen*. Cambridge UP. 2001.

Semester III**Course Code: ENG-DE-534 (iii)****Course Title: Study of an Author – Anton Chekhov****Credits: 2**

| CO | COURSE OUTCOME STATEMENT | PSO |
|-----------|--|------------|
| CO1 | Learn to read some of the seminal literary texts of Chekhov | PSO 1 |
| CO2 | Appreciate Chekhov's fictional and dramatic writing, and to the lasting influence of his art and persona on modern imagination | PSO 2 |
| CO3 | Analytical reading of Chekhov's short stories and plays, and situate his literary idiom in its historical context | PSO 5 |
| CO4 | Discuss the inherent connections between Chekhov's narrative and dramatic texts and examine his thematic and formal innovations. | PSO 7 |
| CO5 | Introduction to Chekhov's intellectual impact on future generations of writers | PSO 3 |

Module Outcome (MO)**Module 1**

- MO1 Explore how Russian literature has come to occupy a unique place in the culture, politics and linguistic evolution of the Russian people
- MO2 Acquire knowledge regarding Russian authors and their significant contribution to numerous literary genres
- MO3 Analyse the nineteenth century as the 'Golden Era' of Russian literature

Module 2

- MO1 Provide an introduction to the myriad variety of characters in Chekhov's short stories
- MO2 Examine the stylistic features in Chekhov's short stories
- MO3 Analyse how Chekhov's short stories explore life's mysteries and mundanity in equal measure

Module 3

- MO1 Examine the dramatic genre as an unelaborated category
- MO2 Critically understand Chekhov's comedy as the Comedy of a New Type
- MO3 Analyse the four major plays as a cycle

Module 4

- MO1 Analyse major Russian authors as prominent commentators on society and politics
- MO2 Critically examine Chekhov's impact on Russian society

MO3 Contextualise the moral dilemmas of Chekhov's characters

Module 5

MO1 Critically analyse the extent of Chekhov's influence on modern writers of fiction

MO2 Examine Chekhov's contribution to the technique of writing

MO3 Analyse the recurrent motifs in Chekhov's works

Course Content

Module I

The Tsardom of Russia – The Russian Empire – The Constitution of 1906 – The State Duma – The Russian Revolution 1917 – The building of Socialism – The history of post – Soviet Russia

Alexander Pushkin – Romanticism and Lyric Intelligence – Nikolai Gogol – Russian literary realism, Surrealism and the Grotesque – Fyodor Dostoevsky – Revolt Ordeal, Liberation, the Prophet – Leo Tolstoy – The Development of Realism, Nonviolent Resistance, Georgism – Ivan Turgenev – Worlds within Worlds, Humanism, Pluralism and Reform over Revolution – Anton Chekhov – The Modern Realism, Early Modernism in Theatre, The Theatre of Mood – Maxim Gorky – The Socialist Realism Literary Method, The Revolutionary, Exile and Return – Mikhail Sholokhov – The Don Cossacks during the Russian Revolution, The Civil War, The Period of Collectivisation – Boris Pasternak – The Great Purge, Deportation Plans, Inside the Zhivago, Cultural Influence – Alexander Solzhenitsyn – The indispensable traditions of Russian literature, Global awareness of Russia's Gulag forced labour camp system, Expulsion and Return – Literary trends in post – Soviet Russia

Module II Short Stories

Character - Setting – Conflict – Plot - Theme

“The Bet”

“The Lady with the Dog”

“The Black Monk”

“The Death of a Clerk”

“Gooseberries”

“The Bishop”

Module III Plays

The Seagull

Uncle Vanya

Three Sisters

Cherry Orchard

Module IV Chekhov in Context

Loehlin, James N. “Chekhov in Context.” *The Cambridge Introduction to Chekhov*. Cambridge UP. 2010. pp.17-33.

Phillips, Jacqueline. “Chekhov's Legacy: the influence of the implicit and the dramatic effect.” *Journal of the Short Story in English*. 51. Autumn 2008. pp. 29 -37.

Module V Influence of Chekhov

- “Anton Chekhov and the Birth of early Modernism in the Theatre”, SciHi Blog.
 Boyd, William. “Anton Chekhov: a lifetime of lovers.” theguardian.com. Fri 1 Mar 2013.
 Hunter, Adrian. “Constance Garnett’s Chekhov and the Modernist Short Story.” *Translation and Literature* 12.1. Modernism and Translation (Spring, 2003). pp.69 -87.
 Lasdun, James. “The Wonder of Chekhov.” theguardian.com. Sat 6 Feb 2010.

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- Goyet, Florence. *The Classic Short Story, 1870 – 1925: Theory of a Genre*. Open Book. 2014.
 Liukkonen, Petri. “Anton Chekhov”. *Books and Writers*.
 March-Russell, Paul. *The Short Story: An Introduction*. Edinburgh UP. 2009.
 May, Charles E. *The Short Story: The Reality of Artifice*. Routledge. 2002.
 Rayfield, Donald. *Anton Chekhov: A Life*. Northwestern UP. 2000.
 Cornwell, Neil, ed.. *Reference Guide to Russian Literature*. Fitzroy Dearborn. 1998.
 Dunnigan, Ann. Trans. *Anton Chekhov. The Major Plays*. Signet. 2006.
 Matlaw, Ralph., ed. *Anton Chekhov’s Short Stories*. Norton. 1979.
 Rzhnevsky, Nicholas, ed. *The Cambridge Companion to Modern Russian Culture*. Cambridge UP. 1998.
 Smorodinskaya, Tatiana, Karen Evans-Romaine and Helena Goscilo, eds. *Encyclopedia of Contemporary Russian Culture*. Routledge. 2007.
 Yarmolinsky, Avrahm, ed. *The Portable Chekhov*. Penguin. 1978.

Semester III**Course Code: ENG-DE-534 (iv)****Course Title: Study of an Author- George Bernard Shaw****Credits: 2**

| CO | COURSE OUTCOME STATEMENT | PSO |
|-----|---|----------------|
| CO1 | Contextualize Shaw's socio-cultural background | PSO9 |
| CO2 | Examine Shaw's engagement with Literary forms | PSO7 |
| CO3 | Explore Shawian Dramaturgy | PSO5, PSO10 |
| CO4 | Analyze George Bernard Shaw's works in relation to the socio-cultural conditions of the period and the development of the Drama | PSO9 |
| CO5 | Creatively respond to Shaw's literary works | PSO4, PSO5 |

Module Outcome (MO)**Module 1**

- MO1 Recognize Shaw's views on Ibsenism
 MO2 Familiarize Shaw's literary Canon
 MO3 Critically understand Shaw's Ideology

Module 2

- MO1 Debate on the positions of Shaw's Prefaces.
 MO2 Understand Shaw's intellectual impact on future generations of writers
 MO3 Discuss Shaw's History Plays

Module 3

- MO1 Critically understand Shaw's views on Socialism and Communism.
 MO2 Examine Shaw's views on war.
 MO3 Discover the philosophical premises shaping Shaw's ideas

Module 4

- MO1 Examine Shaw's thematic and formal innovations.
 MO2 Critically analyse the play *Man and Superman*
 MO3 Critically analyse the play *Major Barbara*

Module 5

- MO1 Examine the inherent connection between Shaw's narrative and dramatic texts.

- MO2 Critically analyse the play *Pygmalion*
 MO3 Critically analyse the play *Saint Joan*

Course Content

Module I

Shaw, George Bernard. "The Two Pioneers." *The Quintessence of Ibsenism*. Dover Publications. pp. 1-9.

---. "Sources of Idealism" <http://www.blupete.com/Literature/Essays/Best/ShawIdealism.htm>

Module II

Chesterton G.K. "The Problem of a Preface." *George Bernard Shaw*. Cosmo Publishers. 1909.

Wikander, Mathew H., "Reinventing the History Play". *The Cambridge Companion to George Bernard Shaw*. Ed Christopher Innes. Cambridge UP. 1998. pp 195-217.

Module III

Shaw, G.B., *The Intelligent Women's Guide to Socialism and Capitalism*. Star Books. 1937. pp. 1-186)

---, "What I really Wrote about the War".

Module IV

Man and Superman(1903)

Major Barbara (1905)

Module V

Pygmalion(1913)

Saint Joan(1923)

References

Broad, Charlie Lewis and Broad, Violet M. *Dictionary to the Plays and Novels of Bernard Shaw*. Haskell House. 1929.

Dervin, Daniel. *Bernard Shaw: A Psychological Study*. Bucknell University Press. 1975.

Dukore, Bernard F. "Shaw and American Drama". *Shaw and the Last Hundred Years*. The Pennsylvania State University Press. 1992.

Evans, Judith. *The Politics and Plays of Bernard Shaw*. McFarland. 2003.

Evans, T. F. (1976). *George Bernard Shaw: The Critical Heritage*. London: Routledge.

Innes, Christopher, ed. *The Cambridge Companion to George Bernard Shaw*. Cambridge UP. 1998.

Kamm, Jürgen. *Twentieth-century Theatre and Drama*. WVT. 1999.

Matthews, John F. *George Bernard Shaw*. Columbia University Press. 1969.

Peters, Sally. "Shaw's life: a feminist in spite of himself". *The Cambridge Companion to George Bernard Shaw*. Ed. Christopher Innes. Cambridge University Press. 1998.

Semester III**Course Code: ENG-DE-535****Course Title: Canadian Contexts and Texts****Credits: 2**

| CO | COURSE OUTCOME STATEMENT | PSO |
|-----------|---|-------------|
| CO1 | Recognize the dynamics writing Canadian history | PSO16 |
| CO2 | Evolve a critical perspective on the socio-cultural complexities shaping Canada | PSO5 and 16 |
| CO3 | Contextualize the Canadian cultural imaginary | PSO8 |
| CO4 | Creatively respond to Canadian poetry and drama | PSO4 and 10 |
| CO5 | Creatively respond to Canadian short stories and novels | PSO4 and 10 |

Module Outcome (MO)**Module 1**

- MO1 Familiarize with forms of founding narratives
 MO2 Critically trace the socio-political background of the founding moments of Canada
 MO3 Introduce students to the story making impulse in cultures

Module 2

- MO1 Recognize narratives of emigration, settlement and invasion
 MO2 Acquaint with the socio-political complexities that founded Canada
 MO3 Introduce students to critical debates on nation formation

Module 3

- MO1 Acquire a historical perspective on Canada as a nation
 MO2 Examine the pulls that shape the Canadian cultural imaginary
 MO3 Reflect on the socio-cultural matrices that shape Canada

Module 4

- MO1 Appreciate the poetry written in Canada
 MO2 Discuss the socio-cultural and political dimension in Canadian poetry

MO3 Engage with how artists work out their politics of representation

Module 5

MO1 Debate on the question of the Canadian writer and tradition

MO2 Creatively respond to the story telling tradition in Canada

MO3 creatively respond to the Canadian novel

Course Content

Module I Exploration

“Narratives of Encounter.” pp. 15 – 32.

“Inuit Testimony of the 1845 Franklin Expedition (1921, 1869, 1875).” pp. 103 – 108.

All selections are from the book *Canadian Literature in English: Texts and Contexts*. Ed. Cynthia Sugars and Laura Moss. Pearson Longman. 2009.

Module II Settlement, Confederation, and after

“Narratives of Emigration, Settlement, and invasion.” pp. 109 – 131.

“The Indian Act (1876, 1927).” pp. 318 – 325.

“From *An act to Restrict and Regulate Chinese Immigration to Canada*.” pp. 338 – 341.

“

All selections are from the book *Canadian Literature in English: Texts and Contexts*. Ed. Cynthia Sugars and Laura Moss. Pearson Longman. 2009.

Module III Perspectives and Positions

Francis, Daniel. “The Infantilization of Quebec: The Myth of Unity”. *National Dreams: Myth, Memory, and Canadian History*. Vancouver: Arsenal Pulp. 1997.88-110

Hua, Ann. “Diaspora and Cultural Memory.” 2005. *Diaspora, Memory and Identity: A Search for Home*. Ed. Vijay Agnew. U of Toronto P. 2008. pp. 191–208.

Module IV Canadian Poetry and Drama

Pauline Johnson. “Cattle thief.” *Canadian Literature in English: Texts and Contexts*. Ed. Cynthia Sugars and Laura Moss. Pearson Longman. 2009. pp. 398 – 400.

Sir Charles G.D. Roberts. “The Flight of the Geese.”

E.J. Pratt. “The Shark.”

F.R. Scott. “Laurentian Shield.”

A.J.M. Smith. “The Lonely Land.”

Earle Birney. “The Bear on the Delhi Road.”

A.M. Klein. “Heirloom.”

(All texts are from *An Anthology of Canadian Literature in English*. Vol I Ed. Russell Brown and Donna Bennett. Oxford UP. 1982.)

Al Purdy. “The Cariboo Horses.”

Eli Mandel. "Ventriloquists."

Margaret Atwood. "This is a Photograph of Me."

Michael Ondaatje. "The Cinnamon Peeler."

(All texts are from *An Anthology of Canadian Literature in English*. Vol II Ed. Donna Bennett and Russell Brown. Oxford UP. 1991.)

Taylor: Drew Hayden. "Alive and Well: Native Theatre in Canada." *Aboriginal Drama and Theatre*. Ed. Rob Appleford. Playwrights Canada Press. 2005. pp. 61 – 68.

Sharon Pollock *The Komagata Maru*

Tomson Highway. *The Rez Sisters*

Module V Canadian Short Story and Novel

Kroetsch, Robert. "The Canadian Writer and the American Literary Tradition." *The Lovely Treachery of Words: Essays selected and New*. Robert Kroetsch. Oxford UP. 1989. pp. 53 – 57.

Johnston, Basil H. "The Prophecy." *Native writers and Canadian Writing*. Ed. W.H. New. U of British Columbia P. 1990. Rpt. 1992. pp. 291 – 293.

Shields, Carol. "Segue." *The Collected Stories*. Carol Shields. Harper Perennial, 2005. pp. 1 – 20.

Munro, Alice. "Something I've been meaning to Tell you." *An Anthology of Canadian Literature in English*. Vol II Ed. Donna Bennett and Russell Brown. Oxford UP. 1991. pp. 301 – 314.

Sinclair Ross. *As for me and my House*

M.G. Vassanji. *No New Land*

References

Agnew, Vijay. Ed. *Diaspora, Memory and Identity: A Search for Home*. Toronto: U of Toronto P. 2008.

Sutherland, Ronald. "The New Hero (1970 --)." *Understanding Canada: A Multidisciplinary Introduction to Canadian Studies*. Ed. John Metcalf. New York UP. 1982. pp. 477 – 484.

Belyea, Barbara. "Native Societies and French Colonization." *The Cambridge History of Canadian Literature*. Ed. Coral Ann Howells and Eva-Marie Kröller. Cambridge UP. 2009. pp. 9 – 28.

Appleford, Rob. Ed. *Aboriginal Drama and Theatre*. Playwrights Canada Press. 2005.

Bennett, Donna and Russell Brown. Ed. *An Anthology of Canadian Literature in English*. Vol II. Oxford UP. 1991.

Brown, Russell and Donna Bennett. Ed. *An Anthology of Canadian Literature in English*. Vol I. Oxford UP. 1982.

Howells, Coral Ann and Eva-Marie Kröller. Ed. *The Cambridge History of Canadian Literature*. Cambridge UP. 2009.

Kroetsch, Robert. *The Lovely Treachery of Words: Essays selected and New*. Oxford UP. 1989.

Metcalf, John. *Understanding Canada: A Multidisciplinary Introduction to Canadian Studies*. New York UP. 1982.

- New, W.H. Ed. *Native Writers and Canadian Writing*. U of British Columbia P. 1990.
- . Ed. *A History of Canadian Literature*. 2nd Ed. McGill Queen's UP. 1989.
- Sugars, Cynthia and Laura Moss. Ed. *Canadian Literature in English: Texts and Contexts*. Pearson Longman. 2009.

Semester : **III**
Course Code : **ENG-DE-536**
Course Title : **Australia: History, Culture and Literature**
Credits : **2**

| CO | COURSE OUTCOME STATEMENT | PSO |
|-----|--|--------|
| CO1 | Acquire knowledge regarding the evolution of Australian literary genres | PSO 1 |
| CO2 | Critically explore the texts in terms of Australia's cultural formation or evolution | PSO 3 |
| CO3 | Examine the contemporary debates and contexts in Australia and Australian literature | PSO 5 |
| CO4 | Learn to interrogate normative notions about construction of whiteness, multiculturalism and the indigenous and reconciliation | PSO 10 |
| CO5 | Redefine the existing theories of race, colour and identity | PSO 15 |

Module Outcome (MO)

Module 1

- MO1 Acquire knowledge regarding European colonization and the resultant new dominant society in place of Aboriginal Australians
 MO2 Examine the major strides in Australian economy and politics
 MO3 Analyse the impact of colonization on the Aboriginal people

Module 2

- MO1 Critically analyse how writers challenge orthodoxies and produce fresh insights on Australian history
 MO2 Examine how history has been an important discipline in the development of Australian writing
 MO3 Explore the changing contours of Australian culture and identity

Module 3

- MO1 Examine how the adaptation of English poetic diction made way for a distinctive mode of articulation
 MO2 Critically understand the definite inclination in Australian poetry towards the landscape and natural occurrences
 MO3 Analyse the reasons behind the absence of the figure of a national hero in Australian

poetry

Module 4

- MO1 Analyse multiculturalism in Australia as an important rhetoric and an impossible practice
- MO2 Critically examine the concept of Aboriginality
- MO3 Explore the major features of historical fiction set in Australian cities

Module 5

- MO1 Contribute to the interpretation, critical analysis and wider understanding of Australian drama
- MO2 Examine the ways in which the plays and performance texts have changed the understanding of Indigenous Australians and their cultures
- MO3 Analyse the element of intensity and accurate depiction of Australian culture in Australian drama

Course Content

Module I

Colonisation – 1788 – 1850 – Impact of European Settlement - Convicts and Settlers – Exploration – Growth of free settlement – Economy and Trade – Religion, Education and Culture – the Stolen Generations - Aboriginal Resistance – From autonomy to federation – the Gold Rushes – Bushrangers – Development of Australian democracy – Growth of nationalism – Federation – White Australia Policy - Great Depression – Second World War – Post-war immigration – Modern Australia – 1960s – Arts and the “new nationalism” - Civil Rights developments – Liberal – National Coalition government 2013 to Present

Module II

| | |
|---------------------|---|
| John Hirst | <i>The Australians</i> |
| Mudrooroo | <i>Us Mob: History, Culture and Struggle: An Introduction to Indigenous Australia</i> |
| Whitlock and Carter | <i>Images of Australia</i> |

Module III

| | |
|--------------------|--------------------------------|
| Banjo Paterson | “Clancy of the Overflow” |
| Henry Lawson | “The Men Who Come Behind” |
| Oodgeroo Noonuccal | “Aboriginal Charter of Rights” |
| A. D. Hope | “Australia” |
| Judith Wright | “Eve to Her Daughters” |
| Kenneth Slessor | “South Country” |
| Ouyang Yu | “The Ungrateful Immigrant” |
| Les Murray | “Immigrant Voyage” |
| Fay Zwicky | “Reckoning” |

(Poems selected from Les Murray, ed. *The New Oxford Book of Australian Verse*, and Robert Gray and Geoffrey Lehman, eds. *Australian Poetry in the 20th Century*)

Module IV

| | |
|-----------------|---------------------------------------|
| Miles Franklin | <i>My Brilliant Career</i> |
| Patrick White | <i>Voss</i> |
| Thomas Keneally | <i>The Chant of Jimmie Blacksmith</i> |
| Helen Garner | <i>Monkey Grip</i> |
| Peter Carey | <i>True History of the Kelly Gang</i> |
| Kim Scott | <i>That Deadman Dance</i> |

Module V

| | |
|------------------|--------------------------|
| Jack Davis | <i>No Sugar</i> |
| David Williamson | <i>Money and Friends</i> |

References

- Bennett, Bruce, and Jennifer Strauss (ed.) *The Oxford Literary History of Australia*. Oxford UP. 1988.
- Bennett, Tony and David Carter, eds. *Culture in Australia*. Cambridge UP. 2001.
- Kelly, Paul. *100 Years*. Allen & Unwin. 2001.
- O'Connor, Mark, ed. *Two Centuries of Australian Poetry*. Oxford UP. 1996.
- Sarangi, Jaydeep and Binod Mishra. *Explorations in Australian Literature*. Sarup: Delhi, 2006.

Semester III**Course Code: ENG-DE-537****Course Title: South Asian Diaspora Narratives****Credits: 2**

| CO | COURSE OUTCOME STATEMENT | PSO |
|-----------|---|-----------------|
| CO1 | Acquire critical insights into theorizing diaspora | PSO1 and PSO2 |
| CO2 | Evolve a critical perspective on exile, memory and home | PSO4 and PSO8 |
| CO3 | Contextualize the cultural imaginary of migration narratives | PSO5 |
| CO4 | Creatively respond to gender and diaspora | PSO12 and PSO16 |
| CO5 | Creatively respond to South Asian Diasporic Cinema and gender | PSO1 and PSO16 |

Module Outcome (MO)**Module 1**

- MO1 Familiarize critical discourses on diaspora studies
MO2 Critically trace diaspora theory under the sign of globalization
MO3 Engage with concepts in diaspora theory

Module 2

- MO1 Reflect on the idea of exile
MO2 Creatively respond to memory and exile
MO3 Theorize on the idea of home

Module 3

- MO1 Contextualize the idea of migration
MO2 Examine the shadow lines that chart the experience of migration
MO3 Creatively respond to narrative reconstructions in diaspora narratives

Module 4

- MO1 Locate discussions on gender in diaspora studies
MO2 Address gender issues in diaspora narratives
MO3 Engage with questions of identity in diaspora narratives

Module 5

- MO1 Examine the fundamental ideas that grid South Asian Diasporic Film

- MO2 Creatively respond to Indian diaspora cinema and gender
 MO3 Creatively respond to the representational politics of gender in diaspora films

Course Content

Module I Theorising Diaspora

Appadurai, Arjun. "Disjuncture and Difference in the Global Cultural Economy". *Modernity at Large: Cultural Dimensions of Globalisation*. University of Minnesota Press. 1996. pp. 27-47.

Bruneau, Michel. "Diasporas, Transnational Spaces and Communities." *Diaspora and Transnationalism: Concepts, Theories and Methods*. Eds. Rainer Bauböck and Thomas Faist. Amsterdam University Press. 2010. pp.35-50.

Module II Exile

Said, Edward W. "Reflections on Exile." *Reflections on Exile and Other Essays*. Harvard University Press. 2000. pp. 173-186.

Nasrin, Taslima. *Exile: A Memoir*. 1996. Trans. Maharghya Chakraborty. Penguin Random House India. 2016.

Module III Migration

Amrith, Sunil S. "Introduction." *Migration and Diaspora in Modern Asia*. Cambridge University Press. 2011. pp.1-11.

Ondaatje, Michael. *Anil's Ghost*. Vintage. 2011.

Module IV Women and Diasporic Narration

Al-Ali, Nadjie. "Diasporas and Gender." *Diasporas: Concepts, Intersections, Identities*. Eds. Kim Knott and Sean McLoughlin. Zed Books. 201. pp. 118-122.

Ali, Monica. *In the Kitchen*. Scribner. 2009.

Module V Filmscapes

Desai, Jigna. "Between Hollywood and Bollywood." *Beyond Bollywood: The Cultural Politics of South Asian Diasporic Film*. Routledg. 2004. pp. 33-66.

English Vinglish Dir. Gauri Shinde. 2012. Film.

Recommended Reading

Dhompa, Tsering Wangpo. *A Home in Tibet*. Penguin. 2013.

Ghosh, Amitav. *The Shadow Lines*. 1988. Mariner Book. 2005.

Anam, Tahmima. *A Golden Age*. 2007. Penguin Books India. 2011.

Monsoon Wedding. Dir. Mira Nair. 2001. Film.

References

Ash, Ranjana Sidhanta. "United Kingdom: Writers of the South Asian Diaspora in Britain: A Survey of Post War Fiction in English." *Wasafiri* 10:21(2005). pp. 47-49.

Bhoil, Shelly. "The Challenge of Exile and Writing." *Interventions* 17:5(2015). pp. 759-768.

Hussain, Yasmin. *Writing Diaspora: South Asian Women, Culture and Ethnicity*. Routledge.

- 2017(Ashgate, 2005).
- Jain, Jasbir. *Writers of Indian Diaspora: Theory and Practice*. Rawat. 1998.
- Knott, Kimm and Sean McLoughlin, eds. *Diasporas: Concepts, Intersections, Identities*. Zed Books. 2013.
- Koshy, Susan. "Category Crisis: South Asian Americans and Questions of Race and Ethnicity". *Diaspora* 7:3 (1998). pp. 285-320.
- Mannur, Anita. *Culinary Fictions: Food in South Asian Diasporic Culture*. Temple University Press. 2010.
- McLeod, A. L. *The Literature of the Indian Diaspora: Essays in Criticism*. Sterling Publishers Private Limited. 2000.
- Mishra, Vijay. *The Literature of the Indian Diaspora: Theorizing the Diasporic Imaginary*. Routledge. 2007.
- Nair, Mira. *The Namesake: A Portrait of the Film*. Newmarket Press. 2006.
- Paranjape, Makarand R. *In Diaspora: Theories, Histories, Texts*. Indialog Publications. 2001.
- Parmar, Maya. "Writing South-Asian Diasporic Identity Anew." Ed. Alex Tickell. *South-Asian Fiction in English*. Palgrave Macmillan. 2016.
- Pereira-Ares, Noemí. *Fashion, Dress and Identity in South Asian Diaspora Narratives: From the Eighteenth Century to Monica Ali*. Palgrave Macmillan. 2018.
- Ranasinha, Ruvani. *Contemporary Diasporic South Asian Women's Fiction: Gender, Narration and Globalisation*. Palgrave Macmillan. 2016.
- Rushdie, Salman. *Imaginary Homelands: Essays and Criticism 1981-1991*. Penguin. 1991.
- Sarwal, Amit. *South Asian Diaspora Narratives: Roots and Routes*. Springer. 2017.

Semester III**Course Code: ENG-DE-538****Course Title: Literature and Ecology****Credits: 2**

| CO | COURSE OUTCOME STATEMENT | PSO |
|-----------|--|------------|
| CO1 | Acquire knowledge regarding the ecological concerns and the need to address the rising global threats | PSO 1 |
| CO2 | Provide a comprehensive introduction to the ways in which the creative imagination has responded to Ecology | PSO 3 |
| CO3 | Create an awareness of the ecological issues and to develop a movement from ego consciousness to Eco consciousness | PSO 5 |
| CO4 | Evolve a critical perspective on environmentalism | PSO 7 |
| CO5 | Creatively respond to literary texts and its ramifications on art and culture | PSO 15 |

Module Outcome (MO)**Module 1**

- MO1 Familiarize the concept of Environmentalism
- MO2 Introduce different types of ecological theories
- MO3 Contextualize a variety of ecologically conscious literary works

Module 2

- MO1 Gain insights into the differences between Western Environmentalism and Environmentalism in India
- MO2 Develop awareness about the environmental movements in India
- MO3 Analyse the role of tribal and peasant communities in the conservation of environment

Module 3

- MO1 Critically understand the major concerns of Eco-poetry
- MO2 Examine the connection between American Environmentalism and Eco-poetry
- MO3 Analyse Eco-poetry as a means of describing poetry or poetic projects that embrace the ecological imperative for personal sensitivity and social change

Module 4

- MO1 Examine Eco-fiction as an emerging genre in contemporary literature
 MO2 Create an awareness about animal welfare and climate change through select works of Eco-fiction
 MO3 Analyse Eco-fiction as an agent for social change and how it forms part of social change novels

Module 5

- MO1 Critically examine the forging of Green Philosophy, Theatre and Cinema
 MO2 Understand proto-environmental drama and the performance of ecological values
 MO3 Deepen the understanding of environmental issues as portrayed in plays and films

Course Content**Module I Theoretical Premises**

Ecocriticism and Eco-poetics, Pastoral Writing, Wilderness Writing, Environmentalism, Green Studies, Deep Ecology, Eco-Marxism and Social Ecology, Ecofeminism, Deforestation and Colonialism, Environment and Justice, Eco-tourism

Glotfelty, Cheryl. "Literary Studies in an age of Environmental Crisis". *The Ecocriticism Reader: Landmarks in Literary Ecology*. Ed. Cheryl Glotfelty and Harold Fromm. U of Georgia P. 1996. pp. xx–xxv.

Gadgil, Madhav. "Environmentalism at the Crossroads". *Ecological Journeys: The Science and Politics of Conservation in India*. Permanent Black. 2001. pp.121-135.

Module II Environmentalism in India

Roy, Arundhati. *The End of Imagination*. Haymarket Books. 2016

Shiva, Vandana. *Staying Alive: Women, Ecology and Survival in India*. Zed. 1988.

Module III Eco-poetry

George Kenny. "Sunset on Portage" (From *Our Bit of Truth: An Anthology of Canadian Native Literature*. Ed. Agnes Grant. Pemmican. 1990.)

John Burnside. "Penitence."

(From *Earth Songs: A Resurgence Anthology of Contemporary Eco-poetry*. Ed. Peter Abbs. Greenbooks. 2002.)

Module IV Fiction

Farley Mowat *A Whale for the Killing*.

Amitav Ghosh *The Hungry Tide*

Wangari Mathai *Replenishing the Earth*

Module V Drama & Cinema

Rahul Varma *Bhopal*

Film *Valiya Chirakulla Pakshikal* directed by Dr. Biju

References

Glotfelty, Cheryl, et al, ed. *The Bioregional Imagination: Literature, Ecology and Place*. U of

- Georgia P. 2012.
- Kroeber, Karl. *Ecological Literary Criticism*. Columbia UP. 1994.
- Meeker, W. *The Comedy of Arrival*. U of Arizona P. 1997.
- Roy, Arundhati. *The End of Imagination*. Haymarket Books. 2016.
- Westling, Louise, ed. *The Cambridge Companion to Literature and the Environment*. Cambridge UP, 2014.

Semester : I
Course Code : ENG-GC-517
Course Title : English for Effective Communication
Credits : 2

| CO | COURSE OUTCOME STATEMENT | PSO |
|-----|--|-------|
| CO1 | Equip the students to understand and speak with confidence | PSO11 |
| CO2 | Acquire the skill for effective oral communication | PSO11 |
| CO3 | Explore the nuances of spoken language | PSO15 |
| CO4 | Learn to communicate effectively in real life situations | PSO15 |
| CO5 | Learn to use appropriate etiquettes while conversing | PSO15 |

Module Outcome (MO)

Module 1

- MO1 Examine the significance of soft skills in communication.
 MO2 examine the peculiarities of different types of listening.
 MO3 Practice exercises to improve listening comprehension

Module 2

- MO1 Examine the significance of pronunciation in communication.
 MO2 Analyse the differences between British, American and Indian English.
 MO3 Practice Exercises to improve conversational skills.

Module 3

- MO1 Examine the significance of vocabulary in communication.
 MO2 Analyse the differences between Antonyms, Homonyms, Homographs and Homophones.
 MO3 Practice exercises to improve reading skill.

Module 4

- MO1 Examine the significance of syntax in communication.
 MO2 Analyse different sentence types.
 MO3 Practice exercises to improve writing skills.

Module 5

- MO1 Examine the differences between GIE and RP.
 MO2 Analyse the common errors in speaking English by Indians.
 MO3 Practice exercises integrating all four language skills

Course Content**Module I**

What is Communication – Verbal/ Non Verbal Communication- Body language- Soft Skills- Etiquette - In the office – Formal meetings/gatherings -Listening Skills – Listening Comprehension – Types of Listening – Global and Specific – Practice-exercises to improve listening comprehension.

Module II

Speaking Skills – Phonetics – Sounds, Stress and Intonation Patterns in English – Errors and peculiarities – Differences in British, American and Indian English. Conversation Skills – Socializing – Office/Small talk- Formal and informal Use of English – Interviews – Debates – Group Discussions – Telephone conversation – Practice Exercises to improve conversational skills.

Module III

Reading Skills – Types of reading – Skimming – Scanning – Vocabulary building – Synonyms – Antonyms – Homonyms – Homographs – Homophones – Phrasal Verbs – Idioms and Phrases – Practice exercises to improve reading skill.

Module IV

Grammar in use – Tenses – Prepositions – Conjunctions – articles – word order - Concord – Sentence types – Affirmative – Imperative – Exclamatory – Interrogative – Simple – Compound – Complex – Collocation

Module V

Practice exercises integrating all four language skills – Common Errors made by Indian users of English.

References

- Dellar, Hugh. et.al. *Innovations: A Course in Natural English*. Singapore: Thomson Learning, 2005.
 Hancock, Mark. *English Pronunciation in Use*. London: Cambridge UP, 2003.
 Hewings, Martin. *Advanced English Grammar*. New Delhi: CUP, 1999, 2004.
 McCarthy, Michael and Felicity O'Dell. *English Vocabulary in Use*. Upper-Intermediate. CUP 2001.
 - - - . *English Vocabulary in Use*. Advanced. CUP 2002.
 Sinha, Thakur. *Better English Pronunciation*. Chennai: Vijay Nicole, 2005.
 Taylor, John G. *The Handbook of Written English*. Second edition. Oxford:2005.
 Taylor, Shirley. *Model Business Letters, Emails and Other Documents*. 6th Edition. Financial Times Management, UK. 2003.

Semester I**Course Code: ENG-GC-518****Course Title: Feminist Legal Studies in India****Credits: 2**

| CO | COURSE OUTCOME STATEMENT | PSO |
|-----------|--|------------|
| CO 1 | Analyse the significance of laws in defining women's experiential world | PSO 15 |
| CO 2 | Develop their understanding of the negotiations between legal discourses and feminism in India | PSO 8 |
| CO 3 | Identify the inadequacies in laws from a feminist perspective through the two issues highlighted here and engage in discussions on the politics of the making of laws | PSO 15 |
| CO 4 | Debate the role of law in the creation of social, economic and political relations | PSO 8 |
| CO 5 | Sharpen their critical acumen to understand laws as social texts which demand constructive criticisms so as to make them powerful documents for the empowerment of women | PSO 5 |

Module Outcome (MO)**Module 1**

- MO 1 Grasp the basic terms in Feminist Legal Studies
- MO 2 Enhance the critical perspectives about the positioning of women in law across the globe and in India
- MO 3 Enable the reimagining of the subversive potential of laws

Module 2

- MO 1 Trace the colonial trajectories of judicial thoughts in India
- MO 2 Acquire the research aptitude to critique the binary of traditional / modern
- MO 3 Imagine the possibilities of a precolonial understanding of legal landscape of India

Module 3

- MO 1 Evolve critical perspectives to read the political undercurrents in the debates over Personal Laws
- MO 2 Examine the agency of women in shaping the laws directly influencing their lives
- MO 3 Position the discussions of laws in the discourse of Human Rights

Module 4

- MO 1 Cultivate the critical perspective to examine women's right to bodily integrity
 MO 2 Examine the contours of socio-legal advocacy
 MO 3 Initiate a theoretically debate on the currents trends in the interactions between women's health and law in India

Module 5

- MO 1 Experience the dialectics of legal narratives
 MO 2 Interrogate the politics and poetics of legal terminologies
 MO 3 Probe into the contexts and subtexts of the state's involvement in the making of laws

Course Content**Module I Grounding the Debates****Concepts**

Discourse – Discrimination – Equality – Familial Ideology – Gendered Identity – Legal Citizens – Political Subjectivity

Texts for Study

Mackinnon, Catherine. "Law in the Everyday Life of Women." *Women's Lives, Men's Laws*. 2005. Harvard University Press 2007. pp. 32-43.

Recommended Reading

- Kapur, Ratna. "Subversive Sites: Feminist Engagements with the Law in India." *Writing the Women's Movement: A Reader*. Ed. Mala Khullar. Zubaan, 2005. pp.152-174.
 Agnes, Flavia, Sudhir Chandra and Monmayee Basu. *Women and Law in India*(Omnibus). Oxford UP. 2004.
 Kannabiran, Kalpana, ed. *Women and Law: Critical Feminist Perspectives*. Sage. 2014.

Module II Remaking Indian Legal System**Concepts**

Case Law – Constitutionalism – Customary Law – Expropriation – Hindu Law – Indigenous Legal Systems – IPC – Muslim Law

Texts for Study

Cohn, Bernard. "Law and the Colonial State in India." *Colonialism and Its Forms of Knowledge: British in India*. Princeton University Press. 1996. pp.57-75.

Recommended Reading

- Galanter, Marc. "The Displacement of Traditional Law in Modern India." *Law and Society in Modern India*. Oxford UP. 1989. pp. 15-36.
 Cohn, Bernard. *Colonialism and Its Forms of Knowledge: British in India*. Princeton: Princeton University Press, 1996.
 Nair, Janaki. *Women and Law in Colonial India: A Social History*. Kali for Women (published in collaboration with the National Law School of India University, Bangalore). 1996.

Module III Personal Laws

Concepts

Constitutional Law – Feminist Jurisprudence – Maintenance – Post-colonial Feminism – Public / Private – Subalternity – Uniform Civil Code

Texts for Study

Herklotz, Tanja. “Law, Religion and Gender Equality: Literature on the Indian Personal Law System from a Women’s Rights Perspective.” *Indian Law Review* 1:3(2017). pp.250-268.

Recommended Reading

Narrain, Vrinda. “Introduction: Situating Indian Muslim Women.” *Reclaiming the Nation: Muslim Women and the Law in India*. University of Toronto Press. 2008. pp.3-26.

Parashar, Archana. *Women and Family Law Reform in India: Uniform Civil Code and Gender Equality*. Sage. 1992.

Agnes, Flavia. *Family Law: Family Laws and Constitutional Claims*. Vol. 1. Oxford. 2011.

Module IV Health

Concepts

ARTs – Hegemony – Human Rights – MTPs – Public Interest Litigation – Rape / Sexual Assault – Right to Health – Socio-legal Advocacy – Superstructures

Texts for Study

Addlakha, Renu. “Discursive and Institutional Intersections: Women, Health and Law in Modern India.” *International Review of Sociology* 24:3(2014). pp.488-502.

Recommended Reading

Pandey, Shruti. “Women’s Health and Law in India – Trends of Hope and Despair.” *Women and Law: Critical Feminist Perspectives*. Ed. Kalpana Kannabiran. Sage. 2014. pp.206-239.

Hirve, Siddhivinayak S. “Abortion Law, Policy and Services in India: A Critical Review.” *Reproductive Health Matters* 12.24. pp.114-121.

Prasad, Purendra and Amar Jesani, eds. *Equity and Access: Health Care Studies in India*. Oxford UP. 2018.

Module V Reading Legal Narratives

Concepts

Adultery – Alimony – Bodily Integrity – Inheritance – Personal Autonomy – Privacy – Secular Law – Succession – Surrogacy

Texts for Study

Ghosh, Arijeet and Nitika Khaitan. “A Womb of One’s Own: Privacy and Reproductive Rights.” *Economic and Political Weekly* 52. 42-43 (28 Oct, 2017). Web.

Recommended Reading

“Consultation Paper on Reform of Family Law.” Law Commission of India, Govt. of India. 31

August 2018.

Gangoli, Geetanjali. *Indian Feminisms: Law, Patriarchies and Violence in India*. London and Routledge. 2007.

Nariman, Fali S. *India's Legal System: Can it be Saved?* Penguin. 2017.

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Arunima, G. "A Vindication of the Rights of Women: Families and Legal Change in Nineteenth Century Malabar." *Changing Concepts of Rights and Justice in South Asia* (2000). pp. 114-139.

Baxi, Upendra. "The State's Emissary": The Place of Law in Subaltern Studies." *Subaltern Studies VII*. Oxford UP. 1992. pp. 247-64.

Jethmalani, Rani. *Kali's Yug: Empowerment, Law and Dowry Deaths*. Har Anand. 1995.

Kapur, Ratna. *Gender, Alterity and Human Rights: Freedom in a Fishbowl*. Edward Elgar Publishing Ltd. 2018.

Kishwar, Madhu. *Off the Beaten Track: Rethinking Gender Justice for Indian Women*. Oxford UP. 1999.

MacKinnon, Catherine. "Toward Feminist Jurisprudence." *Stanford Law Review* 34.3 (1982). pp. 703-737.

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Menon, Nivedita. *Recovering Subversion: Feminist Politics Beyond the Law*. Permanent Black. 2004.

Smart, Carol. "Law's Power, the Sexed Body and Feminist Discourse." *Journal of Law and Society* 17.2 (1990). pp. 194-210.

Semester II**Course Code: ENG-GC-529****Course Title: Introduction to Canadian Studies****Credits: 2**

| CO | COURSE OUTCOME STATEMENT | PSO |
|-----------|---|-------------|
| CO1 | Recognize the dynamics writing history | PSO16 |
| CO2 | Evolve a critical perspective on some discourses that shape Canada | PSO5 and 16 |
| CO3 | Explore the complexities involved in understanding nation and nationalism | PSO5 |
| CO4 | Examine some facets of Canadian geography and environment | PSO16 |
| CO5 | Creatively respond to Native stories | PSO4 |

Module Outcome (MO)**Module 1**

- MO1 Facilitate students to understand the how history is written
MO2 Familiarize students Native history of Canada
MO3 Introduce students to the story making impulse in cultures

Module 2

- MO1 Familiarize students with the discourses that shape Canada
MO2 Introduce students to the idea of multiculturalism and globalization
MO3 Enable students recognize how diaspora and cultural memory works

Module 3

- MO1 Analyse the concept of nation and nationalism
MO2 Explore the politics in the use of symbols in nationalist discourse
MO3 Introduce Canadian hockey and its place in the Canadian imaginary

Module 4

- MO1 Introduce the idea of the North
MO2 Discuss some of the constituent features of Canadian geography
MO3 Facilitate sampling of policy initiatives on environment in Canada

Module 5

- MO1 Discuss the idea of family, women and violence
MO2 Reflect on the contexts of women and violence

MO3 Discover indigenous narratives engaging with violence

Course Content

Module I Writing History

Trigger, Bruce G. "The Historians' Indian: Native Americans in Canadian Historical Writing from Charlevoix to the Present." *The Native Imprint: The Contribution of First Peoples to Canada's Character*. Vol 1: To 1815. Ed. Dickason, Olivia Patricia. Athabasca University. 1995. pp.423–450.

Shorten, Lynda. "Jimmy Mix." *Without Reserve: Stories from Urban Natives*. Newest. 1991.

Module II Multiculturalism and Diaspora

Hua, Ann. "Diaspora and Cultural Memory." 2005. *Diaspora, Memory and Identity: A Search for Home*. Ed. Vijay Agnew. U of Toronto P. 2008. pp.191–208.

Module III Nation and Nationalism

Jason Blake. "Hockey as a Symbol of Nationhood." *Canadian Hockey Literature: A Thematic Study*. Toronto: U of Toronto P. 2010. pp. 17–38.

Module IV Land and Environment

Bone, Robert M. "Northern Perceptions." *The Geography of the Canadian North: Issues and Challenges*. Oxford UP. 2003. 1 – 15.

MacEachern, Alan. "Changing Ecologies: Preservation in Four National Parks." *Canadian Environmental History*. Ed. David Freeland Duke. Canadian Scholars' P. 2006. pp. 361–386.

Module V Family, Women and Violence

Lamouche, Sandra. "Sacred Sisters and Sacred Circles." *Keetsahnak: Our Missing and Murdered Indigenous Sisters*. Eds. Kim Anderson and Maria Campbell. U of Atlanta P. 2018. pp.35-43.

References

Dickason, Olivia Patricia Ed. *The Native Imprint: The Contribution of First Peoples to Canada's Character*. Vol 1: To 1815. Ed.. Athabasca University. 1995.

Howells, Coral Ann & Eva Marie Kroeller Ed. *Cambridge History of Canadian Literature*. Ed.. Cambridge UP. 2009

Agnew, Vijay. Ed. *Diaspora, Memory and Identity: A Search for Home*. U of Toronto P. 2008

Blake, Jason. *Canadian Hockey Literature: A Thematic Study*. Toronto: U of Toronto P. 2010.

Bone, Robert M. *The Geography of the Canadian North: Issues and Challenges*. Oxford UP. 2003.

Duke, David Freeland. Ed. *Canadian Environmental History*. Canadian Scholars' P. 2006.

Anderson, Kim and Maria Campbell. Ed. *Keetsahnak: Our Missing and Murdered Indigenous Sisters*. U of Atlanta P. 2018.

Semester : III
Course Code : ENG-GC-539
Course Title : Communication Skills in English
Credits : 2

| CO | COURSE OUTCOME STATEMENT | PSO |
|-----|--|-------|
| CO1 | Equip the students to understand and speak with confidence | PSO11 |
| CO2 | Acquire the skill for effective oral communication | PSO11 |
| CO3 | Explore the nuances of spoken language | PSO15 |
| CO4 | Learn to communicate effectively in real life situations | PSO15 |
| CO5 | Learn to use appropriate etiquettes while conversing | PSO15 |

Module Outcome (MO)

Module 1

- MO1 Examine the significance of soft skills in communication.
 MO2 examine the peculiarities of different types of listening.
 MO3 Practice exercises to improve listening comprehension

Module 2

- MO1 Examine the significance of pronunciation in communication.
 MO2 Analyse the differences between British, American and Indian English.
 MO3 Practice Exercises to improve conversational skills.

Module 3

- MO1 Examine the significance of vocabulary in communication.
 MO2 Analyse the differences between Antonyms, Homonyms, Homographs and Homophones.
 MO3 Practice exercises to improve reading skill.

Module 4

- MO1 Examine the significance of syntax in communication.
 MO2 Analyse different sentence types.
 MO3 Practice exercises to improve writing skills.

Module 5

- MO1 Examine the differences between GIE and RP.
 MO2 Analyse the common errors in speaking English by Indians.
 MO3 Practice exercises integrating all four language skills

Course Content**Module I**

What is Communication – Verbal/ Non Verbal Communication- Body language- Soft Skills- Etiquette - In the office- Formal meetings/gatherings- Listening Skills – Listening Comprehension – Types of Listening – Global and Specific- Practice-exercises to improve listening comprehension.

Module II

Speaking skills- Sound systems in English- Phonetics- Conversation Skills – Formal and informal Use of English- Interviews- Debates- Group Discussions- Telephone conversation - Practice Exercises to improve conversational skills.

Module III

Reading Skills – Types of reading – Skimming, Scanning- Vocabulary building- Synonyms, Antonyms, Homonyms, Homographs, Homophones- Phrasal Verbs- Idioms and Phrases - Practice exercises to improve reading skills.

Module IV

Written Communication: Letter writing- Formal and Informal-Applications- CV-Requests- Apology- Thank you- Resignation- Enquiry - Reports- Memo, Minutes- Advertisements - Practice exercises to improve Writing skills.

Module V

Grammar in use- Tenses- Prepositions-Conjunctions- Articles- Word order- Concord- Sentence types Affirmative, Imperative, Exclamatory, Interrogative- Simple, Compound, Complex- Collocation

References:

- Dellar, Hugh. et.al. *Innovations:A Course in Natural English*. Singapore: Thomson Learning, 2005.
 Hancock, Mark. *English Pronunciation in Use*. London: Cambridge UP, 2003.
 Hewings, Martin. *Advanced English Grammar*. New Delhi: CUP, 1999, 2004.
 McCarthy, Michael and Felicity O'Dell. *English Vocabulary in Use*. Upper-Intermediate. CUP 2001.
 - - - . *English Vocabulary in Use*. Advanced. CUP 2002.
 Sinha, Thakur. *Better English Pronunciation*. Chennai: Vijay Nicole, 2005.
 Taylor, John G. *The Handbook of Written English*. Second edition. Oxford:2005.
 Taylor, Shirley. *Model Business Letters, Emails and Other Documents*. 6th Edition. Financial Times Management, UK. 2003.