

Learning Outcomes Based Curriculum Framework (LOCF)

For

Four Year Undergraduate Program (FYUGP) in

English

Under NEP (2020)



Department of English

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PART I

Introduction

New Education Policy 2020 recognizes that higher education has an extremely important role in promoting human as well as societal well-being. It can play a substantial part in developing India, as envisioned in its Constitution, as a democratic, just, socially conscious, cultured, and humane nation upholding liberty, equality, fraternity, and justice for all. NEP notes that “given the 21st-century requirements, quality Higher Education must aim to develop good, thoughtful, well-rounded, and creative individuals.” In this vision of learning, Arts and Humanities, and by extension the discipline of literature have a great significance. The impact of literature is intangible and immeasurable and cannot be quantified. While science and technology takes care of provisions for life, Literature takes care of the humane aspects of life. The function of literature is to bring the questions of values – human and literary – in focus. Literariness is the ability of literature to attract attention to itself through divergent use of language. As a system of knowledge, it aims at teaching through aesthetic experience and herein lies its value. Literature celebrates life in all forms and stands for and with values of life by representing the weak, the poor, the exploited, the vulnerable and the voiceless. It can raise consciousness and thus work as a tool of social change. With its emphasis on the interconnectedness of all elements in the universe and interrelatedness of lives, it underlines and celebrates holistic approaches and experiences.

Keeping in mind the role that literature and literary studies have to play in society, English literary curricula have evolved over a period of time in India. From its Anglocentric core, it has moved on to new literatures – Third World Literature, Commonwealth Literature, American, Canadian, Australian, African Literature, and New Literatures in English, and later to Indian Literature in English and regional Indian Literature in translation and diverse areas developed out of interdisciplinary engagements. The relevance of the courses in literature lies in their ability to engage with local and global realities, experiences and their manifestations in literary terms without glossing over the core attributes i.e., human values and aesthetic qualities reflecting the spirit of present times. Therefore, the curricula of the Department of English, Cotton University covers not only established canonical courses on English literature, but also emerging areas of study such as Disability Studies and Literature, Literature and Environment, Northeast India and its Literatures, Cultural Studies and Introduction to Subaltern Studies as courses. The curriculum, therefore, is prepared to nurture an egalitarian and inclusive outlook capable of fostering healthy minds and critical thinking for a strong nation and thus fulfill the mission and vision of Cotton University as well as NEP.

1.2 Learning Outcomes-based Approach to Curriculum Planning and Development

The vision as mentioned above necessitates Outcome based approach to Curriculum. The basic objective of the Learning Outcomes-based approach to curriculum planning and development is to focus on demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and academic standards expected of graduates of a programme of study. Learning outcomes specify what graduates completing a particular programme of study are expected to know, understand and be able to do at the end of their programme of study.

The expected learning outcomes are used to set the benchmark to formulate the course outcomes, programme specific outcomes, programme outcomes and graduate attributes. These outcomes are essential for curriculum planning and development, and in the design, delivery and review of academic programmes. They provide general direction and guidance to the teaching-learning process and assessment of student learning levels under a specific programme.

The overall objectives of the learning outcomes-based curriculum framework are to:

- help formulate graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes that are expected to be demonstrated by the holder of a qualification;
- enable prospective students, parents, employers and others to understand the nature and level of learning outcomes (knowledge, skills, attitudes and values) or attributes a graduate of a programme should be capable of demonstrating on successful completion of the programme of study;
- maintain national standards and international comparability of learning outcomes and academic standards to ensure global competitiveness, and to facilitate student/graduate mobility; and
- provide higher education institutions an important point of reference for designing teaching-learning strategies, assessing student learning levels, and periodic review of programmes and academic standards.

1.3 Key Outcomes Underpinning Curriculum Planning and Development

The learning outcomes-based curriculum framework is a framework based on the expected learning outcomes and academic standards that are expected to be attained by graduates of a programme of study. The key outcomes that underpin curriculum planning and development include Graduate Attributes, Programme Outcomes, Programme Specific Outcomes, and Course Outcomes.

1.3.1 Graduate Attributes

The National Higher Education Qualifications Framework (NHEQF) envisages that students must possess the quality and characteristics of the graduate of a programme of study, including learning outcomes relating to the disciplinary area(s) in the chosen field(s) of learning and generic learning outcomes that are expected to be acquired by a graduate on completion of the programme(s) of study.

The graduate attributes include capabilities that help broaden the current knowledge base and skills, gain and apply new knowledge and skills, undertake future studies independently, perform well in a chosen career, and play a constructive role as a responsible citizen in society. Graduate attributes are fostered through meaningful learning experiences made available through the curriculum and learning experience, the total college/university experience, and a process of critical and reflective thinking. Graduate attributes include learning outcomes that are specific to disciplinary areas relating to the chosen field(s) of learning within broad multidisciplinary/interdisciplinary/transdisciplinary contexts and generic learning outcomes that graduates of all programmes of study should acquire and demonstrate, as given in Table 1.

Type of learning outcomes	The Learning outcomes descriptors
Learning outcomes that are specific to disciplinary/interdisciplinary areas of learning	<p>Graduates should be able to demonstrate the acquisition of:</p> <ul style="list-style-type: none"> ✓ comprehensive knowledge and coherent understanding of the chosen disciplinary/interdisciplinary areas of study in a broad multidisciplinary context, their different learning areas, their linkages with related fields of study, and current and emerging developments associated with the chosen disciplinary/interdisciplinary areas of learning ✓ practical, professional, and procedural knowledge required for carrying out professional or highly skilled work/tasks related to the chosen field(s) of learning, including knowledge required for undertaking self-employment initiatives, and knowledge and mindset required for entrepreneurship involving enterprise creation, improved product development, or a new mode of organization ✓ skills in areas related to specialization in the chosen disciplinary/interdisciplinary area(s) of learning in a broad multidisciplinary context, including wide-ranging practical skills, involving variable routine and non-routine contexts relating to the chosen field(s) of learning ✓ capacity to extrapolate from what has been learned, translate concepts to real-life situations and apply acquired competencies in new/unfamiliar contexts, rather than merely replicate curriculum content knowledge, to generate solutions to specific problems
Generic learning outcomes	<p>Complex Problem-solving: The graduates should be able to demonstrate the capability to:</p> <ul style="list-style-type: none"> ✓ solve different kinds of problems in familiar and non-familiar contexts and apply the learning to real-life situations <p>Critical Thinking: The graduates should be able to demonstrate the capability to:</p> <ul style="list-style-type: none"> ✓ apply analytic thought to a body of knowledge, including the analysis and evaluation of policies, and practices, as well as evidence, arguments, claims, beliefs, and the reliability and relevance of evidence ✓ identify relevant assumptions or implications; and formulate coherent arguments ✓ identify logical flaws and holes in the arguments of others ✓ analyse and synthesize data from a variety of sources and draw valid conclusions and support them with evidence and examples

Creativity: The graduates should be able to demonstrate the ability to:

- ✓ create, perform, or think in different and diverse ways about the same objects or scenarios
- ✓ deal with problems and situations that do not have simple solutions
- ✓ innovate and perform tasks in a better manner
- ✓ view a problem or a situation from multiple perspectives
- ✓ think ‘out of the box’ and generate solutions to complex problems in unfamiliar contexts
- ✓ adopt innovative, imaginative, lateral thinking, interpersonal skills and emotional intelligence

Communication Skills: The graduates should be able to demonstrate the skills that enable them to:

- ✓ listen carefully, read texts and research papers analytically and present complex information in a clear and concise manner to different groups/audiences
- ✓ express thoughts and ideas effectively in writing and orally, and communicate with others using appropriate media
- ✓ confidently share views and express herself/himself
- ✓ construct logical arguments using correct technical language related to a field of learning, work/vocation, or an area of professional practice, and convey ideas, thoughts, and arguments using language that is respectful and sensitive to gender and other minority groups

Analytical Reasoning/Thinking: The graduates should be able to demonstrate the capability to:

- ✓ evaluate the reliability and relevance of evidence
- ✓ identify logical flaws in the arguments of others
- ✓ analyse and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples, and address opposing viewpoints

Research-related Skills: The graduates should be able to demonstrate:

- ✓ a keen sense of observation, inquiry, and capability for asking relevant/appropriate questions
- ✓ the ability to problematise, synthesize, and articulate issues and design research proposals

- ✓ the ability to define problems, formulate appropriate and relevant research questions, formulate hypotheses, test hypotheses using quantitative and qualitative data, establish hypotheses, make inferences based on the analysis and interpretation of data, and predict cause-and-effect relationships
 - ✓ the capacity to develop appropriate methodology and tools for data collection
 - ✓ the appropriate use of statistical and other analytical tools and techniques
 - ✓ the ability to plan, execute and report the results of an experiment or investigation, the ability to acquire the understanding of basic research ethics and skills in practising/doing ethics in the field/ in personal research work, regardless of the funding authority or field of study
- Coordinating/Collaborating with Others:** The graduates should be able to demonstrate the ability to:
- ✓ work effectively and respectfully with diverse teams
 - ✓ facilitate cooperative or coordinated effort on the part of a group
 - ✓ act together as a group or a team in the interests of a common cause and work efficiently as a member of a team
- Leadership Readiness/Qualities:** The graduates should be able to demonstrate the capability for:
- ✓ mapping out the tasks of a team or an organization and setting direction
 - ✓ formulating an inspiring vision and building a team that can help achieve the vision, motivating and inspiring team members to engage with that vision
 - ✓ using management skills to guide people to the right destination
- Learning how to learn skills:** The graduates should be able to demonstrate the ability to:
- ✓ acquire new knowledge and skills, including ‘learning how to learn skills, that are necessary for pursuing learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social, and cultural objectives, and adapting to changing trades and demands of the workplace, including adapting to the changes in work processes in the context of the fourth industrial revolution, through knowledge/ skill development/re-skilling
 - ✓ work independently, identify appropriate resources required for further learning

- ✓ acquire organizational skills and time management to set self-defined goals and targets with timelines
 - ✓ inculcate a healthy attitude to be a lifelong learner
- Digital and Technological Skills:** The graduates should be able to demonstrate the capability to:
- ✓ use ICT in a variety of learning and work situations
 - ✓ access, evaluate, and use a variety of relevant information sources, and use appropriate software for analysis of data
- Multicultural Competence and Inclusive Spirit:** The graduates should be able to demonstrate:
- ✓ the acquisition of knowledge of the values and beliefs of multiple cultures and a global perspective to honour diversity
 - ✓ capability to effectively engage in a multicultural group/society and interact respectfully with diverse groups
 - ✓ capability to lead a diverse team to accomplish common group tasks and goals
 - ✓ gender sensitivity and adopting a gender-neutral approach, as also empathy for the less advantaged and the differently-abled including those with learning disabilities
- Value Incultation:** The graduates should be able to demonstrate the acquisition of knowledge and attitude that are required to:
- ✓ embrace and practice constitutional, humanistic, ethical, and moral values in life including universal human values of truth, righteous conduct, peace, love, non-violence, scientific temper, citizenship values
 - ✓ practice responsible global citizenship required for responding to contemporary global challenges, enabling learners to become aware of and understand global issues and to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies
 - ✓ formulate a position/argument about an ethical issue from multiple perspectives
 - ✓ identify ethical issues related to work, and follow ethical practices, including avoiding unethical behaviour such as fabrication, falsification or misrepresentation of data, or committing plagiarism, and adhering to intellectual property rights
 - ✓ recognize environmental and sustainability issues, and participate in actions to promote sustainable development
 - ✓ adopt an objective, unbiased, and truthful actions in all aspects of

	<p>work</p> <ul style="list-style-type: none"> ✓ instill integrity and identify ethical issues related to work, and follow ethical practices <p>Autonomy, Responsibility and Accountability: The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> ✓ apply knowledge, understanding, and/or skills with an appropriate degree of independence relevant to the level of the qualification ✓ work independently, identify appropriate resources required for a project, and manage a project through to completion ✓ exercise responsibility and demonstrate accountability in applying knowledge and/or skills in work and/or learning contexts appropriate for the level of the qualification, including ensuring safety and security at workplaces <p>Environmental Awareness and Action: The graduates should be able to demonstrate the acquisition of and ability to apply the knowledge, skills, attitudes, and values required to take appropriate actions for:</p> <ul style="list-style-type: none"> ✓ mitigating the effects of environmental degradation, climate change, and pollution ✓ effective waste management, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living <p>Community Engagement and Service: The graduates should be able to demonstrate the capability to participate in community-engaged services/activities for promoting the well-being of society</p> <p>Empathy: The graduates should be able to demonstrate the ability to identify with or understand the perspective, experiences, or points of view of another individual or group, and to identify and understand other people's emotions</p>
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1.3.2 Programme Outcomes (POs) for Four Year Undergraduate Programme

POs are statements that describe what the students graduating from any of the educational programmes should be able to do. They are the indicators of what knowledge, skills and attitudes a graduate should have at the time of graduation.

PO 1: In-depth Knowledge: Understand the concepts and processes related to an academic field of study and demonstrate the applicability of their domain knowledge and its links to related disciplinary areas/subjects of study.

PO 2: Specialised Knowledge and Skills: Demonstrate procedural knowledge and skills in areas related to one's specialization and current developments, including a critical understanding of the latest developments in the area of specialization, and an ability to use established techniques of analysis and enquiry within the area of specialisation.

PO 3: Analytical and Critical Thinking: Demonstrate independent learning, analytical and critical thinking of a wide range of ideas and complex problems and issues.

PO 4: Research and Innovation: Demonstrate comprehensive knowledge about current research in the subject of specialisation; critical observation to identify research problems and to collect relevant data from a wide range of sources, analysis and interpretation of data using methodologies as appropriate to the area of specialisation for formulating evidence-based research output.

PO 5: Interdisciplinary Perspective: Commitment to intellectual openness and developing understanding beyond subject domains.

PO 6: Communication Competence: Demonstrate effective oral and written communicative skills to convey disciplinary knowledge and to communicate the results of studies undertaken in an academic field accurately in a range of different contexts using the main concepts, constructs and techniques of the subject(s) of study

PO 7: Career Development: Show proficiency in academic, professional, soft skills and employability required for higher education and placements.

PO 8: Teamwork: Work in teams with enhanced interpersonal skills leadership qualities.

PO 9: Commitment to the Society and the Nation: Recognise the importance of social, environmental, human and other critical issues faced by humanity at the local, national and international level; appreciate the pluralistic national culture and the importance of national integration.

1.3.3 Programme Specific Outcomes (PSOs) in English

Programme specific outcomes include subject-specific skills and generic skills, including transferable global skills and competencies, the achievement of which the students of a specific programme of study should be able to demonstrate for the award of the degree. The programme specific outcomes would also focus on knowledge and skills that prepare students for further study, employment, and citizenship. They help ensure comparability of learning levels and academic standards across universities and provide a broad picture of the level of competence of graduates of a given programme of study. The attainment of PSOs for a programme is computed by accumulating PSO attainment in all the courses comprising the programme.

PROGRAMME LEARNING OUTCOMES (PSOs in English)

By the end of this Program, the students will be able to:

PSO 1 Define, classify and critically appreciate different literary forms, genres and devices

PSO 2 Recall and relate various historical periods of English Literature

PSO 3 Demonstrate an understanding of literatures written and translated in English across regions, nations and the world and critically **engage** with them

PSO 4 Display familiarity and understanding of various concepts ideas and branches/schools schools of Linguistics, Literary Criticism and Theory and apply them to read texts

PSO 5 Illustrate and analyse the existing gender, class, caste, racial and other socio-cultural disparities and complexities such as ableism and speciesism reflected, perpetuated and challenged in literary and cultural texts

PSO 6: Understand the basics of Research Methodologies in Humanities and **write** Dissertation/ Research Projects

1.4 Teaching-learning Process

The Learning Outcomes-Based Approach to curriculum planning and transaction requires that the pedagogical approaches are oriented towards enabling students to attain the defined learning outcomes relating to the courses within a programme. The outcome-based approach, particularly in the context of undergraduate studies, requires learner-centric pedagogies, and a shift from passive to active/participatory pedagogies. The Department of English, Cotton University has student-centric teaching approach to enhance the learning experiences of the students. Every course of the program is designed to facilitate acquisition of relevant knowledge and skills. All classroom interactions are interactive in nature, allowing the students to have meaningful discussions and engage critically with literary texts. Apart from the physical classes, interactions are also held in online mode where students can have doubt clearance sessions and discussions with the teachers.

Teaching methods, guided by such a framework, include lectures supported by tutorial work; practicum as and when necessary; the use of prescribed textbooks and e-learning resources and other self-study materials; open-ended project work, some of which may be team-based; seminars, group discussions, quizzes, assignments, activities designed to promote the development of generic/transferable and subject specific skills; and internship and visits to relevant field sites, etc. These participative pedagogical practices are implied in the curricula of almost all the courses.

1.5 Assessment Methods

A variety of assessment methods that are appropriate to the discipline are used to assess progress towards the course/programme learning outcomes. Priority is accorded to formative assessment. Evaluation will be based on continuous assessment, in which sessional work and the terminal examination will contribute to the final grade. Sessional work will consist of class tests, mid-semester examination(s), homework assignments, etc., as deemed fit by the University and the Department. Progress towards achievement of learning outcomes will be assessed using the following: time-constrained examinations, closed-book and open book tests, problem-based assignments, individual projects, team project reports, oral presentations, including seminar presentation, viva-voce interviews, quiz, and any other assessment and evaluation approaches as per the requirement of the course.

PART II

Structure of Undergraduate Programme in English

2.0. Structure of the Undergraduate Programme

The UG programme will consist of the following categories of courses and the minimum credit requirements for 3-year UG (Honours) and 4-year UG (Honours with Research) Programmes:

Table: Minimum Credit Requirements to Award Degree under Each Category

S. No.	Broad Category of Course	Minimum Credit Requirement	
		3-year UG	4-year UG
1	Major (Core)	60	80
2	Minor Stream	24	32
3	Multidisciplinary	09	09
4	Ability Enhancement Courses (AEC)	08	08
5	Skill Enhancement Courses (SEC)	09	09
6	Value Added Courses common for all UG	06 - 08	06 - 08
7	Summer Internship	02 - 04	02 - 04
8	Research Project/Dissertation	---	12
	Total	120	160

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

2.1. Curricular Components of the Undergraduate Programme

The curriculum consists of major stream courses, minor stream courses and courses from other disciplines, language courses, skill courses, and a set of courses on Environmental Education, Understanding India, Digital and Technological Solutions, Health and Wellness, Yoga Education, and Sports and Fitness. At the end of the second semester, students can decide either to continue with the chosen major or request a change of major. The minor stream courses include vocational courses which will help the students to equip with job-oriented skills.

2.1.1. Disciplinary/Interdisciplinary Major (60/80 Credits):

The major course would provide the opportunity for a student to pursue in-depth study of a particular subject or discipline. Students may be allowed to change major within the broad discipline at the end of the second semester by giving her/him sufficient time to explore interdisciplinary courses during the first year. Advanced-level disciplinary/interdisciplinary courses, a course in research methodology, and a project/dissertation will be conducted in the seventh semester. The final semester will be devoted to seminar presentation, preparation, and submission of project report/dissertation. The project work/dissertation will be on a topic in the disciplinary programme of study or an interdisciplinary topic.

2.1.2 Disciplinary/Interdisciplinary Minors (24/32 Credits):

Students will have the option to choose courses from disciplinary/interdisciplinary minors and skill-based courses relating to a chosen vocational education programme. Students who take a sufficient number of courses in a discipline or an interdisciplinary area of study other than the chosen major will qualify for a minor in that discipline or in the chosen interdisciplinary area of study. A student may declare the choice of the minor and vocational stream at the end of the second semester, after exploring various courses.

Vocational Education and Training: Vocational Education and Training will form an integral part of the undergraduate programme to impart skills along with theory and practical. A minimum of 12 credits will be allotted to the 'Minor' stream relating to Vocational Education and Training and these can be related to the major or minor discipline or choice of the student. These courses will be useful to find a job for those students who exit before completing the programme.

2.1.3 Courses from Other Disciplines (Multidisciplinary) (9 Credits):

All UG students are required to undergo 3 introductory-level courses relating to any of the broad disciplines given below. These courses are intended to broaden the intellectual experience and form part of liberal arts and science education. Students are not allowed to choose or repeat courses already undergone at the higher secondary level (12th class) in the proposed major and minor stream under this category.

i. Natural and Physical Sciences: Students can choose basic courses from disciplines such as Natural Science, for example, Biology, Botany, Zoology, Biotechnology, Biochemistry, Chemistry, Physics, Biophysics, Astronomy and Astrophysics, Earth and Environmental Sciences, etc.

ii. Mathematics, Statistics, and Computer Applications: Courses under this category will facilitate the students to use and apply tools and techniques in their major and minor disciplines. The course may include training in programming software like Python among others and applications software like STATA, SPSS, Tally, etc. Basic courses under this category will be helpful for science and social science in data analysis and the application of quantitative tools.

iii. Library, Information, and Media Sciences: Courses from this category will help the students to understand the recent developments in information and media science (Journalism, Mass Media, and Communication).

iv. Commerce and Management: Courses include Business Management, Accountancy, Finance, Financial Institutions, Fintech, etc.

v. Humanities and Social Sciences: The courses relating to Social Sciences, for example, Anthropology, Communication and Media, Economics, History, Linguistics, Political Science, Psychology, Social Work, Sociology, etc. will enable students to understand the individuals and their social behaviour, society, and nation. Students will be introduced to survey methodology and available large-scale databases for India. The courses under humanities include, for example, Archaeology, History, Comparative Literature, Arts & Creative expressions, Creative Writing and Literature, Language(s), Philosophy, etc., and Interdisciplinary courses relating to Humanities. The list of courses that can include interdisciplinary subjects such as Cognitive Science, Environmental Science, Gender Studies, Global Environment & Health, International Relations, Political Economy and Development, Sustainable Development, Women's and Gender Studies, etc. will be useful to understand society.

2.1.4 Ability Enhancement Courses (AEC) (08 Credits): Modern Indian Language (MIL) & English language focused on language and communication skills

Students are required to achieve competency in a Modern Indian Language (MIL) and in the English language with special emphasis on language and communication skills. The courses aim at enabling the students to acquire and demonstrate the core linguistic skills, including critical reading and expository and academic writing skills, that help students articulate their arguments and present their thinking clearly and coherently and recognize the importance of language as a mediator of knowledge and identity. They would also enable students to acquaint themselves with the cultural and intellectual heritage of the chosen MIL and English language, as well as to provide a reflective understanding of the structure and complexity of the language/literature related to both the MIL and English language. The courses will also emphasize the development and enhancement of skills such as communication, and the ability to participate in/conduct discussion and debate.

2.1.5 Skills Enhancement Courses (SEC) (09 Credits):

These courses are aimed at imparting practical skills, hands-on training, soft skills, etc. to enhance the employability of students. The institution may design courses as per the students' needs and available institutional resources.

2.1.6 Value-Added Courses (VAC) Common to All UG Students (6-8 Credits):

i. Understanding India: The course aims at enabling the students to acquire and demonstrate the knowledge and understanding of contemporary India with its historical perspective, the basic framework of the goals and policies of national development, and the constitutional obligations with special emphasis on constitutional values and fundamental rights and duties. The course would also focus on developing an understanding among students-teachers of the Indian knowledge systems, the Indian education system, and the roles and obligations of teachers to the nation in general and to the school/community/society in particular. The course will attempt to deepen knowledge about and understanding of India's freedom struggle and of the values and ideals that it represented to develop an appreciation of the contributions made by people of all sections and regions of the country, and help learners understand and cherish the values enshrined in the Indian Constitution and to prepare them for their roles and responsibilities as effective citizens of a democratic society.

ii. Environmental Science/Education: The course seeks to equip students with the ability to apply the acquired knowledge, skills, attitudes, and values required to take appropriate actions for mitigating the effects of environmental degradation, climate change, and pollution, effective waste management, conservation of biological diversity, management of biological resources, forest and wildlife conservation, and sustainable development and living. The course will also deepen the knowledge and understanding of India's environment in its totality, its interactive processes, and its effects on the future quality of people's lives.

iii. Digital and Technological Solutions: Courses in cutting-edge areas that are fast gaining prominences, such as Artificial Intelligence (AI), 3-D machining, big data analysis, machine learning, drone technologies, and Deep learning with important applications to health, environment, and sustainable living that will be woven into undergraduate education for enhancing the employability of the youth.

iv. Health & Wellness, Yoga Education, Sports, and Fitness: Course components relating to health and wellness seek to promote an optimal state of physical, emotional, intellectual, social, spiritual, and environmental well-being of a person. Sports and fitness activities will be organized outside the regular institutional working hours. Yoga education would focus on preparing the students physically and mentally for the integration of their physical, mental, and spiritual faculties, and equipping them with basic knowledge about one's personality, maintaining self-discipline and self-control, to learn to handle oneself well in all life situations. The focus of sports and fitness components of the courses will be on the improvement of physical fitness including the improvement of various components of physical and skills-related fitness like strength, speed, coordination, endurance, and flexibility; acquisition of sports skills including motor skills as well as basic movement skills relevant to a particular sport; improvement of tactical abilities; and improvement of mental abilities. The HEIs may introduce other innovative value-added courses relevant to the discipline or common to all UG programmes.

2.1.7 Summer Internship/Apprenticeship (2-4 credits):

A key aspect of the new UG programme is induction into actual work situations. All students will also undergo Internships/Apprenticeships in a firm, industry, or organization or training in labs with faculty and researchers in their own or other HEIs/research institutions during the summer term. Students will be provided with opportunities for internships with local industry, business organizations, health and allied areas, local governments (such as panchayats, municipalities), Parliament or elected representatives, media organizations, artists, crafts persons, and a wide variety of organizations so that students may actively engage with the practical side of their learning and, as a by-product, further improve their employability. Students who wish to exit after the first two semesters will undergo a 4-credit work-based learning /internship during the summer term in order to get a UG Certificate.

Community Engagement and Service: The curricular component of ‘community engagement and service’ seeks to expose students to the socio-economic issues in society so that the theoretical learnings can be supplemented by actual life experiences to generate solutions to real-life problems. This can be part of summer term activity or part of a major or minor course depending upon the major discipline.

Field-based Learning/Minor Project: The field-based learning/minor project will attempt to provide opportunities for students to understand the different socio-economic contexts. It will aim at giving students exposure to development-related issues in rural and urban settings. It will provide opportunities for students to observe situations in rural and urban contexts, and to observe and study actual field situations regarding issues related to socio-economic development. Students will be given opportunities to gain a first-hand understanding of the policies, regulations, organizational structures, processes, and programmes that guide the development process. They would have the opportunity to gain an understanding of the complex socio-economic problems in the community, and innovative practices required to generate solutions to the identified problems. This may be a summer term project or part of a major or minor course depending on the subject of study.

2.1.8 Research Project/Dissertation:

Students choosing a 4-Year Bachelor’s degree (Honours with Research) are required to take up research projects under the guidance of a faculty member. The students are expected to complete the Research Project in the eighth semester. The research outcomes of their project work may be published in peer-reviewed journals or may be presented in conferences/seminars or may be patented.

2.1.9 Other Activities:

This component will include participation in activities related to National Service Scheme (NSS), National Cadet Corps (NCC), adult education/literacy initiatives, mentoring school students, and other similar activities.

3. 1 Levels of Courses:

The levels of courses are explained in Section 5.2 (page 25) of the UGC FYUGP curriculum framework. The difficulty levels of the Courses till the 8th Semester are as follows:

- 100-199:** Foundation or Introductory courses that are intended for students to gain an understanding and basic knowledge about the subjects and help decide the subject or discipline of interest
- 200-299:** Intermediate-level courses including subject-specific courses intended to meet the credit requirements for minor or major areas of learning
- 300-399:** Higher-level courses which are required for majoring in a disciplinary/interdisciplinary area of study for the award of a degree
- 400-499:** Advanced courses

5.4 Structure of the UG Programme

Table 3: The Semester-wise and Broad Course Category-wise Distribution of credits of the Undergraduate Programme

Semester	Major (Core) Each paper 4 Credits	Minor Each paper 4 Credits	MDE Each paper 3 Credits	AEC Each paper 2 Credits	SEC Each paper 3 Credits	Summer Internship 2 Credits	VAC Each paper 2 Credits	Total Credits
I	Core 1 (Level 100)	Minor 1 (Level 100)	MDE 1	AEC 1 English Comm. I	SEC 1		VAC1	20
							VAC 2	
II	Core 2 (Level 100)	Minor 2 (Level 100)	MDE 2	AEC 2 MIL-I	SEC 2		VAC 1	20
							VAC 2	
III	Core 3 (Level 200)	Minor 3 (Level 200)	MDE 3	AEC 3 English Comm. II	SEC 3			20
	Core 4 (Level 200)							
IV	Core 5 (Level 200)	Minor 4 (Level 200)		AEC 4 MIL-II		Summer Internship		20
	Core 6 (Level 200)							
	Core 7 (Level 200)							
V	Core 8 (Level 300)	Minor 5 (Level 200)						20

	Core 9 (Level 300)							
	Core 10 (Level 300)							
	Core 11 (Level 300)							
VI	Core 12 (Level 300)	Minor 6 (Level 200)						20
	Core 13 (Level 300)							
	Core 14 (Level 300)							
	Core 15 (Level 300)							
VII	Core 16 (Level 400)	Minor 7 (Level 300)			Dissertation/Project of 12 credits over Semesters VII and VIII, for Honours with Research Degree, only if CGPA ≥ 7.5 up to Semester VI. Portion of the work equivalent to 4 credits shall be for evaluation during this semester. * Other students must take Core 21 in this semester.			20
	Core 17 (Level 400)							
	Core 18 (Level 400)							
	Core 21* (Level 400)							
VIII	Core 19 (Level 400)	Minor 8 (Level 300)			Dissertation Project Portion of the work equivalent to the remaining 8 credits shall be			20
	Core 20							

	(Level 400)				evaluated during this semester.	
	Core 22*				* Students not having	
	(Level 400)				dissertation/project must take	
	Core 23*				Core 22 and Core 23 in this	
	(Level 400)				Semester.	

Minimum credits required for the complete programme: 160

Structure of FYUGP in the Department of English, Cotton University

Semester I

DSC 1: Forms and Elements of Literature I

M 1: Forms and Elements of Literature I

AEC 1: English Communication I

SEC 1: Introduction to Translation

VAC 1: Understanding India: Text and Context

Semester II

DSC 2: Forms and Elements of Literature II

M 2: Forms and Elements of Literature II

AEC 1: English Communication I

SEC 2: Introduction to Creative Writing

VAC 2: Understanding India: Fables from Antiquity

Semester III

DSC 3: History of English Literature (5th Century to the Romantic Age)

DSC 4: The Literature of the Renaissance

M 3: Indian Writings in English

AEC 3: English Communication II

SEC 3: Introduction to Content Writing

Semester IV

DSC 5: The Literature of the Restoration and Neo-classical Literatures

DSC 6: The English Romantics

DSC 7: Ancient and Classical Literatures

M 4: Indian Literatures in Translation

AEC 3: English Communication II

SUMMER INTERNSHIP

Semester V

DSC 8: The Victorian Age and Its Literature

DSC 9: The Modern Period

DSC 10: Language and Linguistics

DSC 11: Literary Criticism and Theory I (Eliot Onwards)

M 5: Reading the Environment

Semester VI

DSC 12: Indian Writings in English

DSC 13A: American Literature/ DSC 13B: Introduction to African Literature

DSC 14: Women and Literature

DSC 15: North East India and Its Literatures

M 6: Women and Literature

Semester VII

DSC 16: Research Methodology in Literature

DSC 17: Literary Criticism and Theory II

DSC 18: Postcolonial Literature

DSC 21A*: Modern European Literature/DSC 21B: Contemporary World Literature

M 7: Introduction to Children's Literature

* Students not having Dissertation in this semester must take DSC 21 in this semester.

Semester VIII

DSC 19A: Disability Studies and Cultural Representation /DSC 19B: Subaltern Studies and Literature

DSC 20A: Assamese Writing in Translation/DSC 20B: Literature and Environment

DSC 22A*: South Asian Literatures /DSC 22B: Modern Indian Literatures in Translation

DSC 23A*: Introduction to Contemporary Popular Fiction /DSC 23B: Introduction to Children's Literature

M 8: Introduction to Contemporary Popular Fiction

* Students not having Dissertation/Research Project must take DSC 22 and DSC 23 in this Semester.

FYUGP ENGLISH CURRICULUM

SEMESTER I

Discipline Specific Core 1

Course Code: ENG23C101

Course Title: Forms and Elements of Literature I

[4 Credits (3 L + 1 T)] [Difficulty Level - 100]

No. of Lectures: 48

No. of Tutorials: 16

Course Description:

This paper seeks to make the learner familiar with two significant genres of literature – poetry and fiction. As understanding these genres requires an awareness of their aspects and categories, the paper attempts to provide detailed knowledge of the forms, elements and devices of the two genres. Literary texts from the two genres shall be chosen by respective educators in the course of the teaching-learning process for detailed reading, and references to writers and works would be made to make learning more effective.

Course Level Learning Outcomes:

At the end of this course, the students will be able to:

CO 1: Understand two significant genres of literature—poetry and fiction and their sub-genres

CO 2: Appreciate how the use of literary devices shape the production and reception of texts

CO 3: Develop effective reading strategies to critically analyse a text

CO 4: Identify representative literary texts falling under the corpora of poetry and fiction

CO mapping with PO and PSO

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	3	3	3	3	3	3	2	3	3		3		3	
CO 2	3	3	3	3	3	3	3	2	3	3		3		3	
CO 3	3	3	3	3	3	3	3	2	3	3		3		3	

CO 4	3	3	3	3	3	3	3	2	3	3		3		3	
Avrg	3	3	3	3	3	3	3	2	3	3		3		3	

Course Content:

Unit I: Understanding Poetry (24 Lectures)

Forms: Ballad, Blank Verse, Elegy, Epic, Lyric, Mock-epic, Ode, Pastoral, Sonnet, Villanelle, Haiku, Limerick, Doha (Couplet)

Elements: Meter, Mood, Speaker, Stanza, Sound (Alliteration, Assonance, Consonance, Onomatopoeia) Rhythm, Theme, Tone

Devices: Major Figures of Speech, Allegory, Imagery, Symbol

Unit II: Understanding Fiction (24 Lectures)

Forms and Varieties: Narrative, Short Story, Novelette, Novel, Flash Fiction, Allegory, Fable, Parable, Romance, Gothic, Picaresque, Epistolary, Historical, Regional, Sentimental, Psychological, Bildungsroman, Kunstlerroman, Detective, Speculative, Sci-fi, Genre Fiction

Elements: Character, Dialogue, Motif, Symbol, Mood, Narrator, Plot, Point of View, Setting, Style, Theme, Tone

Devices: Imagery, Symbolism, Repetition, Flashback, Foreshadowing, Juxtaposition, Suspense, Cliffhanger, Dramatic Irony

Recommended Readings:

Abrams, M.H, and Geoffrey Galt Harpham. *A Glossary of Literary Terms*. Cengage Learning, 2015.

Boulton, Marjorie. *The Anatomy of Poetry*. Routledge, 2013.

Kirsznner, Laurie G. and Stephen R. Mandell. *Literature: Reading, Reacting, Writing*. Thomson, 2004.

Nayar, Pramod K. *Studying Literature. : An Introduction to Fiction and Poetry*. Orient Blackswan, 2012.

Scholes, Robert E. *Elements of Literature*. Oxford University Press, 1990.

Williams, Rhian. *The Poetry Toolkit: The Essential Guide to Studying Poetry*. Continuum, 2009.

SEMESTER I

Minor 1

Course Code: ENG23M101

Course Title: Forms and Elements of Literature I
[4 Credits (3 L + 1 T)] [Difficulty Level - 100]

No. of Lectures: 48

No. of Tutorials: 16

Course Description:

This paper seeks to make the learner familiar with two significant genres of literature – poetry and fiction. As understanding these genres requires an awareness of their aspects and categories, the paper attempts to provide detailed knowledge of the genres' types and characteristics. Literary texts falling under English

literature shall be chosen by respective teachers at random as part of teaching-learning process, and references to writers would be made to make learning more effective.

Course Level Learning Outcomes:

At the end of this course, the students will be able to:

CO 1: Understand two significant genres of literature – poetry and fiction and their subgenres

CO 2: Appreciate how the use of literary devices shape the production and reception of texts

CO 3: Develop effective reading strategies to critically analyse a text

CO 4: Identify representative literary texts falling under the corpora of poetry and fiction

CO mapping with PO and PSO

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PSO 1	PSO2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	3	3	3	3	3	3	2	3	3		3		3	
CO 2	3	3	3	3	3	3	3	2	3	3		3		3	
CO 3	3	3	3	3	3	3	3	2	3	3		3		3	
CO 4	3	3	3	3	3	3	3	2	3	3		3		3	
Avrg	3	3	3	3	3	3	3	2	3	3		3		3	

Course Content:

Unit I: Understanding Poetry (24 Lectures)

Forms: Ballad, Blank Verse, Elegy, Epic, Lyric, Mock-epic, Ode, Pastoral, Sonnet, Villanelle, Haiku, Limerick, Doha (Couplet)

Elements: Meter, Mood, Speaker, Stanza, Sound (Alliteration, Assonance, Consonance, Onomatopoeia) Rhythm, Theme, Tone

Devices: Major Figures of Speech, Allegory, Imagery, Symbol

Unit II: Understanding Fiction (24 Lectures)

Forms and Varieties: Narrative, Short Story, Novelette, Novel, Flash Fiction, Allegory, Fable, Parable, Romance, Gothic, Picaresque, Epistolary, Historical, Regional, Sentimental, Psychological, Bildungsroman, Kunsteroman, Detective, Speculative, Sci-fi, Genre Fiction

Elements: Character, Dialogue, Motif, Symbol, Mood, Narrator, Plot, Point of View, Setting, Style, Theme, Tone

Devices: Imagery, Symbolism, Repetition, Flashback, Foreshadowing, Juxtaposition, Suspense, Cliffhanger, Dramatic Irony

Recommended Readings:

- Abrams, M.H, and Geoffrey Galt Harpham. *A Glossary of Literary Terms*. Cengage Learning, 2015.
 Boulton, Marjorie. *The Anatomy of Poetry*. Routledge, 2013.
 Kirszner, Laurie G. and Stephen R. Mandell. *Literature: Reading, Reacting, Writing*. Thomson, 2004.
 Nayar, Pramod K. *Studying Literature. : An Introduction to Fiction and Poetry*. Orient Blackswan, 2012.
 Scholes, Robert E. *Elements of Literature*. Oxford University Press, 1990.
 Williams, Rhian. *The Poetry Toolkit: The Essential Guide to Studying Poetry*. Continuum, 2009.

SEMESTER I

Ability Enhancement Course (AEC) 1

Course Code: ENG23AEC1

Course Title: English Communication I

[2 Credits] [Difficulty Level - 100]

No. of Lectures: 32

Course Description:

This course provides students with basic knowledge of written communication in English. It aims to enhance their functional knowledge about grammar as well as skills in communication and writing in English.

Course Level Learning Outcomes:

At the end of this course, the students will be able to:

- CO 1: Display a functional knowledge of English grammar
 CO 2: Demonstrate written communication skills in English

Course Content:

Unit I: Grammar (16 Lectures)

- Determiners
- Prepositions
- Use of tense
- Correction of errors in sentences
- Conjunction

Unit II: Composition (16 Lectures)

- Letter Writing (Job Application, Leave Application, Letter to the Editor, Business Letter)
- Report writing
- Precis writing

Recommended Readings:

- Butterfield, Jeremy. *Oxford A-Z of English Usage*. OUP, 2007.
 Turton, N.D. and Heaton J.B. *Longman Dictionary of Common Errors*. Pearson Education, 2007.
 Upendran, S. *Know Your English, Vols. 1 & 2*. Orient Blackswan, 2013.
 Wood, F.T. *A Remedial English Grammar*. Trinity, 1965.

Semester I
Skill Enhancement Course (SEC) 1
Course Code: ENG23SEC001
Course Title: Introduction to Translation
[3 Credits (2 L + 1 P)] [Difficulty Level - 100]
No. of Lectures: 32
No. of Practical Hours: 32

Course Description:

Translation enables the spreading of new information, knowledge, and ideas across the world. It is also an important tool in building effective communication between different cultures. In a multicultural country like India, translation plays a significant role in enabling a better understanding of its diverse cultures by acting as a connecting bridge. Therefore, it has been seen as an essential skill that learners must possess. This course on translation introduces to the students the basics of translation and the skills necessary to work as a successful translator.

Course Level Learning Outcomes:

At the end of this course, learners shall be able to:

- CO 1: Understand the key concepts of translation studies
- CO 2: Display knowledge of various types of translation
- CO 3: Apply key concepts while engaging in basic-level translation practices

Course Content:

Unit I: Introduction to Translation (16 Lectures)

Key Concepts and Terms in Translation:

- Source Language & Target Language Text
- Equivalence
- Language Variety
- Dialect
- Idiolect
- Register
- Code Switching
- Code Mixing

Unit II: Types of Translation (16 Lectures)

- Literal Translation and Semantic Translation
- Communicative and Functional Translation
- Administrative and Technical Translation
- Transliteration
- Transcreation

Unit III: Translation Practice (30 Hours of Practical)

- Translating a story

- Translating a poem
- Translating a news piece
- Translating an advertisement

Recommended Readings:

Das, Bijay Kumar. *A Handbook of Translation Studies*. Atlantic Publishers & Distributors, 2005.

Halder, Deb Dulal and Kalyanee Ranjan, eds. *Foundational Concepts of Translation: A Beginner's Handbook*. Book Age Publication, 2013.

Semester I
Value Added Course (VAC) 1
Course Code: ENG 23VACA01
Course Title: Understanding India: Text and Context
[2 Credits] [Difficulty Level - 100]
No. of Lectures: 32

Course Description:

The course aims to familiarize students with aspects of Indian cultural life, its social, historical and philosophical worldview through a reading of select texts in the light of their historical, cultural and socio-political circumstances of production. While the selection of texts is not exhaustive, they represent diverse opinions, experiences, facets of history, philosophical worldview, cultural traditions, and social commentary that trace India's cultural and historical trajectory starting from the medieval to the early modern period to examine the issues and anxieties of a new postcolonial social order. The course is meant to create awareness among students and youth and to inspire new orientations upholding a sense of social responsibility and high ethical, cultural and constitutional values.

Course Level Learning Outcomes:

At the end of this course, students will be able to:

CO1: Understand and examine ideas about different cultural texts and traditions

CO2: Create awareness about the different literary and cultural traditions

CO3: Analyse and evaluate themes, ideas and concepts through an exposure to the literature and reading of texts prescribed

CO4: Appreciate the rich diversity of literary and cultural traditions and its significance in shaping the cultural, social and intellectual landscape of India

Course Content:

Unit I: History, Culture, and Philosophical Contexts (16 Lectures)

- "The Perfection of Renunciation" (Chapter 18, Texts 5-11) from *The Bhagawadgita As It Is* by A.C. Bhaktivedanta Swami Prabhupada
- *Kabir's Poems* (I-II) translated by Rabindranath Tagore
- Mirabai: "Eating God" translated by Rahul Soni

Unit II: The Idea of India: Literature and Beyond (16 Lectures)

- M.K. Gandhi: “The Swadeshi Movement”
- Jawaharlal Nehru: Chapter 10: “The Importance of the National Idea” from *A Discovery of India*
- G.N. Devy: “Introduction” from *The Painted Words*

Recommended Readings

Bhattacharya, Sabyasachi. *The Mahatma and the Poet: Letters and Debates between Gandhi and Tagore 1915-1941*. National Book Trust, India. First Edition, 1997.

Nehru, Jawaharlal. *The Discovery of India*. OUP, 1994.

Ong, Walter J. *Orality and Literacy: The Technologizing of the Word*. Routledge, 2002.

SEMESTER II

Discipline Specific Core (DSC) 2

Course Code: ENG23C201

Course Title: Forms and Elements of Literature II

[4 Credits (3 L + 1 T)] [Difficulty Level - 100]

No. of Lectures: 48

No. of Tutorials: 16

Course Description:

This course seeks to introduce the students to two genres of literature: drama and non-fiction. Since an understanding of forms enhances the reading and subsequent comprehension of the texts, emphasis has been laid on familiarising the students with the different dramatic forms, elements and devices. The course then moves on to different types of non-fictional prose. Each type will be elucidated with relevant examples chosen by the educators during the course.

Course Level Learning Outcomes:

At the end of this course, the students will be able to:

CO 1: Display basic knowledge of the genre of drama and its elements, devices and techniques

CO 2: Employ literary tools and methods to comprehend relevant dramatic texts

CO 3: Understand the various sub-genres of non-fictional writings and their basic features

CO 4: Appreciate representative non-fictional literary pieces and their nuances

CO mapping with PO and PSO

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PSO 1	PSO2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	3	3	3	3	3	3	2	3	3		3		3	
CO 2	3	3	3	3	3	3	3	2	3	3		3		3	
CO 3	3	3	3	3	3	3	3	2	3	3		3		3	
CO 4	3	3	3	3	3	3	3	2	3	3		3		3	
Avrg	3	3	3	3	3	3	3	2	3	3		3		3	

Course Content:**Unit I: Understanding Drama (28 Lectures)**

Forms and Varieties: Drama, Theatre, Play, Tragedy, Comedy, Tragi-comedy, Melodrama, Farce, One Act Play

Elements: Act, Scene, Setting, Plot, Character, Dialogue, Conflict

Devices: Unities, Chorus, Prologue, Dramatic Irony, Mask, Mimesis, Soliloquy, Aside, Monologue, *in medias res*, *deus ex machina*

Unit II: Understanding Non-Fictional Prose (20 Lectures)

Pamphlet, Historical Non-fiction, Formal Essay, Personal Essay, Diary, Journal, Letter, Biography, Autobiography, Memoir, Self-help Writing, Travelogue, Speech, Expository Prose

Recommended Readings:

Abrams, M.H, and Geoffrey Galt Harpham. *A Glossary of Literary Terms*. Cengage Learning, 2015.

Aristotle. *Poetics*. Penguin Classics, 1996.

Boulton, Marjorie. *The Anatomy of Prose*. Routledge, 2013.

---. *The Anatomy of Drama*. Routledge, 2014.

Scholes, Robert E. *Elements of Literature*. Oxford University Press, 1990.

Taylor, Richard E. *Understanding the Elements of Literature*. Macmillan, 1981.

SEMESTER II**Minor 2**

Course Code: ENG23M201

Course Title: Forms and Elements of Literature II

[4 Credits (3 L + 1 T)] [Difficulty Level - 100]

No. of Lectures: 48

No. of Tutorials: 16

Course Description:

This course seeks to introduce the students to two genres of literature: drama and non-fiction. Since an understanding of forms enhances the reading and subsequent comprehension of the texts, emphasis has been laid on familiarising the students with the different dramatic forms, elements and devices. The course then moves on to different types of non-fictional prose. Each type will be elucidated with pertinent examples vis-à-vis the representative age, texts and authors.

Course Level Learning Outcomes:

At the end of this course, the students will be able to:

CO 1: Display basic knowledge of the genre of drama and its elements, devices and techniques

CO 2: Employ literary tools and methods to comprehend relevant dramatic texts

CO 3: Understand the various sub-genres of non-fictional writings and their basic features

CO 4: Appreciate representative non-fictional literary pieces and their nuances

CO mapping with PO and PSO

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PSO 1	PSO2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	3	3	3	3	3	3	2	3	3		3		3	
CO 2	3	3	3	3	3	3	3	2	3	3		3		3	
CO 3	3	3	3	3	3	3	3	2	3	3		3		3	
CO 4	3	3	3	3	3	3	3	2	3	3		3		3	
Avrg	3	3	3	3	3	3	3	2	3	3		3		3	

Course Content:

Unit I: Understanding Drama (28 Lectures)

Forms and Varieties: Drama, Theatre, Play, Tragedy, Comedy, Tragi-comedy, Melodrama, Farce, One Act Play

Elements: Act, Scene, Setting, Plot, Character, Dialogue, Conflict

Devices: Unities, Chorus, Prologue, Dramatic Irony, Mask, Mimesis, Soliloquy, Aside, Monologue, *In Medias Res*, *Deus ex machina*

Unit II: Understanding Non-Fictional Prose (20 Lectures)

Pamphlet, Historical Non-fiction, Formal Essay, Personal Essay, Diary, Journal, Letter, Biography, Autobiography, Memoir, Self-help Writing, Travelogue, Speech, Expository Prose

Recommended Readings:

Abrams, M.H, and Geoffrey Galt Harpham. *A Glossary of Literary Terms*. Cengage Learning, 2015.

Aristotle. *Poetics*. Penguin Classics, 1996.

Boulton, Marjorie. *The Anatomy of Prose*. Routledge, 2013.

---. *The Anatomy of Drama*. Routledge, 2014.

Scholes, Robert E. *Elements of Literature*. Oxford University Press, 1990.

Taylor, Richard E. *Understanding the Elements of Literature*. Macmillan, 1981.

SEMESTER II

Ability Enhancement Course (AEC) 1

Course Code: ENG23AEC1

Course Title: English Communication I

[2 Credits] [Difficulty Level - 100]

No. of Lectures: 32

Course Description:

This course provides students with basic knowledge of written communication in English. It aims to enhance their functional knowledge about grammar as well as skills in communication and writing in English.

Course Level Learning Outcomes:

At the end of this course, the students will be able to:

- CO 1: Display a functional knowledge of English grammar
 CO 2: Demonstrate written communication skills in English

Course Content:**Unit I: Grammar (16 Lectures)**

- Determiners
- Prepositions
- Use of tense
- Correction of errors in sentences
- Conjunction

Unit II: Composition (16 Lectures)

- Letter Writing (Job Application, Leave Application, Letter to the Editor, Business Letter)
- Report writing
- Precis writing

Recommended Readings:

- Butterfield, Jeremy. *Oxford A-Z of English Usage*. OUP, 2007.
 Turton, N.D. and Heaton J.B. *Longman Dictionary of Common Errors*. Pearson Education, 2007.
 Upendran, S. *Know Your English, Vols. 1 & 2*. Orient Blackswan, 2013.
 Wood, F.T. *A Remedial English Grammar*. Trinity, 1965.

Semester II**Skill Enhancement Course (SEC) 2**

Paper Code: ENG23SEC002

Course Title: Introduction to Creative Writing

[3 Credits (2 L + 1 P)] [Difficulty Level - 100]

No. of Lectures: 32

No. of Practical Hours: 32

Course Description:

Creative Writing allows individuals to explore their creativity and think outside the box. It enables a better understanding of emotions by exploring them through storytelling or poetry. This ability to write clearly and accurately in various styles and voices is an important asset that enhances employability. This course will enable students to acquaint themselves with the technical aspects of creative writing and develop their writing skills.

Course Level Learning Outcomes:

At the end of this course, learners will be able to:

CO 1: Display a familiarity with the basics as well as various modes of creative writing

CO 2: Demonstrate a command over the art and craft of writing

CO 3: Apply the acquired skills in various forms of creative writing projects

Course Content:**Unit 1: What is Creative Writing? (8 Lectures)**

- Definition
- Agencies
- Art and Propaganda
- Imagination and Writing
- The Importance of Reading

Unit 2: The Art and Craft of Writing (8 Lectures)

- Varieties of English
- Tropes and Figures
- Formal and Informal Usage
- Playing with Words

Unit 3: Modes of Creative Writing (8 Lectures)

- Writing to Communicate
- Poetry
- Fiction
- Drama

Unit 4: Writing for the Media (8 Lectures)

- Print
- Broadcast
- Advertising
- The New Media

***Students will be engaged in various forms of creative writing which will amount to 30 hours of practical work.**

Recommended Text:

Anjana Neira Dev, Anuradha Marwah, Swati Pal, eds. *Creative Writing: A Beginner's Manual*.

SEMESTER II

Value Added Course (VAC) 2

Course Code: ENG 23VACA02

Course Title: Understanding India: Fables from Antiquity

[2 Credits] [Difficulty Level - 100]
No. of Lectures: 32

Course Description:

This course under the rubric of Understanding India shall acquaint the students with some of the fable narrative traditions of ancient India which provide a peep into the moral, ethical, sociocultural, political and religious values of the Indian subcontinent. Despite simple structure and messages, the fables encapsulate the complex ethos of life and culture and continue to be relevant. This course intends to familiarize students with some of the basic concepts related to the narrative practices of fables and acquaint them with some of the popular and not so well-known fables from Indian antiquity selected from epics and collections.

Course Level Learning Outcomes:

At the end of this course, students will be able to:

CO 1: Understand the nature of fables as narrative

CO 2: Appreciate the rich and complex nature of fables from the Indian antiquity

CO 3: Display familiarity with some of the famous fables from ancient Indian

Course Content:

Unit I: Basic Concepts (10 Lectures)

Fables:

- Definition
- Features
- Indian Fables
- Fables and Morals
- Fables and Symbolism
- Indian Fable Tradition
- The Frame Narrative and the Kernel Narrative

Unit II: Texts (22 Lectures)

Fables from *The Jataka*:

- “The Cat Story”

Fables from *The Mahabharata*:

- “The Crow and the Swan” (Canto 41) from *Karna - Parva*

Fables from *The Panchatantra*:

- “The Monkey and the Crocodile”
- “Three Fishes”

Fables from *Hitopadesha*:

- “The Story of the Dyed Jackal”
- “The Credulous Camel”

Recommended Readings:

Singh, Dhananjay. *Fables in the Indian Narrative Tradition*. DK Printworld, 2011.
 Rice, Stanley. *Ancient Indian Fables and Stories*. Folcroft Library Editions, 1974.

SEMESTER III
Discipline Specific Course (DSC) 3
Course Code: ENG23C301
Course Title: History of English Literature (5th Century to the Romantic Age)
[4 Credits (3 L + 1 T)] [Difficulty Level - 200]
No. of Lectures: 48
No. of Tutorials: 16

Course Description:

This course is about the historical understanding of English literature from the early beginnings till the Romantic Age. The course aims to introduce important socio-political, and cultural background to develop a chronological understanding of the major literary trends and movements of English literature from Anglo-Saxon Age to the Romantic Age. The course is divided into four units. Unit I deals with the Anglo-Saxon and the Medieval Age, Unit II gives a detailed overview of the English Renaissance and the Elizabethan Age, Unit III covers the literary activities during the Neo-classical Age and Unit IV is about the Romantic Age as a significant influence on English Literature as a whole.

Course Level Learning Outcomes:

At the end of this course, the students will be able to:

CO 1: Display basic knowledge of the early history of England and English language and the literature produced during this period

CO 2: Appreciate the sociocultural, political and intellectual background of the Renaissance and Elizabethan age and relate it to the literary output of the era

CO 3: Recognize the major socio-political events of the Neo-classical period and connect it to the basic features of neo-classical literature

CO 4: Demonstrate sociocultural and political awareness of the Romantic era against which celebrated romantic literary works were produced

CO mapping with PO and PSO

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PSO 1	PSO2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	3	3	3	3	3	3	2	3		3	3		3	
CO 2	3	3	3	3	3	3	3	2	3		3	3		3	
CO 3	3	3	3	3	3	3	3	2	3		3	3		3	
CO 4	3	3	3	3	3	3	3	2	3		3	3		3	
Avrg	3	3	3	3	3	3	3	2	3		3	3		3	

Course Content:

Unit I: Anglo-Saxon Age to the Age of Chaucer (12 Lectures)

- Anglo-Saxon history: Shift from Roman Empire to the German invaders; Settlement of the Angles, the Saxons, and the Jutes; Christianity and its spread

- Anglo-Saxon Literature
- The Norman Conquest; French influence on English language and literature; Feudalism; The Crusades; Growth of town culture; Growth and corruption of the church
- Anglo-Norman Literature
- Medieval English history: The Magna Carta Act, Black Death (1361), Peasants' Revolt (1381) and the Fall of Feudalism; Corruption of the church and the demand for reformation, Lollardy; Book production, William Caxton and the print revolution
- Consolidation of English language and literature during the Age of Chaucer
- Rise of the English drama: Miracle, Mystery, Morality plays, Interludes

Unit II: The Renaissance and the Elizabethan Age (16 Lectures)

- Revival of classical knowledge; translations and new learning and renaissance humanism
- Political upheavals; dissolution of monasteries; new Education system and the grammar schools; Reformation
- New discoveries and innovations; travel and exploration; beginnings of colonial ventures
- Renaissance English literature: poetry; prose and drama

Unit III: The Neo-classical Age (10 Lectures)

- The Restoration of King Charles II and the Political and Social changes
- The Plague and the fire of London; The Glorious revolution and the Act of Settlement
- Industrial revolution
- Evangelism and Methodism
- Restoration and Neo-classical Literature: Theatre, Non-fictional prose; Poetry; Satires; the Rise of the Novel

Unit IV: The Romantic Age (10 Lectures)

- Romanticism as reaction against Neo-classicism, Industrialization and Urbanization; the Return to Nature; Romanticism as an Aesthetic category
- French Revolution and its influence on English Society
- Spread of the British Empire
- Romantic literature: Poetry; Prose and Fiction

Recommended Readings:

Briggs, Asa. *A Social History of England*. Penguin, 2000.
 Peck, John and Martin Coyle. *A Brief History of English Literature*. Palgrave Macmillan, 2002.
 Poplawski, Paul. *English Literature in Context*. Cambridge University Press, 2017.
 Sanders, Andrew. *The Short Oxford History of English Literature*. Oxford University Press, 2004.
 Wood, F. T. *An Outline History of the English Language*. Macmillan, 1969.

SEMESTER III

Discipline Specific Course (DSC) 4

Course Code: ENG23C302

Course Title: The Renaissance and Its Literatures

[4 Credits (3 L + 1 T)] [Difficulty Level - 200]

No. of Lectures: 48

No. of Tutorials: 16

Course Description:

This course will acquaint the students with the literary culture of Renaissance era England through selection of representative literary texts. It traces the new cultural and intellectual influences, particularly Renaissance Humanism and the Reformation and the related developments in English thought on English literary culture.

Course Level Learning Outcomes:

At the end of this course, students shall be able to:

CO 1: Appreciate the rich renaissance poetic tradition with a close understanding of the form and content of representative poems

CO 2: Trace the main sociocultural, intellectual and aesthetic concerns of the age through a selection of non-fictional prose

CO 3: Engage with representative dramatic pieces that underscore the complexity of the renaissance period and its rich dramatic heritage

CO 4: Relate the representative renaissance works with socio-political and cultural context of their origin

CO mapping with PO and PSO

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PSO 1	PSO2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	3	3	3	3	3	3	2	3	3	3	3		3	
CO 2	3	3	3	3	3	3	3	2	3		3	3		3	
CO 3	3	3	3	3	3	3	3	2	3	3	3	3		3	
CO 4	3	3	3	3	3	3	3	2	3		3	3		3	
Avrg	3	3	3	3	3	3	3	2	3	1.5	3	3		3	

Course Content:

Unit I: Poetry (12 Lectures)

- Thomas Wyatt: "Farewell Love"
- Edmund Spenser: Canto 1 (Lines 1- 59), Book 1 from *The Faerie Queene*
- Shakespeare: "Sonnet 144"
- John Donne: "The Canonization"
- Andrew Marvell: "To His Coy Mistress"
- Lady Mary Wroth: "When Night's Black Mantle"

Unit II: Prose (10 Lectures)

- Walter Raleigh: *From "The Discovery of the Empire of Guiana"* (*Norton Anthology* extract)
- Thomas More: "Discourses of Raphael Hythloday, of the Best State of a Commonwealth" from *Utopia*
- Francis Bacon: "Of Truth"
- Phillip Sidney: "Apology for Poetry"

Unit III: Drama (26 Lectures)

- Christopher Marlowe: *Dr Faustus*
- William Shakespeare: *The Merchant of Venice*

Recommended Readings:

- Braunmuller, R.A. and Michael Hattaway, eds. *The Cambridge Companion to English Renaissance Drama*. Cambridge University Press, 2003.
- Brotton, Jerry. *The Renaissance: A Very Short Introduction*. Oxford University Press, 2006.
- Carter, Ronald and McRae, John. *The Routledge History of Literature in English*. Routledge, 2021.
- Greenblatt, Stephen. *Renaissance Self Fashioning: From More to Shakespeare*. University of Chicago Press, 2005.
- Hamilton, Donna B., ed. *A Concise Companion to English Renaissance Literature*. Wiley-Blackwell, 2017.
- Robin, Diana et al. eds. *Encyclopedia of Women in the Renaissance: Italy, France, and England*. ABC-CLIO, 2007.

SEMESTER III

Minor 3

Course Code: ENG23M301

Course Title: Indian Writings in English
[4 Credits (3 L + 1 T)] [Difficulty Level - 200]

No. of Lectures: 48

No. of Tutorials: 16

Course Description:

This course will introduce students to literatures produced in India in the pre- as well as post-independence period. Students will be acquainted to the major ideas, movements and figures of Indian literature through the study of select literary texts.

Course Level Learning Outcomes:

At the end of this course, the students will be able to:

CO 1: Show familiarity with some of the major voices in the field of Indian English poetry and their representative works

CO 2: Understand the thematic concerns of some of the representative fictional narratives in Indian English

CO 3: Appreciate how the issues of history, identity, resistance, home are some common concerns of Indian English literature

CO 4: Recognize some of the ways Indian English writers have experimented with literary forms to give expression to local concerns

CO mapping with PO and PSO

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PSO 1	PSO2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	3	3	3	3	3	3	2	3	1		3		3	
CO 2	3	3	3	3	3	3	3	2	3	1		3		3	
CO 3	3	3	3	3	3	3	3	2	3			3		3	
CO 4	3	3	3	3	3	3	3	2	3	2		3		3	

Avrg	3	3	3	3	3	3	3	2	3	1		3		3	
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Course Content:

Unit I: Poetry (20 Lectures)

- Sarojini Naidu: "Palanquin Bearers"
- Nissim Ezekiel: "A Very Indian Poem in English"
- Kamala Das: "An Introduction"
- A.K. Ramanujan: "Small Scale Reflections on a Great House"
- Jayanta Mahapatra: "Hunger"
- Aga Shahid Ali: "Postcard from Kashmir"
- Meena Kandasamy: "Ekalavyan"

Unit II: Fiction (28 Lectures)

- R.K. Narayan: "Lawley Road"
- Khushwant Singh: "A Bride for Saheb"
- Anita Desai: "The Rooftop Dwellers"
- Jhumpa Lahiri: "Interpreter of Malady"
- Manoj Das: "The Misty Hour"
- Salman Rushdie: *Haroun and the Sea of Stories*

Recommended Readings:

Iyengar, K.R.S. *Indian Writing in English*. Sterling Publishers, 1985.

Mehrotra, A. K. *History of Indian Literature in English*. Columbia University Press, 2003.

Sinha, Arnab et al. *Contemporary Indian English Poetry and Drama: Changing Canons and Responses*. Cambridge Scholars and Publishing, 2019.

SEMESTER III

Ability Enhancement Course (AEC) 3

Course Code: ENG23AEC2

Course Title: English Communication II

[2 Credits] [Difficulty Level - 100]

No. of Lectures: 32

Course Description:

This course provides students with basic knowledge of written communication in English. It aims to enhance their functional knowledge about grammar.

Course Level Learning Outcomes:

At the end of this course, the students will be able to:

CO 1: Display a functional knowledge of English grammar

CO 2: Demonstrate written communication skills in English

Course Content:

Unit I: Grammar (16 Lectures)

- Transformation of Sentences
- Voice Change
- Narration
- Question Tags
- Synonyms and Antonyms
- Phrases and Idioms

Unit II: Composition and Comprehension (16 Lectures)

- Dialogue Writing
- Paragraph Writing
- Essay Writing
- Reading Comprehension

Recommended Readings:

Butterfield, Jeremy. *Oxford A-Z of English Usage*. OUP, 2007.

Turton, N.D. and Heaton J.B. *Longman Dictionary of Common Errors*. Pearson Education, 2007.

Upendran, S. *Know Your English, Vols. 1 & 2*. Orient Blackswan, 2013.

Wood, F.T. *A Remedial English Grammar*. Trinity, 1965.

SEMESTER III

Skill Enhancement Course (SEC) 3

Course Code: ENG23SEC003

Course Title: Introduction to Content Writing
[3 Credits (2 L + 1 P)] [Difficulty Level - 100]

No. of Lectures: 32

No. of Practical Hours: 32

Course Description:

With the world going digital, the demands of the job market have changed. In this new scenario, Content Writing has emerged as a very lucrative and promising career. Content writing is key to business acumen towards market products or services and revealing the whys, whats and hows that shall ultimately affect or influence the potential audience to take action. There are numerous opportunities available for a content writer as almost all major industries like marketing, the entertainment industry, and corporate industries, require content writers. With this in view, this course has been designed to enhance the content-writing skill of learners.

Course Level Learning Outcomes:

At the end of this course, learners will be able to:

CO 1: Display familiarity with the basic concepts of Content Writing

CO 2: Express knowledge of various styles and techniques of writing and editing

CO 3: Create and edit content for various projects

Course Content:

Unit I: Concepts and Scope (16 Lectures)

- The Concept of Content Writing and its relevance
- Role and Functions of Content Writers
- Print and Web Content Writing
- Scope and Types of Content Writing

Unit II: Types of Content Writing (16 Lectures)

- Editing and Proof-Reading
- Writing Styles - Non-fiction (Essays and Reports), Advertising, Newspapers
- Writing Blogs and Website Content
- Corporate Communications

*** Students will create various kinds of content across mediums which will amount to 30 hours of practical work.**

Recommended Readings:

- Dadda, Aman. *The Complete Writing Solution: Mastering the Craft of Content Writing, Copywriting, Creative Writing & Casual Talk*. Notion Press, 2023.
- Feldar, Lynda. *Writing for the Web: Creating Compelling Web Content Using Words, Pictures, and Sound*. New Riders, 2012.
- Garrand, Timothy. *Writing for Multimedia and the Web*. Elsevier, 2006.
- James, Anthony. *Blog Writing: The Content Creation Blueprint*. Amazon Digital Services, 2018.

SEMESTER IV

Discipline Specific Core (DSC) 5

Course Code: ENG23C401

**Course Title: The Restoration and the Neo-classical Literatures
[4 Credits (3 L +1 T)] [Difficulty Level - 200]**

No. of Lectures: 48

No. of Tutorials: 16

Course Description:

The Restoration and Neo-classical period witnessed several distinctive social, political, religious and cultural events which had their reflections in the kind of literature that was being produced. The texts prescribed are a selection across diverse generic forms such as prose, poetry, drama and fiction – to give a scope to the students to engage with not only the specific texts, but also allow them an insight into the body of work that reflected the ethos of the period.

Course Level Learning Outcomes:

At the end of this course, students will be able to:

CO 1: Demonstrate in-depth knowledge and understanding of the religious, socio-intellectual, cultural and aesthetic underpinnings of the period as reflected in representative non-fictional prose pieces

CO 2: Identify the major thematic and stylistic characteristics of the poetic expressions of the period

CO 3: Display familiarity with the dramatic forms of the period and the prescribed text that represents the spirit of the age

CO 4: Link the genre of novel with the sociocultural conditions of the period through a close reading of the prescribed text

CO mapping with PO and PSO

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	3	3	3	3	3	3	2	3		3	3		3	
CO 2	3	3	3	3	3	3	3	2	3	2	3	3		3	
CO 3	3	3	3	3	3	3	3	2	3	2	3	3		3	
CO 4	3	3	3	3	3	3	3	2	3	2	3	3		3	
Avrg	3	3	3	3	3	3	3	2	3	1.5	3	3		3	

Course Content:

Unit I: Prose (10 Lectures)

- Samuel Pepys: "The Coronation of Charles II"
- Richard Steele: "The Spectator Club" (March 1, 1711)
- Joseph Addison: "Uses of the Spectator"
- Samuel Johnson: "Preface to Shakespeare"

Unit II: Poetry (16 Lectures)

- John Milton: Book I (lines 1-84) from *Paradise Lost*
- John Dryden: "MacFlecknoe"
- Alexander Pope: "Canto 1" from *The Rape of the Lock*
- Ann Yearsley: "A Poem on the Inhumanity of Slave Trade" (first 30 lines)
- Katherine Phillips: "To My Excellent Lucasia, on Our Friendship"

Unit III: Drama (10 Lectures)

- Oliver Goldsmith: *She Stoops to Conquer*

Unit IV: Fiction (12 Lectures)

- Jonathan Swift: *Gulliver's Travels* (Book I)

Recommended Readings:

- Greenblatt, Stephen. *Norton History of English Literature: The Restoration and the Eighteenth Century*. Norton & Company, 1962.
- Owen, Susan J., ed. *A Companion to Restoration Drama*. Wiley & Sons, 2002.
- Rothstein, Eric. *Restoration and Eighteenth-century Poetry 1660-1780*. Routledge, 2014.
- Watt, Ian. *The Rise of the Novel: Studies in Defoe, Richardson and Fielding*. Random House, 2011.
- Womersley, David and Duncan Wu. *Restoration Comedy*. Blackwell, 2002.

SEMESTER IV
Discipline Specific Core (DSC) 6
Course Code: ENG23C402
Course Title: The English Romantics
[4 Credits (3 L + 1 T)] [Difficulty Level - 200]
No. of Lectures: 48
No. of Tutorials: 16

Course Description:

This paper seeks to foster a deep understanding of the literary and cultural history of English literature during the Romantic Period. It addresses the evolution of poetry, prose, fiction and criticism as genres foregrounding the main political, cultural and social spirit of the age. Selections of the texts have been made with an aim to acquaint the students with some prominent voices and significant works of the period which best represent the typical attributes of the age.

Course Level Learning Outcomes:

At the end of this course, students will be able to:

CO 1: Display familiarity with the major poetic voices of the period and their works that express the sensibilities of the times

CO 2: Appreciate the various genres of fiction that emerged out of the romantic spirit of the period with reference to the narrative form and themes of *Frankenstein*

CO 3: Comprehend contemporary non-fictional prose as a reflection of the spirit of the age

CO 4: Identify some of the major aesthetic debates and discussions of the period

CO mapping with PO and PSO

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PSO 1	PSO2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	3	3	3	3	3	3	2	3		3	3		3	
CO 2	3	3	3	3	3	3	3	2	3	3	3	3		3	
CO 3	3	3	3	3	3	3	3	2	3	2	3	3		3	
CO 4	3	3	3	3	3	3	3	2	3		3	3	3	3	
Avrg	3	3	3	3	3	3	3	2	3	1.25	3	3	0.75	3	

Course Content:**Unit I: Poetry (16 Lectures)**

- William Blake: "Chimney Sweeper"
- William Wordsworth: "Lines Composed a Few Miles above Tintern Abbey"
- Samuel Taylor Coleridge: "Kubla Khan"
- Lord Byron: "She Walks in Beauty"
- John Keats: "Ode on a Grecian Urn"
- Percy Bysshe Shelley: "Prometheus Unbound" (lines 1-73)
- Mary Robinson: "Sappho and Phaon" (Sonnet III)

Unit II: Fiction (16 Lectures)

- Mary Shelley: *Frankenstein*

Unit III: Prose (8 Lectures)

- Charles Lamb: "New Year's Eve"
- Thomas Paine: "Society and Civilization" (Part II, Chapter I) from *On the Rights of Man*
- Mary Wollstonecraft: "Chapter 1" from *A Vindication of the Rights of Woman*

Unit IV: Literary Criticism (8 Lectures)

- Wordsworth: "Preface to Lyrical Ballads"
- John Keats: "Letter to George and Tom" (December 21, 1817)
"Letter to Richard Woodhouse" (October 27, 1818)

Recommended Readings:

- Abrams, M H. *The Mirror and the Lamp: Romantic Theory and the Critical Tradition*. Oxford University Press, 1971.
- Allen, Walter. *The English Novel: A Short Critical History*. Penguin Books, 1958.
- Bowra, C. M. *The Romantic Imagination*. Oxford University Press, 1999.
- Bloom, Harold and Lionel Trilling. eds. *Romantic Prose and Poetry*. Oxford University Press, 2017.
- Sanders, Andrew. *The Short Oxford History of English Literature*. Oxford University Press, 1994.

SEMESTER IV**Discipline Specific Core (DSC) 7****Course Code: ENG23C403****Course Title: Ancient and Classical Literatures
[4 Credits (3 L + 1 T)] [Difficulty Level - 200]****No. of Lectures: 48****No. of Tutorials: 16****Course Description:**

This course intends to acquaint the students to some of the major genres and representative works of the literatures of antiquity across cultures. The first unit of the course introduces some of the key literary forms and concepts of the ancient times across Mesopotamian, Greek, Latin, and Indian traditions. The second unit

deals with some of the canonical classical works in the field of aesthetic theory and literary criticism. Often regarded as the classics, the selected poetic and dramatic texts in the last two units of the course give a glimpse of the rich literary traditions of the past dealing with the common themes of love, war, heroism, *dharma*, justice, evil and death.

Course Level Learning Outcomes:

At the end of this course, students will be able to:

CO 1: Demonstrate knowledge of some of the major literary genres, concepts and concerns of classical literatures across the world

CO 2: Understand and appreciate some of the major critical literary works of antiquity

CO 3: Exhibit basic knowledge of the distinctive historical, cultural and generic features of various poetic traditions of ancient times

CO 4: Appreciate two celebrated early dramatic works of antiquity from two very different spaces

CO mapping with PO and PSO

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PSO 1	PSO2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	3	3	3	3	3	3	2	3	3		3	2	3	
CO 2	3	3	3	3	3	3	3	2	3	3		3	3	3	
CO 3	3	3	3	3	3	3	3	2	3	3		3	2	3	
CO 4	3	3	3	3	3	3	3	2	3	3		3	2	3	
Avrg	3	3	3	3	3	3	3	2	3	3		3	2.25	3	

Course Content:

Unit I: Forms and Concepts (8 Lectures)

Epic; Myths, Tragedy (Aristotelian Ideas on Plot and Tragic Hero), Mimesis, Catharsis, Aesthetic pleasure, *Rasa*; *Abhinaya*, *Alankar*, *Sangam poetics*

Unit II: Classical Literary Criticism (8 Lectures)

- Aristotle: *Poetics* (From *The Norton Anthology of Criticism and Theory*)
- Bharata-muni: Chapter 6: “The Sentiments” from *Natyashastra*
- Longinus: “On the Sublime” (From *The Norton Anthology of Criticism and Theory*)

Unit III: Early Poetic Traditions (12 Lectures)

- “The Coming of Enkidu” (Book I: Tablet I) from *The Epic of Gilgamesh*
- Homer: “Circe” (Book X) from *Odyssey*
- Ilango Atikal: “Prologue” and “Cantos 1 & 2” from *The Cilappatikaram*

Unit IV: Early Dramatic Traditions (20 Lectures)

- Sophocles: *Oedipus Rex*
- Kalidasa: *Abhijnanasakuntalam*

Recommended Translations and Readings:

Das, Sisir Kumar. *A History of Indian Literature: 500-1399 From Courtly to the Popular*. The Sahitya Akademi, 2005.

Howatson, M. C. *The Oxford Companion to Classical Literature*. OUP, 2013.

Leitch, Vincent B. *The Norton Anthology of Theory and Criticism*. W.W. Norton and Company, 2010.

Rutherford, Richard. *Classical Literature: A Concise History*. Wiley-Blackwell. 2008.

SEMESTER IV

Minor 4

Course Code: ENG23M401

Course Title: Modern Indian Literature in Translation
[4 Credits (3 L + 1 T)] [Difficulty Level - 200]

No. of Lectures: 48

No. of Tutorials: 16

Course Description:

This course intends to introduce students to the plurality of Indian literature that is not simply at the level of diverse languages, but also varied lived cultural realities. As literature mirrors society and its multiple facets, the literatures of modern India provide a picture of the many nations our modern India is. The literary selections in this course are by no means fully representative and have been selected mostly for their easy accessibility and availability.

Course Level Learning Outcomes:

At the end of this course, the students will be able to:

CO 1: Display knowledge of some of the representative poetic works of modern Indian bhasha literatures

CO 2: Exhibit familiarity with the dramatic form and thematic concerns of the celebrated play

Silence! The Court is in Session

CO 3: Discuss the narrative features of the selected fictional works closely

CO 4: Identify the common issues of nation, caste, class and gender across Indian literatures produced both before and after independence

CO mapping with PO and PSO

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PSO 1	PSO2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	3	3	3	3	3	3	2	3	3		3		3	
CO 2	3	3	3	3	3	3	3	2	3	3		3		3	
CO 3	3	3	3	3	3	3	3	2	3	3		3		3	
CO 4	3	3	3	3	3	3	3	2	3			3		3	
Avrg	3	3	3	3	3	3	3	2	3	2.25		3		3	

Course Content:

Unit I: Poetry (12 Lectures)

- Faiz Ahmed Faiz (Urdu): “Independence Dawn”
- Vimala (Telugu): “Kitchen”
- Muktibodh (Hindi): “The Void”
- Sunil Gangopadhyaya (Bengali): “The End of Exile”
- Amrita Pritam (Punjabi): “The Creative Process”
- Saratchand Thiyam (Manipuri): “Sister”

Unit II: Drama (12 Lectures)

- Vijay Tendulkar: *Silence! The Court is in Session*

Unit III: Fiction (22 Lectures)

- Premchand (Hindi): “A Winter Night”
- Sadat Hasan Manto (Urdu): “Toba Tek Singh”
- Mahasweta Devi (Bengali): “Salt”
- Indira Goswami (Assamese): “The Offspring”
- Perumal Murugan (Tamil): “The Goat Thief”
- Ambai (Tamil): “In a Forest, A Deer”

Recommended Readings:

- Das, Sisir Kumar. *A History of Indian Literature: 1800-1910 Western Impact - Indian Response*. The Sahitya Akademi, 2005.
- . *A History of Indian Literature: 1911-1956 Struggle for Freedom: Triumph and Tragedy*. The Sahitya Akademi, 2005.
- Panikar, K. Ayappa. *The Making of Indian Literature*. Sahitya Akademi, 2007.
- Panja, Shormistha. *Many Indias, Many Literatures: New Critical Essays*. Worldview Publications, 1999.
- Satchidanand, K. *At Home in the World: A Window on Contemporary Indian Literature*. Full Circle, 2002.

SEMESTER IV
Ability Enhancement Course (AEC) 3
Course Code: ENG23AEC2
Course Title: English Communication II
[2 Credits] [Difficulty Level - 100]
No. of Lectures: 32

Course Description:

This course provides students with basic knowledge of written communication in English. It aims to enhance their functional knowledge about grammar.

Course Level Learning Outcomes:

At the end of this course, the students will be able to:

CO 1: Display a functional knowledge of English grammar
 CO 2: Demonstrate written communication skills in English

Course Content:

Unit I: Grammar (16 Lectures)

- Transformation of Sentences
- Voice Change
- Narration
- Question Tags
- Synonyms and Antonyms
- Phrases and Idioms

Unit II: Composition and Comprehension (16 Lectures)

- Dialogue Writing
- Paragraph Writing
- Essay Writing
- Reading Comprehension

Recommended Readings:

Butterfield, Jeremy. *Oxford A-Z of English Usage*. OUP, 2007.
 Turton, N.D. and Heaton J.B. *Longman Dictionary of Common Errors*. Pearson Education, 2007.
 Upendran, S. *Know Your English, Vols. 1 & 2*. Orient Blackswan, 2013.
 Wood, F.T. *A Remedial English Grammar*. Trinity, 1965.

SEMESTER IV

Summer Internship/Apprenticeship (2 – 4 credits)

FYUGP in the Department of English, Cotton University requires students to undertake a summer internship or apprenticeship or project of 2-4 credits after the completion of fourth semester. They may be engaged in department projects such as cataloguing, archiving, repository making, individual faculty projects, and engagement in media and publishing houses for content writing, translation, copy editing, or creative writing assignments/ projects. They may also go for community engagement or service such as awareness programs related to gender sensitization, disability, climate change and other relevant issues through poster making, poster presentations, street plays, and story-telling sessions.

SEMESTER V

Discipline Specific Course (DSC) 8

Course Code: ENG23C501

Course Title: The Victorian Age and Its Literature

[4 Credits (3 L + 1 T)] [Difficulty Level - 200]

No. of Lectures: 48

No. of Tutorials: 16

Course Description:

The 19th century is regarded as an age of massive transition. If this century was, as is sometimes assumed, an age of complacency and confidence, it was also an age of anxiety and openness, experimentation and invention. This course examines the literature of this age of transition and covers a long historical span roughly from 1832 to 1900. It addresses the evolution of poetry, fiction, non-fiction and drama as major genres foregrounding the main socio-political and cultural spirit of the age.

Course Level Learning Outcomes:

At the end of this course, the students will be able to:

CO 1: Identify and analyse the socio-economic and political contexts that inform the literature of the period

CO 2: Appreciate the representative non-fictional works of the period that reflects the major debates and concerns of the age

CO 3: Understand the major conflicts of the period that got represented in different literary genres of the period

CO 4: Make references to the important writers of the Victorian age and engage critically with the various canonical texts from the period

CO mapping with PO and PSO

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PSO 1	PSO2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	3	3	3	3	3	3	2	3	1	3	3		3	
CO 2	3	3	3	3	3	3	3	2	3	1	3	3	3	3	
CO 3	3	3	3	3	3	3	3	2	3	1	3	3		3	
CO 4	3	3	3	3	3	3	3	2	3	1	3	3		3	
Avrg	3	3	3	3	3	3	3	2	3	1	3	3	0.75	3	

Course Content:

Unit I: Social, Political and Literary Background (8 Lectures)

Social and Political Background:

- Chartism, Condition of England
- Trade Unions, Laissez-faire
- Corn Law 1815, Reform Act 1832, Poor Law 1834, Factory Act 1833
- Ten Hours Act 1847, Public Health Act 1857, Elementary Education Act 1870
- The Great Exhibition
- Hungry Forties
- Darwinism, Utilitarianism, Empiricism, Evangelicalism, Oxford Movement

Literary Background:

- Aestheticism (Art for Art's Sake)
- The Pre-Raphaelites
- Victorian Compromise
- Victorian Poetry
- Victorian Novel

Unit II: Prose (8 Lectures)

- Thomas Carlyle: "Signs of Time"
- Matthew Arnold: "Study of Poetry"

Unit III: Poetry (8 Lectures)

- Alfred Lord Tennyson: "Idylls of the King"
- Robert Browning: "The Last Ride Together"
- Matthew Arnold: "Dover Beach"
- G. M. Hopkins: "God's Grandeur"
- Elizabeth Barrett Browning: "How do I Love Thee"

Unit IV: Fiction (24 Lectures)

- Charlotte Bronte: *Jane Eyre*
- Thomas Hardy: *The Mayor of Casterbridge*

Recommended Readings:

Briggs, Asa. *A Social History of England*. Penguin, 2000.

Cunningham, Valentine, & Duncan Wu. eds. *Victorian Poetry*. Blackwell Publishing, 2002.

Gilmour, Robin. *The Victorian Period: The Intellectual and the Cultural Context of English Literature, 1830-1890*. Routledge, 1994

Houghton, W. E. *The Victorian Frame of Mind: 1830-1870*. Yale University Press, 1963.

James, Louis. *The Victorian Novel*. Wiley-Blackwell, 2007.

Turner, Paul. *Victorian Poetry, Drama and Miscellaneous Prose 1832-1890*. Clarendon Press, 1990.

SEMESTER V

Discipline Specific Core (DSC) 9

Course Code: ENG23C502

Course Title: The Modern Period

[4 Credits (3 L+ 1 T)] [Difficulty Level - 300]

No of Lectures: 48

No. of Tutorials: 16

Course Description:

This course aims to provide the learner with an understanding of the Modern Period of English Literature taking into account the socio-political, historical and literary contexts of the 20th century. It will acquaint the

learners with the major literary trends, movements, generic forms along with seminal texts that shall be read against the context of the period.

Course Level Learning Outcomes:

At the end of this course, the students will be able to:

CO 1: Form a broad perspective of the period in terms of the social, cultural and political contexts

CO 2: Engage critically with modernism as a concept, age and philosophy and its experimentations

CO 3: Appreciate the poetic expressions of the period with reference to the prescribed poems

CO 4: Explain the chosen fictional and dramatic texts in terms of their thematic and stylistic features

CO mapping with PO and PSO

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PSO 1	PSO2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	3	3	3	3	3	3	2	3		3	3		3	
CO 2	3	3	3	3	3	3	3	2	3	3	3	3	3	3	
CO 3	3	3	3	3	3	3	3	2	3	3	3	3		3	
CO 4	3	3	3	3	3	3	3	2	3		3	3		3	
Avrg	3	3	3	3	3	3	3	2	3	1.5	3	3	0.75	3	

Course Content:

Unit I: Socio-political and Aesthetic Backdrop (6 Lectures)

- Intellectual and philosophical legacies of Darwin, Nietzsche and Freud
- Britain during and in between the World Wars and the challenges to the empire and traditional social and ideological institutions
- Major Modernist experimentations in art
- Modern Poetry
- Modern Drama
- Modern Novel

Unit I: Poetry (12 Lectures)

- W. H. Auden: "Funeral Blues"
- W.B. Yeats: "Leda and the Swan"
- T.S. Eliot: "The Hippopotamus"
- Wilfred Owen: "Strange Meeting"
- Dylan Thomas: "Poem in October"
- Ted Hughes: "Hawk Roosting"
- H. D.: "Oread"

Unit II: Drama (15 Lectures)

- John Osborne: *Look Back in Anger*

- Samuel Beckett: *Waiting for Godot*

Unit IV: Fiction (15 Lectures)

- D. H. Lawrence: "Ticket, Please"
- Virginia Woolf: *Mrs. Dalloway*

Recommended Readings:

Baldick, Chris. *The Oxford English Literary History: Volume 10: The Modern Movement (1910-1940)*. OUP, 2004.

Bradbury, Malcolm. *The Modern British Novel 1878- 2001*. Penguin, 2001.

---. *The Social Context of Modern English Literature*. Blackwell, 1971.

Childs, Peter. *Modernism. The New Critical Idiom*. Routledge, 2017.

Krasner, David. *A History of Modern Drama*. UK: Wiley & Sons, 2021.

SEMESTER V
Discipline Specific Core (DSC) 10
Course Code: ENG23C503
Course Title: Language and Linguistics
[4 Credits (3 L + 1 T)] [Difficulty Level - 300]
No of Lectures: 48
No. of Tutorials: 16

Course Description:

This course introduces the students to the discipline of linguistics and attempts to familiarize students with the intricacies of linguistic communication, the nature of human language, and the relationship between language and society. Individual units have been devoted to the introduction of phonetics, morphology and syntax.

Course Level Learning Outcomes:

At the end of this course, the students will be able to:

CO 1: Define language in its different aspects and appreciate its complex relationship with society

CO 2: Comprehend the basic concepts of phonetics and English phonology

CO 3: Demonstrate knowledge of key categories and concepts in morphology

CO 4: Understand the rules guiding English syntax

CO mapping with PO and PSO

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	3	3	3	3	3	3	2	3				3		
CO 2	3	3	3	3	3	3	3	2	3				3		
CO 3	3	3	3	3	3	3	3	2	3				3		
CO 4	3	3	3	3	3	3	3	2	3				3		
Avrg	3	3	3	3	3	3	3	2	3				3		

Course Content:

Unit I: Linguistics: Debates, Branches and Approaches (16 Lectures)

- Introduction to Linguistics
- Levels of Linguistic Analysis: Phonology, Morphology, Syntax, Semantics and Semiology
- Key Concepts of Linguistics: Langue/Parole, Competence/Performance, Syntagmatic/Paradigmatic
- Human Language and its nature: Speech and Writing
- Sociolinguistics
- Language Variation: Regional Variation/Dialects; Social Variation/Sociolects; Individual Variation/Idiolects; Stylistic Variation (Formal and Informal Styles)
- Code Switching and Code Mixing: Pidgins and Creoles; Borrowing; Register; Multilingualism

Unit 3: Phonetics (12 Lectures)

- Speech Mechanism – Organs of Speech
- Overview of English Sound System
- Phonemes – Allophones and Allophonic Variations
- Classification and description of Vowels and Consonants
- Syllable
- Suprasegmentals: Stress and intonation
- Transcription and Practice

Unit 4: Morphology (10 Lectures)

- Morphology- Morphemes and allomorphs
- Lexical/Content Words – Form Words – Functional/Structural Words
- Formal, Informal and Academic Words
- Word formation – Derivation – Inflexion and Compounding

Unit 5: Syntax (10 Lectures)

- Syntactic Rules – a generative grammar
- Deep and Surface Structure – Structural ambiguity
- Tree Diagram of an English sentence
- Symbols used in Syntactic Analysis
- Phrase Structure Rules – Lexical Rules, Movement Rules

Recommended Readings:

Balasubramanian, T: *A Text book of English Phonetics for Indian Students*. Macmillan, 1981.
 Crystal, David: *Dictionary of Linguistics and Phonetics*. Cambridge, 1995.
 Lyon, John. *Language and Linguistic: An Introduction*. CUP, 1981.
 Trudgill Peter: *Sociolinguistics: an introduction to language and society*. Penguin, 2000.
 Yule, George: *A Study of Language*, CUP, 2006.

SEMESTER V
Discipline Specific Core (DSC) 11
Course Code: ENG23C504
Course Title: Literary Criticism and Theory 1
[4 Credits (3 L + 1 T)] [Difficulty Level - 300]
No. of Lectures: 48
No. of Tutorials: 16

Course Description:

The course seeks to familiarize students with the leading schools of twentieth century literary criticism and theory. It aims to acquaint them with major contentions, key concepts and prominent figures of some of the major schools of criticism and theory in the 20th century. The course is designed to develop a critical awareness of literary criticism and theory and its role in interpreting major literary texts from New Criticism to Post-structuralism. Accordingly, the key terms from each school of criticism and theory are followed by the name of a literary piece with which the students are already familiar. The educators are expected to encourage the learners to re/read and interpret the same with the help of new theoretical tools and orientations learnt in the unit.

Course Outcome:

By the end of the course the students will be able to:

CO 1: Identify the key concepts and figures in the field of New Criticism and and utilize these in reading literature

CO 2: Demonstrate knowledge of critical concepts, ideas and figures related to Russian Formalism and apply the same in reading literature

CO 3: Display familiarity with some of the major contentions and terms used in Structuralist theory and use it in the task of interpretation

CO 4: Understand some of the major key terms used in Poststructuralism and Deconstruction and how it changed the way we read literature

CO mapping with PO and PSO

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PSO 1	PSO2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	3	3	3	3	3	3	2	3			3	3		
CO 2	3	3	3	3	3	3	3	2	3			3	3		
CO 3	3	3	3	3	3	3	3	2	3			3	3		
CO 4	3	3	3	3	3	3	3	2	3			3	3		
Avrg	3	3	3	3	3	3	3	2	3			3	3		

Course Content:

Unit I: New Criticism (12 Lectures)

Key Concepts:

- Close reading
- Irony
- Tension
- Ambiguity
- Paradox
- Affective Fallacy
- Intentional Fallacy
- Practical Criticism

Text:

Andrew Marvell: "To His Coy Mistress"

Unit II: Russian Formalism (12 Lectures)

Key Concepts:

- Literariness
- Defamiliarization
- Fabula and Sjuzet
- OPOYAZ in St. Petersburg
- Moscow Linguistic Circle

Text:

Mathew Arnold: "Dover Beach"

Unit III: Structuralism (12 Lectures)

Key Concepts:

- Binary oppositions
- Sign-signifier-signified
- Focalization
- Point of view
- Synchronic-diachronic approach
- Paradigmatic and syntagmatic analysis

Text:

- John Keats: "Ode on a Grecian Urn"

Unit IV: Poststructuralism and Deconstruction (12 Lectures)

Key Concepts:

- Discourse
- Logocentrism
- Phonocentrism
- Difference
- Trace
- Power
- Knowledge

- Panopticon
- Author
- Readerly and Writerly Texts

Text:

John Donne: "The Canonization"

Recommended Readings:

- Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Viva Books, 2008.
- Bertens, Hans. *Literary Theory: The Basics*. Routledge, 2013.
- Guerin, Wilfred L. *A Handbook of Critical Approaches to Literature*. OUP, 2005.
- Hawthorn, Jeremy. *A Glossary of Contemporary Literary Theory*. Hodder Arnold, 1992.
- Macey, David. *Penguin Dictionary of Critical Terms*. Penguin, 2001.
- Nayar, Pramod. *Contemporary Literary and Cultural Theory: From Structuralism to Ecocriticism*. Pearson, 2010.
- Tyson, Lois. *Critical Theory Today: A User-Friendly Guide*. Routledge, 2008.

SEMESTER V

Minor 5

Course Code: ENG23M501

Course Title: Reading the Environment

[4 credits (3 L + 1 T)] [Difficulty Level - 200]

No. of Lectures: 48

No. of Tutorials: 16

Course Description:

This course will examine a variety of texts in an attempt to understand how writers have expressed their views and concerns about the environment in which we live. We will consider how certain historical trends continue to influence our feelings towards, and understandings of, the more-than-human world. It will explore different religious, economic, and political philosophies that have shaped and been shaped by various writers, both in the west and in non-western spaces. The course will investigate the extent to which literary and cultural forms shape the ways in which people see and relate to nature and the environment and the ways they understand themselves in relation to others and to the natural world.

Course Level Learning Outcomes:

At the end of the course students will be able to:

- CO 1: Identify the sequence of events and social contexts that historically triggered environmental writing
- CO 2: Understand how environmental concerns can emerge in a variety of ways in literary and cultural texts
- CO 3: Use critical terms and tools to read literary and cinematic texts vis-a-vis environmental concerns
- CO 4: Appreciate the diversity and similarity between writers/artists and their concerns across time and geographical locations

CO mapping with PO and PSO

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	3	3	3	3	3	3	2	3			3	1	3	
CO 2	3	3	3	3	3	3	3	2	3			3		3	
CO 3	3	3	3	3	3	3	3	2	3			3	3	3	
CO 4	3	3	3	3	3	3	3	2	3			3		3	
Avrg	3	3	3	3	3	3	3	2	3			3	1	3	

Course Content

Unit I: Prose (14 Lectures)

- Barry Lopez: "A Literature of Place"
- Henry David Thoreau: "The Pond in Winter" from *Walden, or Life in the Woods*
- Vandana Shiva: *Staying Alive* (Chapter 1)

Unit II: Poetry (14 Lectures)

- William Blake: "The Fly"
- Adrienne Rich: "Diving into the Wreck"
- Linda Hogan: "The History of Red"
- A.K. Ramanujan: "A Flowering Tree"
- Mamang Dai: "The Voice of the Mountain"

Unit IV: Fiction/Film and Other Arts (20 Lectures)

- Yann Martel: *Life of Pi*
- *Into the Wild* (a film)
- *My Octopus Teacher* (a film)

Recommended Readings:

- Clark, Timothy. *The Cambridge Introduction to Literature and the Environment*. CUP, 2011.
- Garrard, Greg. *Ecocriticism*. Routledge, 2004.
- Plumwood, Val. *Feminism and the Mastery of Nature*. Routledge, 1993.
- Marzec, Robert P. *An Ecological and Postcolonial Study of Literature: From Daniel Defoe to Salman Rushdie*. Palgrave-Macmillan, 2007.
- Merchant, Carolyn. *The Death of Nature: Women, Ecology and Scientific Revolution*. Harper and Row, 1980.
- Tyler Miller and Scott Spoolman. *Living in the Environment*. Brooks and Cole, 2017.

SEMESTER VI

Discipline Specific Core (DSC) 12

Course Code: ENG23C601

Course Title: Indian Writings in English
[4 Credits (3 L + 1 T)] [Difficulty Level - 300]

No. of Lectures: 48

No. of Tutorials: 16

Course Description:

This course will introduce students to Indian Writing in English (IWE) from pre- and post-independence India. The course would begin with an introduction to the major debates surrounding introduction of English studies in India. In the rest of the sections, the students will be acquainted with major ideas, figures and works of IWE through the close reading of select literary texts.

Course Outcomes:

At the end of this course, the students will be able to to:

CO 1: Comprehend the beginnings of Indian English literatures and debates surrounding it

CO 2: Show familiarity with some of the major voices in the field of Indian English poetry and their representative works

CO 3: Understand the thematic concerns and stylistic features of the selected dramatic piece

CO 4: Appreciate how the issues of history, nation, identity, memory and home are some common concerns of IWE with reference to the fictional works prescribed in this course

CO mapping with PO and PSO

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PSO 1	PSO2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	3	3	3	3	3	3	2	3			3	3	3	
CO 2	3	3	3	3	3	3	3	2	3	1		3		3	
CO 3	3	3	3	3	3	3	3	2	3	3		3		3	
CO 4	3	3	3	3	3	3	3	2	3	3		3		3	
Avrg	3	3	3	3	3	3	3	2	3	1.75		3	.75	3	

Course Content:

Unit I: Historical, Theoretical and Intellectual Context (12 Lectures)

- Ulka Anjaria: "Introduction: Literary Pasts, Presents, and Futures" from *A History of the Indian Novel in English*
- A. K. Mehrotra: "Introduction" from *History of Indian Literature in English*

Unit II: Poetry (12 Lectures)

- Sarojini Naidu: "Palanquin Bearer", "Awake"
- Nissim Ezekiel: "Enterprise", "The Visitor"
- Kamala Das: "An Introduction", "Dance of the Eunuch"
- A.K. Ramanujan: "Small Scale Reflections on a Great House", "Of Mothers Among Other Things"
- Jayanta Mahapatra: "Indian Summer", "Grandfather"
- Aga Shahid Ali: "Postcard from Kashmir", "A Pastoral"

- Meena Kandasawmy: “Ekalavyan”, “The Flight of Birds”

Unit III: Fiction (14 lectures)

- R.K. Narayan: “Lawley Road”
- Amitav Ghosh: *The Shadow Lines*

Unit IV: Drama (10 lectures)

-Mahesh Dattani: *Dance like a Man*

Recommended Readings:

Anjaria, Ulka. *A History of the Indian Novel in English*. Cambridge University Press India, 2015.
Chaudhuri, Rosinka. *A History of Indian poetry in English*. CUP, 2016.
Das, Sisir Kr. *A History of Indian Literature: 1911-1956*. South Asia Books, 1995.
Mehrotra, A. K. *History of Indian Literature in English*. Columbia University Press, 2003.
Nandi, Bhatia, ed. *Modern Indian Theatre*. New Delhi: OUP, 2009.
Saxena, Akshya. *Vernacular English: Reading the Anglophone in Postcolonial India*. Princeton University Press, 2022.
Sinha, Arnab et al. *Contemporary Indian English Poetry and Drama: Changing Canons and Responses*. Cambridge Scholars and Publishing, 2019.

SEMESTER VI
Discipline Specific Core (DSC) 13A
Course Code: ENG23C602a
Course Title: American Literature
[4 Credits (3 L + 1 T)] [Difficulty Level - 300]
No. of Lectures: 48
No. of Tutorials: 16

Course description:

This course seeks to introduce the basics of the American literary form and tradition that is conversant with political, cultural, and historical contexts. It traces a literary history from the Native Americans, the colonial processes and its associated ramifications including slavery and its aftermath through select literary pieces. By reading the various literary forms in conjunction with the key historical developments the course hopes to acquaint students with an understanding of the literary and historical processes which have shaped the American ethos.

Course Level Learning Outcomes:

At the end of this course, students shall be able to:

CO 1: Understand key concerns surrounding the formation of American identity
CO 2: Appreciate the various movements that mark American literary history
CO 3: Recognize the thematic concerns and distinctive stylistic features of select poetic works
CO 4: Identify the common issues of racism, identity, history, colonialism, gender and class in American narrative tradition with a close reading of the dramatic piece and fictional works selected in the course

CO mapping with PO and PSO

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PSO 1	PSO2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	3	3	3	3	3	3	2	3			3	3	3	
CO 2	3	3	3	3	3	3	3	2	3			3	3	3	
CO 3	3	3	3	3	3	3	3	2	3	3		3		3	
CO 4	3	3	3	3	3	3	3	2	3	2		3		3	
Avrg	3	3	3	3	3	3	3	2	3	1.25		3	1.5	3	

Course Content:

UNIT I: Socio-political Backdrop (12 Lectures)

- Native Americans
- The colonial Process
- Ethnicity and race in America
- Declaration of Independence
- American Romanticism, Transcendentalism, Realism and Naturalism
- Multiculturalism
- Breaking silence—new voices in literature

UNIT II: Literary Texts (36 Lectures)

- Thomas Jefferson: “The Declaration of Independence”
- R.W. Emerson: “The American Scholar”
- Emily Dickinson: “A Bird, came down the Walk,” “I heard a Fly buzz - when I died”
- Ezra Pound: “In a Station of the Metro” “Taking Leave of a Friend”
- Langston Hughes: “Mulatto,” “I, Too”
- Mitsuye Yamada: “Evacuation,” “The Question of Loyalty”
- Walt Whitman: “Beat! Beat! Drums!” “I Hear America Singing”
- August Wilson: *Fences*
- Leslie Marmon Silko: “Storyteller”
- Edgar Allan Poe: “Tell-Tale Heart”
- Harper Lee: *To Kill a Mockingbird*

Recommended Readings:

- Bradbury, Malcolm. *The Modern American Novel*. Oxford University Press, 1992.
- Cullen, Jim. *The American Dream: A Short History of an Idea that Shaped a Nation*. Oxford University Press, 2003.
- Elliot, Emory and Cathy N. Davidson, eds. *The Columbia History of the American Novel*. Columbia University Press, 1991.
- Gray, Richard. *A Brief History of American Literature*. Wiley-Blackwell, 2011.
- . *A History of American Poetry*. Wiley-Blackwell, 2015.
- Kranser, David. *A Companion to 20th Century American Drama*. Blackwell, 2005.

Ruland, Richard. *From Puritanism to Postmodernism: A History of American Literature*. Routledge, 1991.
 Wiget, Andrew. Ed. *Handbook of Native American Literature*. Routledge, 1985.

SEMESTER VI
Discipline Specific Core (DSC) 13B
Course Code: ENG23C602b
Course Title: Introduction to African Literature
[4 Credits (3 L + 1 T)] [Difficulty Level - 200]
No. of Lectures: 48
No. of Tutorials: 16

Course Description:

This course introduces African literature, one of the most dynamic and fertile literatures of the 20th and 21st centuries. It features a variety of texts that draw upon traditional cultures as well as European forms, and deploy satiric, realist, and experimental styles to represent African experiences. The course engages with a historical range of literature and considers the political experiences of colonialism, anti-colonial resistance, nationalism, and decolonization as contexts for textual production. We will also explore issues like language choice, racial identity, gender construction, and the impact of capitalist globalization, which are central to many African writers and critical commentators.

Course Level Learning Outcomes:

At the end of this course, students will be able to:

CO 1: Display a basic knowledge of the socio-political context of African literature

CO 2: Appreciate a few of the major ideological and political concerns of some of the key African thinkers and writers

CO 3: Understand the representative thematic concerns as expressed in select African fictions and analyse the thematic concerns and narrative style of African literature

CO 4: Examine the impact of colonialism and its legacy of strife as reflected in select poems and play from Africa

CO mapping with PO and PSO

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PSO 1	PSO2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	3	3	3	3	3	3	2	3	2		3	3	3	
CO 2	3	3	3	3	3	3	3	2	3			3		3	
CO 3	3	3	3	3	3	3	3	2	3	3		3		3	
CO 4	3	3	3	3	3	3	3	2	3			3		3	
Avrg	3	3	3	3	3	3	3	2	3	1.25		3	.75	3	

Course Content:

Unit I: Socio-Political and Literary Background (5 Lectures)

- Colonialisms in Africa
- Race, Ethnicity, the Negritude Movement
- The Apartheid Movement
- Orality &Language
- African Feminism

Unit II: Essays and Criticism (8 Lectures)

- Frantz Fanon: “The Pitfalls of National Consciousness” from *The Wretched of the Earth*
- Chinua Achebe: “The Novelist as a Teacher” from *African Writers on African Writing*
- Buchi Emecheta: “Feminist with a small ‘f’” from *Criticism and Ideology: Second African Writer's Conference*

Unit III: Fiction (20 Lectures)

- Nadine Gordimer: *My Son's Story*
- Benjamin Sehene: “Dead Girl Walking”
- Ama Ata Aidoo: “Her Hair Politics – A Very Short Story” from *The Girl Who Can and Other Stories*

Unit IV: Poetry (8 Lectures)

- Léopold Sédar Senghor: “Prayer to Masks”
- Gabriel Okara: “The Mystic Drum”
- Lounes Matoub: “Kenza”
- David Diop: “Africa”
- Warsan Shire: “Home”

Unit V: Drama (7 Lectures)

- Ngugi wa Thiong'o: *The Trial of Dedan Kimathi*

Recommended Readings:

- Attridge, Derek and Rosemary Jolly. *Writing South Africa: Literature, Apartheid, and Democracy, 1970-1995*. Cambridge University Press. 1998.
- Cook, David. *African Literature: A Critical View*. Longman. 1977.
- Irele, Abiola. *The Negritude Moment: Explorations in Francophone African and Caribbean Literature and Thought*. Africa World Press, 2011.
- Irele, Abiola and Simon Gikandi, eds. *The Cambridge History of African and Caribbean Literature*. Cambridge University Press, 2004.
- Ngugi wa Thiong'o. *Decolonising the Mind: The Politics of Language in African Literature*, 1981.
- Pucherová, Dobrota. *Feminism and Modernity in Anglophone African Women's Writing: A 21st Century Global Context*, Routledge, 2022.

Course Title: Women and Literature
[4 Credits (3 L + 1 T)] [Difficulty Level - 200]
No. of Lectures: 48
No. of Tutorials: 16

Course description:

This course shall map the complex and intricate relationship between women and literature, while providing a theoretical orientation of feminist narratives and the long movement of women's liberation that underpins their writings, global and local. It is aimed at providing a lens to reading literature by and of women on themes that engender language and voice, represent the body in writing, direct attention to patterns of resistance and violence even as it offers a trajectory of literary forms that interrogate and challenge the dominant discourse and celebrate identity and difference.

Course Outcomes:

At the end of the course, students will be able to:

CO1: Provide a theoretical orientation on feminist literary criticism and its relevance to literature

CO2: Familiarise themselves with the practices of re-readings and re-writings to understand patriarchal representations in literary texts adopted in the course

CO3: Identify cultural, inter-cultural, and trans-historical concerns relating to women's writing as reflected in select fictional and dramatic works

CO4: Appreciate innovative styles of writing employed by women writers across genres

CO mapping with PO and PSO

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PSO 1	PSO2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	3	3	3	3	3	3	2	3			3	3	3	
CO 2	3	3	3	3	3	3	3	2	3			3	3	3	
CO 3	3	3	3	3	3	3	3	2	3			3	3	3	
CO 4	3	3	3	3	3	3	3	2	3	3		3	3	3	
Avrg	3	3	3	3	3	3	3	2	3	.75		3	3	3	

Course Content:

Unit I: Reading the Theory (12 Lectures)

- Virginia Woolf: "Women and Fiction"
- Kate Millet: "The literary Reflection" from *Sexual Politics*
- Mary Eagleton: "Introduction" from *Feminist Literary Theory: A Reader*
- Gloria Anzaldua: "Towards a new Mestiza consciousness" from *Borderlands, La Frontera*

Unit II: Poetry from the 'Margins' (12 Lectures)

- Sylvia Plath: “Daddy”
- Meena Alexander: “Birthplace with Buried Stones”
- Kim Addonizio: “Eating Together”
- Annie Finch: “Chain of Women”, “Moon for our Daughters”
- Sufiya Khatoon: “The Pomegranate Tree” (XVI)
- Nitoo Das: “Jhokhini” (*Boki Poems*)

Unit III: Fictions (16 Lectures)

- Kate Chopin: “The Story of an Hour”
- Amrita Pritam: “The Weed”
- Ismat Chughtai: “Kallu”
- Suniti Naamjoshi: From *Feminist Fables* (pp 1-19)
- Maxine Hong Kingston: “No-Name Woman” from *The Woman Warrior*
- Indira Goswami: “Under the Shadows of Kamakhya”
- Jamaica Kincaid: “Girl”
- Gogu Shyamala: “But Why Shouldn’t Baidla Woman Ask for Her Land?” from *Father Maybe an Elephant, and Mother Only a Small Basket, But...*

Unit IV: Drama (8 Lectures)

- Caryl Churchill: *Top Girls* (Act I)

Recommended Readings:

- Andermahr, Sonya et al. *A Glossary of Feminist Theory*. Arnold, 1997.
- Eagleton, Mary. *Feminist Theory: A Reader*. Blackwell, 1990.
- Humm, Maggie. *A Reader’s Guide to Feminist Literary Criticism*. Routledge, 2015.
- Madsen, Deborah L. *Feminist Theory and Literary Practice*. Pluto Press, 2000.
- Rooney, Ellen . *The Cambridge Companion to Feminist Literary Theory*. 2006.
- Snodgrass, Mary Ellen . *Encyclopedia Of Feminist Literature*. Facts On File, 2006.

SEMESTER VI

Discipline Specific Course (DSC) 15

Course Code: ENG23C604

Course Title: Northeast India and Its Literatures

[4 Credits (3 L + 1 T)] [Difficulty Level - 300]

No. of Lectures: 48

No. of Tutorials: 16

Course Description:

The phrase ‘Northeast’ has been used as a blanket term that implies a homogeneous territory of kindred peoples lived with cultural diversity. Northeast of India is a power house of culture and literature that has been little known and largely misunderstood. This paper seeks to acquaint the students with the rich culture

and literature emanating from the Northeast of India through different genres such as poetry, fiction and drama from various states of the region underlining its significant diversity and indigenous representations.

Course Level Learning Outcomes:

At the end of this course, the students will be able to:

CO 1: Trace the historical, socio-political and the cultural developments in contemporary Northeast India with reference to literary output

CO 2: Understand the thematic concerns of the literatures of the Northeast through a close reading of select fictions and drama

CO 3: Appreciate the relationship between the political context of the region with its poetic creations

CO 4: Engage with the prescribed texts belonging to different genres in the light of the notion of Northeast identity and its relationship with the rest of India

CO mapping with PO and PSO

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PSO 1	PSO2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	3	3	3	3	3	3	2	3	3		3	3	3	
CO 2	3	3	3	3	3	3	3	2	3			3	3	3	
CO 3	3	3	3	3	3	3	3	2	3			3	3	3	
CO 4	3	3	3	3	3	3	3	2	3	3		3	3	3	
Avrg	3	3	3	3	3	3	3	2	3	1.5		3	3	3	

Course Content:

Unit I: History and Background (14 Lectures)

- Impact of British Imperialism in Northeast India (Land, Roadways, Christian Missionaries, Education, Religion, Worldview)
- Formation of Identity, Culture and Narrative tradition
- Language, Script, Orality, Textual Traditions (Charyapada, Manuscript, Hagiography, Inscriptions)

Unit II: Fiction (16 Lectures)

- Arupa Patangia Kalita: *Felanee*
- Esterine Kire: *A Terrible Matriarchy*

Unit III: Poetry (10 Lectures)

- Hem Barua: "Darkness is Better than Light"
- Mongolsingh Hazowary: "Memorandum of a United Village"
- Desmond Kharmawphlang: "Last Night I Dreamed"
- Robin S. Nangom: "Everywhere I Go"
- Esther Syiem: "To the Rest of India from Another India"
- Lalrinmawii Khiangte: "For a Better Tomorrow"
- Chandrakanta Murasingh: "Of a Minister"

Unit 4: Drama (8 Lectures)

- Arun Sarma: *Agnigarh*

Recommended Readings:

- Birendra Nath Dutta: "North East India and Its Socio-Cultural Milieu" from *The Oxford Anthology of Writings from North-East India*.
- Barua, Birinchi Kumar. *Modern Assamese Literature*. Bina Library, 1957.
- Dutta, Birendra Nath, N. C. Sarma et. al. *A Handbook of Folklore Material of North East India*. ABILAC, 1994.
- Malsawmdawngliana, Lalrameng K. Gangte, and Rohmingmawii. *Orality and Folk Literature in the Age of Print Culture: India's Northeast Experience*. Scientific Book Center, 2015.
- Mishra, Tilottoma. *The Oxford Anthology of Writings from North-East India Vols. 1 and 2*. Oxford University Press, 2011.
- Zama, Margaret Ch. *Emerging Literatures from North-East India: The Dynamics of Culture, Society and Identity*. Sage, 2013.

SEMESTER VI

Minor 6

Course Code: ENG23M601

Course Title: Women and Literature

[4 credits (3 L + 1 T)] [Difficulty Level - 200]

No. of Lectures: 48

No. of Tutorials: 16

Course Description:

This course shall introduce students to the historical and social interface between women and their literary representations, through a close reading of women's narratives. The onus of women's literature is to categorize and create an area of study about categories of women marginalized by history and to explore through their writing their lives while occupying such a unique sociopolitical space within their culture. It shall highlight the societal barriers and the limited access to education women have had to deal with throughout history. The course shall examine through women's narratives from both Western and non western and Indian literary traditions, the gradual rise of women as acclaimed writers and the dismantling of societal institutions that were oppressive, discriminatory and patriarchal.

Course Level Learning Outcomes:

At the end of the course students will be able to:

- CO1: Appreciate the organic linkages between women's writings, their experiences and social contexts
- CO2: Exhibit a theoretical grounding of early feminist impulses and how these reflect in the narratives across the modern times
- CO3: Identify cultural, inter-cultural, and trans-historical concerns relating to women's writing and the how they were read by modern public
- CO4: Demonstrate a close acquaintance with the genres of women's literatures, the intersectionalities that determine their writings and how women are positioned in the broader canvas of literary representation

CO mapping with PO and PSO

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PSO 1	PSO2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	3	3	3	3	3	3	2	3	3		3	3	3	
CO 2	3	3	3	3	3	3	3	2	3			3	3	3	
CO 3	3	3	3	3	3	3	3	2	3	3		3	3	3	
CO 4	3	3	3	3	3	3	3	2	3	3		3	3	3	
Avrg	3	3	3	3	3	3	3	2	3	1.5		3	3	3	

Course Content:

Unit I: Issues and Feminist Responses (16 Lectures)

- Mary Wollstonecraft: *A Vindication of the Rights of Women* (Chapter 1)
- Virginia Woolf: "Professions for Women"
- Sojourner Truth : "Two Speeches" (US 1851,1867)

Unit II: Poetic Representations (16 Lectures)

- Emily Dickinson: "They Shut Me up in Prose"
- Sylvia Plath: " Mad Girl's Love Song"
- Kamala Das: "A Hot Noon in Malabar"
- Sarojini Naidu: "The Soul's Prayer" from *Selected Letters 1890-1940*
- Hilda Doolittle: "Helen"

Unit III: Home and the World (16 Lectures)

- Rokeya Sakhawat Hossein: "Sultana's Dream"(abridged)
- Margaret Atwood: "My Childhood" from *The Penelopiad* (pp 7-12)
- Katherine Mansfield: "A Cup of Tea"

Recommended Readings:

- Andermahr, Sonya et al. *A Glossary of Feminist Theory*. Arnold, 1997.
- Belsey, Catherine and Jane Moore (eds.). *The Feminist Reader: Essays in Gender and the Politics of Literary Criticism*. Basil Blackwell, 1989
- Eagleton, Mary . *Feminist Literary Theory: A Reader*. Wiley Blackwell, 1986.
- Freedman, Estelle B (ed) *The Essential Feminist Reader*. The Modern Library, 2007
- Tharu, Susie and K. Lalita (eds.). *Women Writing in India* (2 Vols.) OUP, 1997.

SEMESTER VII
Discipline Specific Course (DSC) 16
Course Code: ENG23C701
Course Title: Research Methodology in Literature
[4 Credits (3 L + 1 T)] [Difficulty Level - 400]
No. of Lectures: 48
No. of Tutorials: 16

Course Description:

This course introduces the learners to some of the basic concepts, methodology and practices in the field of research, especially in the disciplines of humanities and social sciences. Designed with the intention of equipping undergraduate students for undertaking a research project, the present course covers most of the essential components of research methodology, academic writing and research ethics.

Course Level Learning Outcomes:

At the end of this course, the students will be able to:

CO 1: Demonstrate an understanding of the nature of research and research methodology in humanities and social sciences

CO 2: Understand the rules of conducting and writing literature review

CO 3: Show command over the basic rules of academic writing

CO 4: Apply the knowledge of citation and referencing and research ethics in writing research assignments

CO mapping with PO and PSO

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PSO 1	PSO2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	3	3	3	3	3	3	2	3						3
CO 2	3	3	3	3	3	3	3	2	3						3
CO 3	3	3	3	3	3	3	3	2	3						3
CO 4	3	3	3	3	3	3	3	2	3						3
Avrg	3	3	3	3	3	3	3	2	3						3

Course Content:

Unit I: Introduction to Research and Research Methods in Humanities and Social Sciences (12 Lectures)

- Defining Research
- Types of Research
- Understanding the basics of Research Methodology
- Identifying the Research Field and relating it with Research Objective
- Identifying Variables: Different Aspects of the Research Problem
- Conceptualizing Research Design
- Qualitative Research Methodology and the use of theoretical lenses

- Writing a Research Proposal

Unit II Conducting a Literature Review (12 Lectures)

- Nature and Purpose of a Literature Review
- Content of Literature Review
- Doing a Literature Search
- Selection for Inclusion
- Analysing and Categorizing the Literature Critically (Thematic and Chronological)
- The Structure of Literature Review

Unit III Academic Style (10 Lectures)

- Appropriate Persona
- Correct Sources
- Appropriate Paragraphing
- Concise Writing
- Proper Word Choice
- Use of Writing Software

Unit IV Basics of Citation and Referencing and Research Ethics (14 Lectures)

- Significance of Proper Citation
- The Rules of Proper Citation and Referencing
- Styles of Referencing
- Checklist before Submission: Title, Structure, Justification, Readability
- Basics of Research Ethics
- Avoiding Plagiarism

Recommended Readings:

- Booth, Wayne C et al. *The Craft of Research*. University of Chicago Press, 2008.
- Felix, Mark Stephan and Ian Smith. *A Practical Guide to Dissertation and Thesis Writing*. Cambridge Scholars Publishing, 2019.
- Greetham, Bryan. *How to Write Your Undergraduate Dissertation*. Red Global Press, 2019.
- Griffin, Gabriel ed. *Research Methods for English Studies*. Edinburgh University Press, 2005.
- Nygaard, Lynn P. *Writing Your Master's Thesis from A to Zen*. Sage, 2017.
- Oliver, Paul. *Succeeding with Your Literature Review: A Handbook for Students*. Open University Press, 2012.
- . *Writing Your Thesis*. Sage, 2014.

SEMESTER VIII

Discipline Specific Course (DSC) 17

Course Code: ENG23C702

Course Title: Literary and Cultural Theory II

[4 Credits] [Difficulty Level - 300]

No of Lectures: 48

No. of Tutorials: 16

Course Description:

This course is designed to introduce students to the key concepts and movements in contemporary critical discourse with the help of readings in some representational texts from various contemporary schools of literary and cultural theory. It focuses on the moment of the cultural turn in critical theory/praxis and traces the most important schools and movements that have since investigated the political and historical foundations of culture. It is aimed to equip students with a foundation in contemporary critical methods which will aid them in their research projects.

Course Level Learning Outcomes:

At the end of this course, students shall be able to:

CO 1: Demonstrate a basic understanding of the major contemporary schools in the field of literary and cultural theory

CO 2: Assess the inter-relationship between different schools of literary theory

CO 3: Apply the tools and techniques learned in each unit to the critical reading of the suggested literary text

CO 4: Employ many of the critical concepts learned in this paper during their research projects to be undertaken at the end of the Honours programme

CO mapping with PO and PSO

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PSO 1	PSO2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	3	3	3	3	3	3	2	3				3	3	
CO 2	3	3	3	3	3	3	3	2	3				3		
CO 3	3	3	3	3	3	3	3	2	3				3	3	
CO 4	3	3	3	3	3	3	3	2	3			3	3	3	3
Avrg	3	3	3	3	3	3	3	2	3			.75	3	2.25	.75

Course Content:

UNIT I: Marxist Literary Criticism (12 Lectures)

Key Concepts:

- Base/ Superstructure
- Bourgeois/ Proletariat
- Capital and Capitalism
- Class Conflict
- Commodification
- Communism
- Dialectical Materialism
- False Consciousness
- Hegemony
- Historical Materialism

- Ideology
- Interpellation
- Surplus Value

Text:

- John Osborne: *Look Back in Anger*

UNIT II: Feminist Criticism (12 Lectures)

Key Concepts:

Autonomy & Agency
 Body and Sexuality
 Equality Vs. Difference
 Intersectionalities
 Modes of Representation
 Patriarchy
 Public/ Private
 Resistance and Subversion
 Sex/Gender
 Sexism
 Stereotyping and Objectification
 Violence

Text:

- D. H. Lawrence: "Ticket, Please"

UNIT III: Psychoanalytic Criticism (12 Lectures)

Key Concepts:

- Id
- Ego
- Superego
- Mirror Stage
- Symbolic
- Imaginary
- Uncanny
- Oedipus Complex
- Phallocentrism
- Jouissance
- Pleasure Principle

Text:

- John Osborne: *Look Back in Anger*

Unit IV: Postcolonialism (12 Lectures)

Key Concepts:

- Orientalism
- Ethnocentrism
- Diaspora
- Hybridity
- Liminal
- Subaltern
- Mimicry
- Negritude
- Nativism
- Nationalism
- Decolonization
- Postcolonial Feminism
- Double Colonisation

Text:

- Charlotte Bronte: *Jane Eyre*

Recommended Readings:

- Ashcroft, Bill et al eds. *Post-Colonial Studies: The Key Concepts. Second edition*. Routledge, 2000.
- Bennett, Andrew and Nicholas, Royle. *An Introduction to Literature, Criticism and Theory*. Routledge, 2016.
- Bertens, Hans. *Literary Theory: The Basics*. Routledge, 2001.
- Eagleton, Terry. *Literary Theory: An Introduction*. Manchester University Press, 1995.
- Nayar, Pramod. *Contemporary Literary and Cultural Theory*. Pearson, 2009.
- Tyson, Lois. *Critical Theory Today*. Second Edition. Routledge, 2006.
- Waugh, Patricia. *Literary Theory and Criticism: An Oxford Guide*. Oxford University Press, 2006.

SEMESTER VII
Discipline Specific Course (DSC) 18
Course Code: ENG23C703
Course Title: Postcolonial Literatures
[4 Credits] [Difficulty Level - 400]
No. of Lectures: 48
No. of Tutorials: 16

Course Description:

The course intends to introduce students to the field of postcolonial literatures. It will focus on some of the key concepts, questions, and debates in postcolonial studies such as empire, decolonization, discourse, appropriation, language, mimicry, hybridity, Third World, nation and nationalism through a study of select literary texts.

Course Level Learning Outcomes:

At the end of this course, students shall be able to:

CO 1: Display an understanding of the key themes and ideas in the field of postcolonial studies

CO 2: Appreciate the distinctive features of postcolonial poetic expressions through a close reading of the select poems

CO 3: Analyse the social and political underpinnings of postcolonial literature through a critical reading of select dramatic piece

CO 4: Comprehend the intersectional politics of race, class and gender in the postcolonial world as reflected in the canonical fictional work prescribed

CO mapping with PO and PSO

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PSO 1	PSO2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	3	3	3	3	3	3	2	3				3	3	
CO 2	3	3	3	3	3	3	3	2	3	1		3	3	3	
CO 3	3	3	3	3	3	3	3	2	3	1		3	3	3	
CO 4	3	3	3	3	3	3	3	2	3	1		3	3	3	
Avrg	3	3	3	3	3	3	3	2	3	.75		2.25	3	3	

Course Content:

Unit I: Prose (16 Lectures)

- Robert J. C. Young: "Concepts in History" from *Postcolonialism: An Historical Introduction*
- Edward Said: "Introduction" from *Orientalism*
- Ngũgĩ Wa Thiong'o: "The Language of African Literature"

Unit II: Poetry (10 Lectures)

- Derek Walcott: "A Far Cry from Africa"
- Kath Walker: "We are Going"
- Kishwar Naheed: "I Am Not That Woman"
- Nissim Ezekiel: "The Professor"
- Wole Soyinka: "Telephone Conversation"
- Allen Curnow: "House and Land"
- Judith Wright: "Eve to Her Daughters"

Unit III: Drama (10 Lectures)

- Vijay Tendulkar: *Ghasiram Kotwal*

Unit IV: Fiction (12 Lectures)

- Chinua Achebe: *Things Fall Apart*
- Arundhati Roy: *God of Small Things*

Recommended Readings:

Ashcroft, Bill et. al. *Post-Colonial Studies: The Key Concepts*. Routledge, 2013.

---. *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures*. Routledge, 1989.

Boehmer, Elleke. *Colonial and Postcolonial Literature*. Oxford University Press, 1995.

McLeod, John. *Beginning Postcolonialism*. Manchester University Press, 2000.
 Nayar, Pramod. *Postcolonial Literature: An Introduction*. Pearson, 2008.
 Thieme, John. *Post-Colonial Studies: The Essential Glossary*. Bloomsbury, 2003.
 Walder, Dennis. *Post-colonial Literatures in English: History, Language, Theory*. Blackwell, 1997.

SEMESTER VII
Discipline Specific Course (DSC) 21A
Course Code: ENG23C704a
Course Title: Modern European Literature
[4 Credits (3 L + 1 T)] [Difficulty Level - 400]
No. of Lectures: 48
No. of Tutorials: 16

Course Description:

This course is designed for students who are required to take up an additional course in lieu of writing a dissertation under the NEP mode. It seeks to introduce students to the diverse creative and intellectual milieu of non-British European literature to familiarize them with the cultural, literary and social realities of Europe. They shall be acquainted with the fact that most major literary and artistic movements had originated in the continent before making their way to England. As such, this course acquaints the students with the various modern European literary movements and developments from Realism to Absurdism and Experimental theatre.

Course Level Learning Outcomes:

At the end of this course, students shall be able to:

CO 1: Display familiarity with some of the aesthetic concerns and debates in modern European literature

CO 2: Understand the major thematic concerns reflected in select modern European poetry

CO 3: Trace the growth and development of modern European drama

CO 4: Appreciate the major European art and literary trends as reflected in representative fictions

CO mapping with PO and PSO

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PSO 1	PSO2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	3	3	3	3	3	3	2	3			3	3	3	
CO 2	3	3	3	3	3	3	3	2	3	2		3		3	
CO 3	3	3	3	3	3	3	3	2	3	2		3		3	
CO 4	3	3	3	3	3	3	3	2	3	2		3	3	3	
Avrg	3	3	3	3	3	3	3	2	3	1.5		3	2	3	

Course Content:

Unit I: Prose (5 Lectures)

- Jean Moréas: "The Manifesto of Symbolism" (Translated by A.S. Kline)

- Bertolt Brecht: Excerpts from *Brecht on Theatre: The Development of an Aesthetic* (Edited and translated by John Willet)

Unit II: Poetry (8 Lectures)

- Charles Baudelaire: "To the Reader"
- Rainer Maria Rilke: "Elegy 1" from *The Duino Elegies*
- Federico Garcia Lorca: "City that Does Not Sleep"
- Fernando Pessoa: "Almost", Poem XXXVI
- Anna Akhmatova: "Requiem"
- Czeslaw Milosz: "Incantation"

Unit III: Drama (17 Lectures)

- Henrik Ibsen: *Ghosts*

Unit IV: Fiction (18 Lectures)

- Anton Chekhov: "The Kiss"
- Franz Kafka: *Metamorphosis*
- Leo Tolstoy: "How Much Land Does a Man Need?"
- Thomas Mann: *Death in Venice*

Recommended Readings:

- Bell, Michael, ed. *The Cambridge Companion to European Novelists*. Cambridge University Press, 2012.
- Bradbury, Malcolm and James McFarlane. *Modernism: A Guide to European Literature 1890-1930*. Penguin, 1991.
- De Pourcq, Maarten and Sophie Levie, eds. *European Literary History: An Introduction*. Taylor & Francis, 2018.
- Docherty, Brian (ed). *Twentieth Century European Drama*. Palgrave Macmillan, 1993.
- Lewis, Pericles, ed. *The Cambridge Companion to European Modernism*. Cambridge University Press, 2011.
- Lichte, Enika Fischer. *History of European Drama and Theatre*. Routledge, 2002.

SEMESTER VII

Discipline Specific Course (DSC) 21B

Course Code: ENG23C704b

**Course Title: Contemporary World Literature
[4 Credits (3 L + 1 T)] [Difficulty Level - 400]**

No. of Lectures: 48

No. of Tutorials: 16

Course Description:

World Literature is a significant area of study and research in academics now. This course has been designed to introduce the learners to writings produced in different nations, languages and cultural contexts in order to enable them to understand the literary, cultural and human significance common to some of the world's literary masterpieces. The literary texts shall be read through some of the basic concepts such as the language debate, multiculturalism, issues of translation, comparative studies, questions about the

national characteristics of literary texts, and most importantly, Goethe's concept of *Weltliteratur*. The selection of texts has been made with a view to introduce the learners to some of the representative literary works available in English, and those which have found their place in the canon of world literature.

Course Level Learning Outcomes:

At the end of this course, the students will be able to:

CO 1: Understand the concept of world literature and the deep connection between translation, comparative literature and world literature

CO 2: Engage critically with poetry written in English and other languages from diverse spaces

CO 3: Critique the prescribed fictional narratives in their respective literary, cultural and historical contexts

CO 4: Analyse the play prescribed not only in terms of its form and content, but also as a part of world literature

CO mapping with PO and PSO

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PSO 1	PSO2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	3	3	3	3	3	3	2	3			3	3	3	
CO 2	3	3	3	3	3	3	3	2	3	2		3		3	
CO 3	3	3	3	3	3	3	3	2	3	2		3		3	
CO 4	3	3	3	3	3	3	3	2	3	2		3		3	
Avrg	3	3	3	3	3	3	3	2	3	1.5		3	.5	3	

Course Content

Unit I: Understanding World Literature (6 Lectures)

- Peter Carravetta: "The Canon(s) of World Literature"
- David Damrosch: "Introduction: Goethe Coins a Phrase" from *What is World Literature?*

Unit II: Poetry (10 Lectures)

- Andrew Barton Paterson: "Waltzing Matilda"
- Masaoka Shiki: Selected Haiku poems from *One Hundred Famous HAIKU* (Translated by Daniel C. Buchanan)
- Pablo Neruda: "Tonight I Can Write"
- Octavio Paz: "No more Clichés"
- Kofi Awoonor: "The First Circle"
- Mahmud Darwish: "Identity Card"

Unit III: Fiction (20 Lectures)

- Lu Hsun: "The Awakening"
- Gabriel Garcia Marquez: "Eyes of a Blue Dog"
- Haruki Murakami: "A Folklore for My Generation: A Prehistory of Late-Stage Capitalism"
- Tahar Djaout: *The Last Summer of Reason*

Unit IV: Drama (9 lectures)

- Derek Walcott: *Dream on Monkey Mountain*

Recommended Readings:

Bessiere, Jean and Gerald Gillespie, eds. *Contextualizing World Literature*. P.I. E. Peter Lang, 2015.

Buchanan, Daniel C. *One Hundred Famous HAIKU*. Japan Publications Inc, 1973.

Damrosch, David. *What is World Literature?* Princeton University Press, 2003.

Helgesson, Stefan and Pieter Vermeulan, eds. *Institutions of World Literature: Writing, Translation, Markets*. Routledge, 2016.

Rosengarten, Herbert and Amanda Goldrick-Jones, eds. *The Broadview Anthology of Poetry*. Broadview Press, 1993.

SEMESTER VII

Minor 7

Course Code: ENG23M701

Course Title: Introduction to Children's Literature

[4 Credits (3 L + 1 T)] [Difficulty Level - 300]

No. of Lectures: 48

No. of Tutorials: 16

Course Description:

This course aims to acquaint the students with the body of literature termed as Children's Literature. Introductory essays will be discussed to familiarise the students with the reading of the children's literature as texts. A selection of key concepts has also been included to enable the students to grasp the distinctions between different forms of children's fiction and enhance their understanding. The inclusion of texts from other cultural background is complemented by pieces from India to acquaint students with the myriad socio-cultural factors that bear on the productions of children's fiction.

Course Level Learning Outcomes:

At the end of this course, the students will be able to:

CO 1: Display a broader knowledge of critical discourses pertaining to children's literature

CO 2: Engage critically with the forms, techniques and tools of the field

CO 3: Critique the fictional works from across various cultures with the help of the tools learnt

CO 4: Compare and contrast the themes, tropes and motifs that reflect different cultural idiosyncrasies in the texts prescribed

CO mapping with PO and PSO

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PSO 1	PSO2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	3	3	3	3	3	3	2	3	2		3	3	3	
CO 2	3	3	3	3	3	3	3	2	3	3		3		3	
CO 3	3	3	3	3	3	3	3	2	3	3		3		3	
CO 4	3	3	3	3	3	3	3	2	3	2		3		3	
Avrg	3	3	3	3	3	3	3	2	3	2.5		3	.5	3	

Course Content:

Unit I: Introduction (12 Lectures)

- Felicity A. Hughes: “Children’s Literature: Theory and Practice” from *Understanding Children’s Literature* by Peter Hunt:
- “Chapter 2: Essentials: What is Children’s Literature? What is Childhood?”

Unit II: Forms (6 Lectures)

- Fable, Parable, Fairy Tale, Folktale
- Fantasy
- Mystery
- Horror
- Biography
- Autobiography
- Self-Help
- Picture Book
- Historical

Unit III: Stories from the World (18 Lectures)

- Aesop’s Fables: “The Goose that Laid the Golden Eggs”
- Grimm’s Fairy Tales: “Little Red Riding Hood”
- “The Tale of the Three Apples” from *1001 Arabian Nights*
- Enid Blyton: “The Dog with the Very Long Tail”
- Lewis Carroll: Selections from *Alice’s Adventures in Wonderland*

Unit IV: Stories from India (12 Lectures)

- “The Monkey and the Crocodile” from *The Panchatantra*
- “Latkan” (Picaresque) from *First Sun Stories*
- “The Munjia” from *Ghost Stories from the Raj* edited by Ruskin Bond
- R. K. Narayan: “Swami’s Grandmother” from *Swami and Friends*
- Sudha Murthy: “The Maiden of the River” from *The Daughter from a Wishing Tree: Unusual Tales about Women in Mythology*

Recommended Readings:

Bettelheim, Bruno. *The Uses of Enchantment: The Meaning and Importance of Fairy Tales*. Knopf, 1976.
 Butts, Dennis. (ed). *Stories and Society: Children’s Literature in its Social Context*. Macmillan, 1992.

Hendrickson, Linnea. *Children's Literature: A Guide to the Criticism*. G K Hall & Co., 1987.
 Hunt, Peter. *Understanding Children's Literature*. Routledge, 1999.
 James, Allison. et. al. *Theorizing Childhood*. Polity, 1997.
 Teverson, Andrew. *Fairy Tale*. Routledge, 2013.

SEMESTER VIII
Discipline Specific Course (DSC) 19A
Course Code: ENG23C801a
Course Title: Disability Studies and Cultural Representation
[4 credits (3 L + 1 T)] [Difficulty Level - 400]
No. of Lectures: 48
No. of Tutorials: 16

Course Description:

This course will provide students with a foundation in the emerging critical enquiry area of disability studies. Using an interdisciplinary approach, the course will explore the social, cultural, political and economic factors that define disability through a reading of literary and cultural texts of different genres. The paper aims to spread sensitization among the student community regarding the injustices in the stereotypical notions and stigmatization associated with the condition of disability and promote an equitable future environment of just access to physical and intellectual opportunities for persons with disability, disease or impairment.

Course Level Learning Outcomes:

At the end of this course, the students will be able to:

- CO 1: Demonstrate a foundation level understanding of the key areas, focus and concepts in disability theory and activism
 CO 2: Appreciate national and international perspectives in the study of disability
 CO 3: Critically read literary and cultural representations through the prism of disability studies
 CO 4: Comparatively study global, national and regional representations of disability across time

CO mapping with PO and PSO

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PSO 1	PSO2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	3	3	3	3	3	3	2	3			3	3	3	
CO 2	3	3	3	3	3	3	3	2	3			3	3	3	
CO 3	3	3	3	3	3	3	3	2	3			3	3	3	
CO 4	3	3	3	3	3	3	3	2	3			3		3	
Avrg	3	3	3	3	3	3	3	2	3			3	2.25	3	

Course Contents:

UNIT I: Key Areas, Focus and Concepts (6 Lectures)

- Ableism
- The Medical and Social Model of Disability
- Medical Humanities
- Biopolitics
- Eugenics
- Crip Theory
- Supercrip
- Neurodiversity
- Cultural Representation of Disability
- Narrative Prosthesis
- Disability and Gender,

UNIT II: Discourses on Disability (18 Lectures)

- Lennard J. Davis: "Introduction: Disability, Normality and Power" from *The Disability Studies Reader*
- Colin Barnes: "A Legacy of Oppression: A History of Disability in Western Culture" from *Disability Studies: Past, Present and Future*
- Thomas Couser: "Introduction: The Some Body Memoir" from *Signifying Bodies: Disability in Contemporary Life Writing*
- James Staples: "Decolonising Disability Studies? Developing South Asia-Specific Approaches to Understanding Disability" from *Disability Studies in India: Interdisciplinary Perspectives*
- Anita Ghai: "Disabled Women: An Excluded Agenda of Indian Feminism" from *Hypatia: A Journal of Feminist Philosophy*, 17(3), 2002

Unit III: Disability in Literature and Culture (24 Lectures)

- Helen Keller: *The Story of My Life*
- Cheryl Marie Wade: "I am not one of the", "Cripple Lullaby"
- Saurabh Kumar Chaliha: "Beethoven"
- Anita Desai: *Clear Light of Day*
- Lakshminath Bezborooah: "Kukurikona" from *Grandma's Tales*
- *Margarita with a Straw* directed by Shonali Bose, Viacom 18 Motion Pictures, 2015

Recommended Readings:

- Adams, Rachel, et al, ed. *Keywords for Disability Studies*. New York University Press, 2015.
- Albrecht, Gary L, et al. *Handbook of Disability Studies*. Sage, 2001.
- Couser, G. Thomas. 'Disability, Life Narrative, and Representation'. *PMLA* 120.2 (2005): 602-606.
- . *Recovering Bodies: Illness, Disability, and Life Writing*. University of Wisconsin Press, 1997.
- Davis, Lennard J. *Beginning with Disability: A Primer*. Routledge, 2018.
- Ellcessor, Elizabeth and Kirkpatrick, Bill. *Disability Media Studies*. New York University Press, 2017.
- Ghai, Anita, ed. *Disability in South Asia: Knowledge and Experience*. Sage, 2018.
- Ghosh, Nandini, ed. *Interrogating Disability in India: Theory and Practice*. Springer, 2016.
- McRuer, Robert. *Crip Theory: Cultural Signs of Queerness and Disability*. New York University, 2006.
- Sati, Someshwar, et al eds. *Reclaiming the Disabled Subject: Representing Disability in Short Fiction*. Volume 1. Bloomsbury, 2022.

SEMESTER VIII
Discipline Specific Core (DSC) 19B
Course Code: ENG23C801b
Course Title: Subaltern Studies and Literature
[4 Credits (3 L + 1 T)] [Difficulty Level - 400]
No. of Lectures: 48
No. of Tutorials: 16

Course Description:

This course aims to provide an overview of Subaltern Studies – an area of academic engagement marked in the collective work of a group of South Asian scholars led by Ranajit Guha. It will acquaint the students with seminal ideas, key concepts/terminologies and scholarship in this field. The course shall enable the learners to critically engage with the discursive formations of the idea of nation, rhetoric of history alongside the politics of literary texts in the production of meaning. The course aims to sensitize students to be socially and ethically responsible individuals and thereby apply theoretical subaltern perspectives to life and situations outside the classroom.

Course Level Learning Outcomes:

At the end of this course, the students will be able to:

CO1: Understand the origin and history of ‘the subaltern project’ vis-a-vis the key figures and concepts in the field

CO 2: Critically appreciate the selected poetic and fictional pieces that underscore the subaltern life experiences

CO 3: Comprehend the politics of power, resistance and defiance, through a reading of select Subaltern life writing

CO 4: Compare multiple kinds of subalternity prevalent in India through a close reading of prescribed literary pieces

CO mapping with PO and PSO

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PSO 1	PSO2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	3	3	3	3	3	3	2	3			3	3	3	
CO 2	3	3	3	3	3	3	3	2	3			3	3	3	
CO 3	3	3	3	3	3	3	3	2	3			3	3	3	
CO 4	3	3	3	3	3	3	3	2	3			3		3	
Avrg	3	3	3	3	3	3	3	2	3			3	2.25	3	

Course Content:

Unit I: Background (12 Lectures)

- Beginning and Growth - Subaltern Studies Group
- **Key Figures:** Ranajit Guha, Gyan Prakash, Gyanendra Pandey, Sumit Sarkar, Shahid Amin, David Hardiman, Partha Chatterjee, Gayatri Chakravorty Spivak
- **Keywords & Key Concepts:** The Subaltern Project, Colonialist Elitism & Bourgeoisie Nationalist Elitism, Dalit Movement, Historiography of Indian Nationalism, History from Below
- Ranajit Guha: "The Small Voice of History" from *The Small Voice of History: Collected Essays*

Unit II: Poetry & (8 Lectures)

- Jiban Narah: "The Subaltern"
- Cherrie L. Changte: "What Does an Indian Look Like"
- Bijoy Kumar Debbarma: "Elakavya of the Longtarai"
- Thanjam Ibopishak: "I want to be Killed by an Indian Bullet"
- Namdeo Dhasal: "Cruelty"
- Salma: "The Contract"

UNIT III: Short Stories (8 Lectures)

- Mahasweta Devi: "Draupadi"
- Baburao Bagul: "When I Hid My Caste"
- Gogu Shyamala: "Braveheart Badeyya" from *Father May be an Elephant, and Mother Only a Small Basket, But...*

Unit III: Life Writing (20 Lectures)

- Bama: *Karukku*
- Manoranjan Byapari: *Interrogating My Chandal Life: An Autobiography of a Dalit* (Selections)
- Maya Sharma: "Sabo and Razia", "Mary" from *Loving Women: Being Lesbian in Underprivileged India*

Recommended Readings:

- Agarwal, Supriya, et al., editors. *Understanding Marginality: Cultural and Literary Perspectives*. Rawat Publications, 2022.
- Guha, Ranajit, editor. *Subaltern Studies I: Writings on South Asian History and Society*. Oxford, 1999.
- Gupta, Santosh, and Bandana Chakrabarty, eds. *Dalit Writings Emerging Perspectives*. Rawat Publications, 2022.
- Pandey, Gyanendra. *The Construction of Communalism in Colonial North India*. Oxford University Press, 2012.

SEMESTER VIII

Discipline Specific Core (DSC) 20 A

Course Code: ENG23C802a

Course Title: Assamese Literature in Translation
[4 Credits (3 L + 1 T)] [Difficulty Level - 400]

No. of Lectures: 48

No. of Tutorials: 16

Course Description:

This course aims to introduce some significant works of Assamese literature that have been translated in English. The aim is to familiarize the students of English literature with the culturally rich and diverse literature of Assam through different genres like poetry, fiction, drama and non-fiction. Through the appreciation of the rich gamut of literary output from the region the course also aims to sensitize learners towards the unique socio-cultural ethos of the state.

Course Level Learning Outcomes:

At the end of this course, the students will be able to:

CO 1: Discern some of the prominent socio-cultural and literary ethos of Assam that find expression in literature

CO 2: Trace the rich poetic tradition of Assam from Sankardev to Jiban Narah

CO 3: Note the diverse concerns and styles of Assamese fiction in translation

CO 4: Critique the prescribed representative Assamese play in terms of its canonical stature

CO mapping with PO and PSO

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PSO 1	PSO2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	3	3	3	3	3	3	2	3			3		3	
CO 2	3	3	3	3	3	3	3	2	3			3		3	
CO 3	3	3	3	3	3	3	3	2	3	3		3		3	
CO 4	3	3	3	3	3	3	3	2	3			3		3	
Avrg	3	3	3	3	3	3	3	2	3	.75		3		3	

Course Content:

Unit I: Non-Fictional Prose (12 Lectures)

- Banikanta Kakati: "Assam Through the Ages" (*Banikanta Kakati: The Man and His Works*, Appendices)
- Suniti Kumar Chatterji: "The Nineteenth Century Renaissance in India and Lakshminath Bezbaroa of Assam"
- Upendranath Sarma: "Modern Assamese Literature"

Unit II: Poetry (12 Lectures)

- Madhavdev: "Quit the Slumber, Lord" ("Tejore Kamalpati")
- Ambikagiri Raichowdhury: "It's the Fire-Lute's Tune" ("E Je Agni Binar Taan")
- Navakanta Barua: "Once a River" ("Eyat Nadi Asil")
- Nirmalprabha Bordoloi: "Sorrow" ("Karunatam")
- Hiren Bhattacharyya: "Solitary Prayer for Poetry" ("Kabitar Babe Ekak Prarthana")
- Nilamani Phukan: "Poem" ("Kabita")
- Bhupen Hazarika: "The Tirap Frontier" ("Tirap Ximanta")
- Nilim Kumar: "Woman" ("Naari")
- Jiban Narah: "Rhythm" (Chanda")

Unit III: Fiction (18 Lectures)

- Lakshminath Bezbarua: “Paatmugi”
- Indira Goswami: *Moth Eaten Howda of the Tusker* (*Dotal Hatir Uye Khowa Haoda*)
- Imran Hussain: “Baak the Water Spirit” (“Baak”)

Unit IV: Drama (6 Lectures)

- Jyoti Prasad Agarwala: *The Palace Maid* (*Karengor Ligiri*)

Recommended Readings:

- Barua, Birinchi Kumar: *Modern Assamese Literature*. Bina Library, 1957.
- Barua, Hem. *The Red River and Blue Hill*. Lawyer's Book Stall, 1956.
- Bhuyan, Arunabha: *Innerscape: Exploring Literatures from India's North East*. Papyrus, 2019.
- Borgohain, Homen, ed. *100 Years of Assamese Poetry*. Publication Board, Assam, 2008.
- Dutta, Birendra Nath, N C Sarma et al.: *A Handbook of Folklore Material of North East India*. ABILAC, 1994.
- Gait, Sir Edward: *A History of Assam*. Bani Mandir, 2010.
- Gohain, Hiren: *Splendour in the Grass: Selected Assamese Short Stories*. Sahitya Akademi, 2010.
- Kalita, Garima: *Reading India's North East: Literature, Land and People*. MRB Publication, 2016.
- Mishra, Tilottoma. *The Oxford Anthology of Writings from North-East India*. Vols.1 and 2. Oxford University Press, 2011.
- Neog, Maheswar. *Lakshminath Bezbaroa: The Sahityarathi of Assam*. Gauhati University Press, 1972.

SEMESTER VIII

Discipline Specific Core (DSC) 20 B

Course Code: ENG23C802b

Course Title: Literature and Environment

[4 Credits (3 L + 1 T)] [Difficulty Level - 400]

No. of Lectures: 48

No. of Tutorials: 16

Course description:

This course seeks to study the ways in which nature and the environment are understood, imagined and represented through literary and cultural spaces. It will enable students to understand how writers have conceptualised the shaping influences of nature, the ecology and the world in which they and their audiences live by focusing on key concept and frameworks of ecocritical perspectives, veering towards an environmental humanities approach. Selected texts are to be read alongside works by other major environmental theorists.

Course Level Learning Outcomes:

At the end of the course students will be able to:

CO 1: Understand the key theoretical ideas of environmental issues

CO 2: Evaluate the poetic expressions that are representative of the ecological worlds

CO 3: Identify oral and literary entanglements born out of deeper human and non-human correspondences and their mutual relationships

CO 4: Analyse and critique modern environmental movements as represented in literary works under an overarching anthropocenic vision

CO mapping with PO and PSO

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PSO 1	PSO2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	3	3	3	3	3	3	2	3			3	3	3	
CO 2	3	3	3	3	3	3	3	2	3			3		3	
CO 3	3	3	3	3	3	3	3	2	3			3		3	
CO 4	3	3	3	3	3	3	3	2	3			3		3	
Avrg	3	3	3	3	3	3	3	2	3			3	.75	3	

Course Content:

Unit I: Prose (10 lectures)

Key concepts :

- Wilderness
- Dwellings
- The Earth
- Anthropocene
- Cli-fi
- Environmental Humanities
- Ecocriticism
- Eco-feminism

Texts:

- Rachel Carson: “A Fable for Tomorrow” from *The Silent Spring*
- Amitav Ghosh: ‘Part 1: Stories’ from *The Great Derangement: Climate Change and the Unthinkable*
- Robin Wall Kimmerer: “Skywoman Falling” (3-10) from *Braiding Sweetgrass: Indigenous Knowledge, Scientific Wisdom and the Teaching of Plants*

UNIT II: Poetry (12 lectures)

- D.H. Lawrence: “Snake”
- Edwin Muir: “Horses”
- Gieve Patel: “On Killing a Tree”
- Mamang Dai: “Small Towns and the River”
- Mary Oliver: “Sleeping in the Forest”
- Niyi Osundare: “Our Earth Will Not Die”
- Thangjam Ibopishak: ‘Volcano, You cannot erupt’ (trans. by Robin Ngangom)
- Seamus Heaney: “Lupins”

- Tiffany Higgins: “Dance, Dance, While the Hive Collapses”

Unit III: Drama (12 lectures)

Rabindranath Tagore: *The Waterfall*

Unit IV: Fictions (14 lectures)

Linda Hogan: *The Woman who Watches over the World*

Anuradha Sarma Pujari: *The Forest Wails* trans. by Bhaswati Parasar (*Iyat Ekhon Aranya Asil*)

Recommended Readings:

Clark, Timothy. *The Cambridge Introduction to Literature and the Environment*. University Press, 2011.

Coupe, Laurence. *The Green Studies Reader: From Romanticism to Ecocriticism*. Routledge, 2000.

Garrard, Greg. *Ecocriticism*. Routledge, 2004.

Ghosh, Amitav. *The Great Derangement: Climate Change and the Unthinkable*. University of Chicago Press, 2016.

Plumwood, Val. *Feminism and the Mastery of Nature*. London: Routledge, 1993

Marzec, Robert P. *An Ecological and Postcolonial Study of Literature: From Daniel Defoe to Salman Rushdie*. Palgrave-Macmillan, 2007.

Merchant, Carolyn. *The Death of Nature: Women, Ecology and Scientific Revolution*. Harper and Row, 1980.

SEMESTER VIII

Course Code: DSC 22A

Course Code: ENG23C803a

Course Title: South Asian Literatures

[4 Credits (3 L + 1 T)] [Difficulty Level - 300]

No. of Lectures: 48

No. of Tutorials: 16

Course Description:

This course is designed to introduce students to writings in English from South Asia, inclusive of writers from Afghanistan, Bangladesh, Bhutan, India, Pakistan and Sri Lanka. It aims to highlight the shared cultural and political histories that are represented in the literatures produced by writers residing in the region or abroad.

Course Level Learning Outcomes:

At the end of this course, the students will be able to:

CO 1: Assess the conception of South Asia as a geo-cultural unit with socio-cultural commonalities evident in its literature

CO 2: Appreciate the rich poetic traditions of South Asia and understand the evolution of modern writings from the region

CO 3: Analyze the lived experiences across cross sections of class, caste, gender, religion, politics, and region in the everyday lives of South Asian peoples through the prescribed fictions

CO 4: Develop an advanced knowledge of the distinctive literary strategies and devices deployed in South Asian drama

CO mapping with PO and PSO

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PSO 1	PSO2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	3	3	3	3	3	3	2	3			3	3	3	
CO 2	3	3	3	3	3	3	3	2	3			3	3	3	
CO 3	3	3	3	3	3	3	3	2	3			3	3	3	
CO 4	3	3	3	3	3	3	3	2	3	3		3		3	
Avrg	3	3	3	3	3	3	3	2	3	.75		3	2.25	3	

Course Content:

Unit I: Introduction (3 Lectures)

- Namita Gokhale and Malashri Lal: “South Asian Literatures: Beyond Borders, Across Boundaries” from *India International Centre Quarterly* [Vol. 41, No.3/4]

Unit II: Poetry (4 Lectures)

- Akhil Katyal: “But who will take care of you in your old age”
- Kaiser Haq: “Ode on the Lungi”
- Yuyutsu Sharma: “Space Cake, Amsterdam”
- Yasmine Gooneratne: “Big Match 1983”

Unit III: Fiction (36 Lectures)

- Manal Mohamed: “A Recluse in Rain”
- Samrat Upadhyay: “The Limping Bride” from *Arresting God in Kathmandu*
- Githa Hariharan: “Remains of the Feast” from *The Art of Dying*
- Monica Ali: “Knife”
- Naheed Elyasi: “Living on a Prayer” from *One Story, Thirty Stories: An Anthology of Contemporary Afghan American Literature*
- Shyam Selvadurai: *Funny Boy*

Unit IV: Drama (5 lectures)

- Rashid Jahan: “Behind the Veil: A One Act Play” from *Angaray*

Recommended Readings:

- Anwar, Waseem and Yousaf, Nosheen. *Transcultural Humanities in South Asia: Critical Essays on Literature and Culture*. Routledge, 2022.
- Brass, Paul R. *Routledge Handbook of South Asian Politics: India, Pakistan, Bangladesh, Sri Lanka, and Nepal*. Routledge, 2010.
- Brians, Paul. *Modern South Asian literature in English*. Greenwood Press, 2003.
- Sachdeva, Vivek et. al eds. *Identities in South Asia: Conflict and Assertions*. Routledge, 2019.
- Sanga, Jaina C., ed. *South Asian Novelists in English: An A-to-Z Guide*. Greenwood Press, 2003.
- Sheldon, Pollock, ed. *Literary Cultures in History: Reconstructions from South Asia*. University of California Press, 2003.
- Tickell, Alex. *South Asian Fiction in English: Contemporary Transformations*. Palgrave Macmillan, 2016.

Semester VIII
Discipline Specific Core (DSC) 22A
Course Code: ENG23C803b
Course Title: Modern Indian Literature in Translation
[4 Credits (3 L + 1 T)] Difficulty Level - 400]
No. of Lectures: 48
No. of Tutorials: 16

Course Description:

This course intends to introduce students to the plurality of Indian literature that is not simply at the level of diverse languages, but also varied lived cultural realities. As literature mirrors society and its multiple facets, the literatures of modern India provide a picture of the many nations that our contemporary India is. The literary selections in this course are by no means fully representative and have been selected mostly for their easy accessibility and availability.

Course Level Learning Outcomes:

At the end of this course, the students will be able to:

CO 1: Display knowledge of some of the representative poetic works of modern Indian Bhasha literatures

CO 2: Exhibit familiarity with the innovative dramatic form and thematic concerns of the celebrated play *Hayavadana*

CO 3: Critique the narrative features of the selected fictional works closely

CO 4: Identify the common issues of nation, caste, class and gender across Indian literatures produced before and after Independence

CO mapping with PO and PSO

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	3	3	3	3	3	3	2	3			3		3	
CO 2	3	3	3	3	3	3	3	2	3	3		3		3	
CO 3	3	3	3	3	3	3	3	2	3	3		3		3	
CO 4	3	3	3	3	3	3	3	2	3			3		3	
Avrg	3	3	3	3	3	3	3	2	3	1.5		3		3	

Course Content:

Unit I: Poetry (16 Lectures)

- Faiz Ahmed Faiz (Urdu): “The Dawn of Independence”
- Vimala (Telugu): “Kitchen”
- Muktibodh (Hindi): “The Void” , “So Very Far”
- Sunil Gangopadhyaya (Bengali): “The End of Exile”
- K Ayappa Paniker (Malayalam): “ Every Dog Has His Night” “Isn't that Shameful”
- Namdeo Dhasal (Marathi): “Speculations on A Shirt”
- Dina Nath Nadim (Kashmiri): “I Will not Sing Today”
- Amrita Pritam (Panjabi): “The Creative Process”
- Saratchand Thiyam (Manipuri): “Sister”

Unit II: Drama (10 Lectures)

- Girish Karnad (Kannada): *Hayavadana*

Unit III: Fiction (22 Lectures)

- Premchand (Hindi): “A Winter Night”
- Sadat Hasan Manto (Urdu): “Toba Tek Singh”
- Krishna Sobti (Hindi): “The Currency Has Changed”
- Ambai (Tamil): “In a Forest, A Deer”
- Indira Goswami (Assamese): “The Offspring”
- Perumal Murugan (Tamil): “The Goat Thief”
- Harishankar Parsai (Hindi): “Inspector Matadeen on the Moon”

Recommended Readings:

- Das, Sisir Kumar. *A History of Indian Literature: 1800-1910 Western Impact- Indian Response*. The Sahitya Akademi. 2005.
- Das, Sisir Kumar. *A History of Indian Literature: 1911-1956 Struggle for Freedom: Triumph and Tragedy*. The Sahitya Akademi. 2005.
- Panikar, K. Ayappa. *The Making of Indian Literature*. Sahitya Akademi, 2007.
- Panja, Shormistha. *Many Indias, Many Literatures: New Critical Essays*. Worldview Publications, 1999.
- Ravendran, P. P. *Text, Histories, Geographies: Reading Indian Literature*. Orient Blackswan, 2009.
- Satchidanand, K. *At Home in the World: A Window on Contemporary Indian Literature*. Full Circle, 2002.
- Satchidanand, K. *Positions: Essays on Indian Literature*. Niyogi Books, 2019.

Semester VIII
Discipline Specific Core (DSC) 23A
Course Code: ENG23C804a
Course Title: Introduction to Contemporary Popular Fiction
[4 Credits (3 L + 1 T)] [Difficulty Level - 400]
No. of Lectures: 48
No. of Tutorials: 16

Course Description:

This Course introduces learners to the field of Contemporary Popular fiction which now includes contemporary genres such as graphic fiction and Chic literature too in addition to the established genres such as Detective Fiction, Horrors and Thrillers, Romances, Sci-fi to name just a few. Since the term “popular” implies large readership as its target, the course is aimed at identifying the various factors that shape and feed the aesthetics and politics of popular fictions in the present times. Along with providing a theoretical orientation, the course also aims at introducing select bestsellers to provide a first-hand knowledge of popular fiction.

Course Level Learning Outcomes:

At the end of this course, the student will be able to:

CO 1: Understand some of the concepts and debates around contemporary popular fiction and relate it with popular culture

CO 2: Discern the distinctive features of some of the prominent popular genres in fiction

CO 3: Distinguish between texts belonging to different genres

CO 4: Demonstrate knowledge of some of the canonical names and works in the field of contemporary popular fiction

CO mapping with PO and PSO

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PSO 1	PSO2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	3	3	3	3	3	3	2	3	3		3	3	3	
CO 2	3	3	3	3	3	3	3	2	3	3		3		3	
CO 3	3	3	3	3	3	3	3	2	3	3		3		3	
CO 4	3	3	3	3	3	3	3	2	3			3		3	
Avrg	3	3	3	3	3	3	3	2	3	2.25		3	.75	3	

Course Content:

UNIT I: Understanding Popular Fiction: Concepts and Debates (10 Lectures)

- Defining Popular Fiction
- Popular Fiction vs Literature
- Aesthetics and Politics of the Popular Fiction

- Cult/ Pulp
- Popular Culture and Popular Fiction
- Readers, Market, Bestsellers

UNIT II: Popular Genres: Definition and Key Features (12 Lectures)

- Detective Fiction
- Horrors and Thrillers
- Science Fiction
- Romances
- Chic-lit
- Graphic Fiction

UNIT III: Popular Texts (26 Lectures)

- Agatha Christie: *The Murder of Roger Ackroyd*
- Isaac Asimov: "The Last Question"
- Octavia Butler: "Bloodchild"
- Andre Aciman: *Call Me by Your Name*
- Stephen King: *Cycle of the Werewolf*

Recommended Readings:

Bloom, Clive. *Cult Fiction: Popular Reading and Pulp Theory*. Palgrave, 1996.
 Gelder, Ken. *Popular Fiction: The Logics and Practices of a Literary Field*. Routledge, 2004.
 Glover, David and Scott McCracken. *The Cambridge Companion to Popular Fiction*. CUP, 2012.
 Murphy, Bernice M. *Key Concepts in Contemporary Popular Fiction*. Edinburgh University Press, 2017.
 Pawling, Christopher (ed.). *Popular Fiction and Social Change*. The Macmillan Press, 1984.
 Radway, Janice A. *Reading the Romance: Women, Patriarchy, and Popular Literature*. The University of North Carolina Press, 1984.

SEMESTER VIII

Discipline Specific Core (DSC) 23B

Course Code: ENG23C804b

Course Title: Introduction Children's Literature

[4 credits (3 L + 1 T)] [Difficulty Level - 400

No. of Lectures: 48

No. of Tutorials: 16

Course Description:

This course aims to acquaint the students with the body of literature labelled as Children's Literature. Introductory essays and theoretical texts will be discussed to familiarise the students with the theoretical orientations that may be applied to the reading of the children's texts. A selection of key concepts has also been included to enable the students to grasp the distinctions between different forms of children's fiction

and enhance their understanding. The inclusion of texts from other cultural background is complemented by pieces from India to acquaint students with the myriad sociocultural factors that bear on the production of children's fiction.

Course Level Learning Outcomes:

At the end of this course, the students will be able to:

CO1: Display a broader knowledge of critical discourses pertaining to children's literature

CO2: Engage critically with the forms, techniques and tools of the field

CO3: Critique the fictional works from across various cultures with the help of the tools learnt

CO4: Compare and contrast the themes, tropes and motifs that reflect different cultural idiosyncrasies in the texts prescribed

CO mapping with PO and PSO

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PSO 1	PSO2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	3	3	3	3	3	3	2	3	3		3	3		
CO 2	3	3	3	3	3	3	3	2	3	3		3		3	
CO 3	3	3	3	3	3	3	3	2	3	3		3		3	
CO 4	3	3	3	3	3	3	3	2	3			3		3	
Avrg	3	3	3	3	3	3	3	2	3	2.25		3	.75	2.25	

Course Content:

Unit I: Introduction (12 Lectures)

- Felicity A. Hughes: "Children's Literature: Theory and Practice"

From *Understanding Children's Literature* by Peter Hunt:

- "Chapter 1: Introduction: The World of Children's Literature Studies"
- "Chapter 2: Essentials: What is Children's Literature? What is Childhood?"

Unit II: Forms (6 Lectures)

- Fable, Parable, Fairy Tale, Folktale
- Fantasy
- Mystery
- Horror
- Biography
- Autobiography
- Picture Book
- Historical

Unit III: Stories from the World (18 Lectures)

- "The Goose that Laid the Golden Eggs" from *Aesop's Fables*

- “Little Red Riding Hood” from *Grimm’s Fairy Tales*
- “The Tale of the Three Apples” from *1001 Arabian Nights*
- Enid Blyton: “The Dog with the Very Long Tail”
- Roald Dahl: *The Witches*
- Lewis Carroll: Selections from *Alice’s Adventures in Wonderland*

Unit IV: Stories from India (12 Lectures)

- “The Cave that Talks” from *The Panchatantra*
- “Latkan” (Picaresque) from *First Sun Stories*
- “The Munjia”, “The Pool” from *Ghost Stories from the Raj* edited by Ruskin Bond
- R. K. Narayan: “Swami’s Grandmother” from *Swami and Friends*
- Sudha Murthy: “The Maiden of the River” from *The Daughter from a Wishing Tree: Unusual Tales about Women in Mythology*

Recommended Readings:

Bettelheim, Bruno. *The Uses of Enchantment: The Meaning and Importance of Fairy Tales*. Knopf, 1976.
 Butts, Dennis. (ed). *Stories and Society: Children’s Literature in its Social Context*. Macmillan, 1992.
 Hendrickson, Linnea. *Children’s Literature: A Guide to the Criticism*. G K Hall & Co., 1987.
 Hunt, Peter. *Understanding Children’s Literature*. Routledge, 1999.
 James, Allison. et. al. *Theorizing Childhood*. Polity, 1997.
 Teverson, Andrew. *Fairy Tale*. Routledge, 2013.

SEMESTER VIII

Minor Paper 8

Course Code: ENG23M801

Course Title: Introduction to Contemporary Popular Fiction

[4 Credits (3 L + 1 T)] [Difficulty Level - 300]

No. of Lectures: 48

No. of Tutorials: 16

Course Description:

This Course introduces learners to the field of Contemporary Popular fiction which now includes contemporary genres such as graphic fiction and Chic literature too in addition to the established genres such as Detective Fiction, Horrors and Thrillers, Romances, Sci-fi to name just a few. Since the term “popular” implies large readership as its target, the course is aimed at identifying the various factors that shape and feed the aesthetics and politics of popular fictions in the present times. Along with providing a theoretical orientation, the course also aims at introducing select bestsellers to provide a first-hand knowledge of popular fiction.

Course Level Learning Outcomes:

At the end of this course, the student will be able to:

CO 1: Understand some of the concepts and debates around contemporary popular fiction and relate it with popular culture

CO 2: Discern the distinctive features of some of the prominent popular genres in fiction

CO 3: Distinguish between texts belonging to different genres

CO 4: Demonstrate knowledge of some of the canonical names and works in the field of contemporary popular fiction

CO mapping with PO and PSO

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PSO 1	PSO2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	3	3	3	3	3	3	2	3	3		3	3		
CO 2	3	3	3	3	3	3	3	2	3	3		3		3	
CO 3	3	3	3	3	3	3	3	2	3	3		3		3	
CO 4	3	3	3	3	3	3	3	2	3			3		3	
Avrg	3	3	3	3	3	3	3	2	3	2.25		3	.75	2.25	

Course Content:

UNIT I: Understanding Popular Fiction: Concepts and Debates (10 Lectures)

- Defining Popular Fiction
- Popular Fiction Vs Literature
- Aesthetics and Politics of the Popular Fiction
- Cult/ Pulp
- Popular Culture and Popular Fiction
- Readers, Market, Bestsellers

UNIT II: Popular Genres: Definition and Key Features (12 Lectures)

- Detective Fiction
- Horrors and Thrillers
- Science Fiction
- Romances
- Chic-lit
- Graphic Fiction

UNIT III: Popular Texts (26 Lectures)

- Agatha Christie: *The Murder of Roger Ackroyd*
- Isaac Asimov: "The Last Question"
- Andre Aciman: *Call Me by Your Name*
- Stephen King: *Cycle of the Werewolf*

Recommended Readings:

Bloom, Clive. *Cult Fiction: Popular Reading and Pulp Theory*. Palgrave, 1996.

Gelder, Ken. *Popular Fiction: The Logics and Practices of a Literary Field*. Routledge, 2004.

Glover, David and Scott McCracken. *The Cambridge Companion to Popular Fiction*. CUP, 2012.

- Murphy, Bernice M. *Key Concepts in Contemporary Popular Fiction*. Edinburgh University Press, 2017.
- Pawling, Christopher (ed.). *Popular Fiction and Social Change*. The Macmillan Press, 1984.
- Radway, Janice A. *Reading the Romance: Women, Patriarchy, and Popular Literature*. The University of North Carolina Press, 1984.